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**THE POWERHOUSE FOR BULLYING**

**THE RELATIONSHIP BETWEEN DEFENSIVE SELF-ESTEEM, BULLYING  
AND VICTIMISATION**

**A thesis submitted for the degree of Doctor of Philosophy**

**by**

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**May 2005**



### **Abstract**

Studies which examine conflict have identified coping strategies as potent variables for the social competencies of children. To extend these ideas to more specific indicators of social adjustment this study examined emotional impairments and coping strategies of victims and bullies. Inventories measuring emotional impairment: depression, anger, anxiety and self-concept were completed by 103 primary school children aged 9-11. A questionnaire measured five coping strategies: problem solving, social support seeking, distancing, externalising and internalising. Bully and victim nominations identified almost 5 times as many male bullies compared to girls therefore findings which specifically relate to bullying refer to boys only. Emotional impairments were identified as predatory variables for bullying and victimisation particularly for boys where anger was identified as moderating the relationship between externalising and bullying behaviour while anxiety was identified as a mediating variable between problem solving and victimisation. Findings here also suggest that all children learn how to cope with negative emotions through their experiences with adults. For bullies internalisation as a result of poor experiences during problem solving with adults makes problem solving with peers less likely.

# Contents

## The Powerhouse for Bullying

### The Relationship between Defensive Self-esteem, Bullying and Victimization

Introduction - A Multi-Disciplinary Perspective.....	1
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#### **CHAPTER ONE**

#### **Psychoanalysis and Attachment Theory – A Common Ground for Understanding Bullying**

1. Attachment - A Mediating Variable.....	5
2. Source for Maladaptive Behaviour –Internal Conflict or Lack of Attachment?.....	8

#### **CHAPTER TWO**

#### **Bullying – A Complete Picture**

1	Abuse, Aggression and Victimization.....	16
2	Post Traumatic Stress Disorder.....	25
3	The Self.....	27
4	Self Esteem.....	31
5	Patterns of Attachment in Bullies and Victims..... ..	33
6	Anxiety and Aggression..... ..	35
7	Parental Divorce .....	37
8	Intervention following Divorce.....	40
9	‘There’s no Place like Home’ .....	42

## **CHAPTER THREE**

### **Coping with Negative Emotions**

1	Coping Strategies: Self-Focus and Attention .....	46
2	Threat Sensitivity, Anxiety and Impulsive behaviour.....	49
3	Coping Strategies: Findings in children .....	54
4	Parental Coping.....	57
5	Children's Coping Strategies: Moderators of the effects of Peer Victimisation.....	66
6	Contemporary Contributory Factors to Maladaptive Coping.....	70
7	The Moral Self.....	71
8	Parenting Styles and Self Regulation.....	75
9	Social Competency and the Selection of Anger Regulation Strategies .....	78

## **CHAPTER FOUR**

### **A Psychoanalytical Perspective**

1	Anger as a Response to a Non-Threatening Source.....	80
2	The Development of the Psychological Apparatus.....	82

## **CHAPTER FIVE**

### **The Importance of being Popular**

1	Friendship: Social and Cognitive Aspects.....	91
2	Making Bullying 'Uncool' - working towards a Common Goal	92
3	Intervention without Shaming.....	93

## **CHAPTER SIX**

### **Empirical Study: A General Survey**

1. Combining Research Traditions.....	96
2. Practical Considerations for Researchers.....	96
3. Pilot Study	
3.1 Overview of Pilot Study.....	99
3.2 Quantitative Measures for the Pilot Study.....	99
3.3 Qualitative Measures for the Pilot Study.....	99
3.4 Grounding the data for the Pilot Study.....	100
3.5 Informing the main study.....	101
4. Overview of Main Study and Predictions.....	102

## **CHAPTER SEVEN**

### **Qualitative Study**

1 Data collection and analysis.....	104
2 Setting and Participants.....	104
3 Materials.....	105
4 Timetable for the Drama and Communication Club.....	105
5 Ethical Considerations.....	107

## **CHAPTER EIGHT**

### **The Application of Grounded Theory**

1 Organising the Data.....	108
2. Grounding the Data – Further Links.....	111
3. The Integration of Pre-existing Psychoanalytical Theory.....	127
4. Low-Level Concepts – <i>Bully Motivation and Victim Promotion...</i>	128



## **CHAPTER NINE**

### **Quantitative Study**

1	Measures.....	130
2	Setting and Participants.....	130
3	Timetable for administering questionnaires.....	130
4	Scoring the questionnaires.....	131
5	Reliability & validity.....	132
6	Ethical Considerations.....	133

## **CHAPTER TEN**

### **Results**

1	Factor Analysis for the Coping Strategy Measure.....	134
2	Summary of Loading Analysis following Varimax Rotation.....	134
3	Factor analysis for the Nomination Measure.....	136
4	Measures of Reliability.....	137
5	Bully and Victim Nomination Scores by Gender – Descriptive Statistics.....	137
6	Tests for Correlation.....	138
7	Chi-Square Test.....	139
8	Discriminant Analysis.....	139
9	Regression Analysis.....	141
10	Regression Analyses for Unplanned Correlations.....	142
11	Split File Regression Analysis – by Gender Bully/Victim Nominations.....	145
12	Common Predictors .....	147
13	Preliminary Findings.....	149

14	Split File Regression Analysis – Comparing Non-Bullies with Bullies.....	150
15	Comparing Higher Level Bullies with Non and Low Level bullies	154
16	Summary Table for Prediction Outcomes.....	156

## **CHAPTER ELEVEN**

### **What Does this Tell us?**

1.	‘Like Father Like Son?’.....	158
2.	Bullying as a Defence against Persecution of the Self?.....	159
3.	‘I just had to let it out Miss!’.....	161
4.	Bullying – A Lack of Positive Object Relations? .....	162
5.	Unwavering Love; an Optimistic Future .....	163
6.	Parental Depression - Self-Destruction or the Destruction of Others?	165
7.	Methodological Limitations and Future Research.....	167
8.	The Patriarchal Family – An Abstract Concept? .....	168
9.	‘Invincible’ Boys.....	170
10.	Contemporary Fathers – the Downfall of Society?.....	171

## **CHAPTER TWELVE**

### **Concluding Remarks**

1.	Contributions to Attachment Theory and Psychoanalysis.....	174
2.	Why Bullying Resists Change.....	176

<b>BIBLIOGRAPHY.....</b>	<b>181</b>
--------------------------	------------



## **APPENDICES**

**A:**

- Letters to Parents for both qualitative and quantitative measures.
- Pamphlet
- Scripts
- Certificate for the Drama and Communication Workshop
- Ethical Monitoring Form

**B: Measures:**

- Beck Inventory
- Nomination
- Coping Strategy.

Raw Data (scores).

### **Statistical Analysis:**

**C: Data Reduction**

**D: Tests for Reliability**

**E: Spearman rho and Pearson r Correlations**

**F: Chi-Square**

**G: Discriminant Analysis**

**H: Regression Analysis**

**I: Regression (Bullies and Non-Bullies)**

### **Grounded Theory**

**J: Transcriptions.**

Organising the Data

## **Introduction - A Multi-Disciplinary Perspective**

Bullying in schools is an international issue (Smith et al, 2002) which is regarded as socially unacceptable within democratic societies. Although institutions and agents of social control generally have an intolerant attitude towards bullying in the playground, the problem of bullying persists. Our understanding regarding the nature of bullying and the effects upon victims has evolved over the past two decades as a result of substantial research. But bullying, as a subset of aggression (Smith et al 2002), is not limited to a particular age or context, indeed it is sometimes prevalent and even promoted within social groups and institutions, including peer groups, the family and regimental forces. As our understanding of the long-term effects of victimisation evolve, researchers aim to provide a clearer theoretical understanding of bullying, and more effective anti-bullying policies within schools. The evaluation of international research, including intervention strategies carried out in schools, provides a worldwide perspective on the current state of knowledge relating to both the process of victimisation, and the aetiology and motivation for bullying in children.

This chapter will begin with the issue of abuse and aggression in the concealed context of the home and its relation to both cause and consequence of extending patterns of aggressive behaviour. The effects of, and explanations for aggression are discussed here in relation to both abuse and anxiety, including Post Traumatic Stress Disorder. The scope of theoretical material regarding aggression focuses here on areas related to childhood relationships. Moreover it takes an interrelated approach to understanding the relationships between both internal processes and external behaviour. Attention turns next to moderating variables and begins with perspectives regarding the self as it is widely recognised that a distortion about the self permeates many other psychological and behavioural components, with a range of associated symptoms. As self-esteem is often regarded as a preceding variable for social competencies, explanations for differences in levels and kinds of self esteem remain a primary consideration for researchers. Explanations for social development are consistently sought by, among others, attachment theorists, who are interested in the internal conflict in children, and cognitive psychologists, who consistently inform our understanding of the relationship between cognitive development and social competency. Research by clinicians to be discussed here highlights the pervasive nature of anxiety disorders, and incorporates social-cognitive

explanations. Ideas relating to the social construction of the trauma of victimisation are provided here too, in order to address a range of epistemological perspectives.

Consistent throughout the body of research reviewed here are various interrelated variables (for example, self-esteem, attachment security, abuse, anxiety, threat sensitivity, parenting styles), which to some extent provide evidence for their potential interaction upon a child's appraisal of events, and their own coping resources. The influence of variables upon different coping strategies in children is therefore also discussed together with the exacerbating effects of maladaptive coping on peer victimisation. Recent findings provide a useful conceptual pathway from parental coping to victimisation in children, in particular, styles of parental conflict that influence a child's coping strategy. Findings in relation to cultural variations in parenting styles are an important consideration, particularly for practitioners working with a diverse range of ethnicities. In addition, the role of self-evaluation and self-regulation in relation to a child's moral standards exposes paths not fully explored with regard to internal motivators for maladaptive coping strategies. An important consideration here is the influence of peer status and perceived power in relation to anger regulation and more specifically, the more recent view of bullies as skilled manipulators, who select appropriate regulatory strategies in order to promote their position within the peer group. This challenges more traditional ideas that bullying is related to social deficits and identifies peer culture as an increasingly potent variable.

The phenomenon of bullying occurs by the powerful over the powerless, and involves repetitive psychological and or physical attacks upon a victim by the same aggressor. Bullying is characterized by inflicting fear in the victim from the attack itself and also the possibility of future attacks, with the bully re-enforcing his or her notion of power at every opportunity. Victims are beaten up, called names, lied about and left out, with bullying taking place mainly in the classroom and school playground (Borg 1999). More recently however, bullies have found a way of targeting their victims while they are in the privacy of their own homes by plaguing them with threatening and malicious text messages.

Previous research has attempted to identify various factors common to 'victims' and 'bullies', often presented as dichotomous traits, or levels of the same traits at opposite ends of a continuum. Such factors refer to a child's personality, school, family, or even physical characteristics. Besag (1989) reviewed literature on bullying with reference to 'macho' positive social attitudes to aggression with tough/powerful ideals, a lack of guilt



and no embarrassment. Physical and psychological characteristics identified for victims included: weakness, clumsiness, low motivation and aptitude for sport, poor playground participation, low energy levels, low pain tolerance, low confidence, possible physical 'deviations' (for instance obesity), or secondary nervous habits, (for instance nail biting). In comparison, at the other end of the scale, the bullies frequently appeared confident, physically strong, robust, energetic, good at sport and playground activities, with only little anxiety, not a tough exterior masking deeper anxiety, except in (rare) cases of anxious bullies (Besag 1989). However, self-image plays a crucial role here as it affects the level of discrepancy a person has between their ideal self and actual self with large discrepancies increasing the likelihood of depression and sadness. Further, large discrepancies between the actual self and 'ought self' (based upon peer and family expectations) can lead to anxiety, agitation and fear (Toates 1996). Positive or negative experiences and outcomes may be attributed to the self, or to external causes leading to the maintenance, corrosion or enhancement of self-concept.

## **CHAPTER ONE**

### **Psychoanalysis and Attachment Theory – A Common Ground for Understanding Bullying**

The issue of bullying needs to be examined within the context that it occurs in. It is not sufficient to examine the bully in isolation; rather, explanations need to incorporate internal and external motivators for the dyadic bully-victim relationship. If we are to understand bullying we need to understand what we can see and also what we can't see. It is not stressors (for example, violence at home) which directly cause bullying behaviour; it is a child's perception of them – the way in which they appraise situations and the mechanisms they employ in order to cope with them.

Theoretical perspectives for our responses to stimuli are not restricted to a cognitive framework, as psychoanalysis provides a conceptually rich account for what at times appear to be idiosyncratic responses to common experiences. Additional theoretical approaches also contribute to our understanding for the development of the self, but these tend to disregard the role of instincts or indeed any of the complex psychoanalytical ideas which account for the maintenance or corrosion of the self.

Explanations for the self vary in the perspective they take and to a greater or lesser extent, depending on whether we share that framework, they may theoretically assist researchers in formulating accounts for the prevalence of psychosocial problems in contemporary society. This chapter will outline such perspectives starting with ideas from attachment theory, followed by psychoanalytical perspectives relating to the development of the self. These theoretical frameworks are also discussed in later sections titled '*patterns of attachment*', '*the self*' and '*anger as a response to a non-threatening source*'. The latter section identifies a conceptual emphasis shared by both approaches, that of the category of primary caregiver. Both within and between each of these perspectives there are historically conflicting ideas and it is important to highlight the difficulties which arise when some theoretically apposed ideas are employed to account for the same phenomena.

The post-structuralist perspective taken here influences both the object of inquiry and the methods employed to obtain data, particularly the use of Grounded Theory which is employed as a tool for analysis. Whilst this report is interested in the social origins of the self it does not take the more extreme view (for example Kuhn) that we are constrained by external reality but rather it is argued that we are only constrained by the realities that we as

individuals help to construct. Here we are able to blend ideas from both a subjected and autonomous self, although the latter is argued to be only in relation to instinctively driven motivations which allow us to retain an *illusion* of 'wholeness'. The employment of ideas from psychoanalysis allows us to understand why attempts by society to shape the moral development of some individuals fail.

By employing classical psychoanalysis we can understand how individuals seek to preserve a sense of autonomy, which is only possible through the construction of defence mechanisms and therefore is only an illusion. The source for inner conflict, however, is not restricted to external reality as this report also employs Kleinian ideas to describe the instinctively devouring and angry responses to introjections and conflict between identities. The blending of classical Freudian ideas with those of Klein is not an easy task and theoretically these approaches are not easily integrated with attachment theory. Although this report does identify the potent variable of emotional security equally, it also emphasises the role of innate aggressive drives and therefore disregards the idea of a primary need to bond, thus assigning attachment to more of a mediating role.

### **1. Attachment - A mediating variable**

While this study is not attempting to measure individual differences in attachment behaviour it is useful to outline the primary attachment classifications resulting from key research. Some of these findings are described in various sections of this report as they inform our understanding regarding aetiological factors for both aggression and withdrawal in children. Categories of insecure attachment suggest different relationships, which according to attachment theorists result from a lack of sensitivity by the primary caregiver. The characteristics of these attachment categories which are relevant to this research are threat sensitivity and anxiety. Low self esteem is an additional consequence of an insecure attachment and this emotional impairment is also fundamental to this research. It is useful here to point out the term "representational model" or, following work by Craik (1943), "*internal working model*". These terms are employed by attachment theorists to describe the cognitive mechanisms which result from relationships with caregivers.

Psychoanalysis provides a useful account for the internal mechanisms resulting from insecure attachments which explain how a child defends against further attacks upon the self. Whilst a cognitive framework informs our understanding for the development of maladaptive ideas which may motivate behaviour, for example, irrational thoughts and



distortions, classical psychoanalysis allows us to understand the power of instinctually driven defences whose mechanisms are mobilised by the self to protect it from attack and reduce anxiety. By combining both approaches we can also begin to understand why some school based interventions for bullying do not have a lasting effect. Most importantly, by considering the role of unconscious motivations, this report suggests that practical solutions to bullying will not arise from a single 'quick fix'. More realistically, we are likely to observe a gradual reduction based on a combination of strategies, some of which are based on new approaches to traditional ideas.

This section will begin by focusing on Ainsworth's approach to classifying attachment behaviour, as these classifications are frequently referred to in more recent studies which examine relationships between attachment behaviours and the adjustment of children. There are alternative methods to the strange situation which can be employed for classifying attachment behaviour and some new classifications for insecure patterns of behaviour are added (for example, dismissing, preoccupied) but these often conceptually map onto the classifications outlined below. The selection of attachment measures will depend upon the age of the child and these may include: Self-report measures for adults (for example Hazan & Shaver 1987), children's symbolic production (for example, Bretherton) and child (CAI) or adult attachment interviews (AAI).

The nature of secure/insecure categories are fundamental to our understanding regarding the source of maladaptive behaviour, or more generally, emotional security. Studies which employ such categories in relation to the adjustment of children are alluded to in later sections when we turn to more specific findings relating to bullying. It is also important to understand the determinants of attachment security as these are often argued to be related to maternal sensitivity (for example Ainsworth et al. 1978) in addition to a variety of other factors (discussed in later sections). These include child/mother temperament and other high risk predictors involving family relationships and social disadvantages. This introduction and chapter one will also assist our understanding of how research into bullying which integrates ideas from attachment theories, cognitive science and psychoanalysis can enrich our body of knowledge and theory building.

We turn now to the study by Ainsworth et al. (1978) in which a laboratory based method known as the 'Strange Situation' was employed in order to measure the responses of children during brief periods of separation and also upon reunion with the mother. These



responses were classified into 4 groups: Securely attached, anxious-avoidant, anxious ambivalent/resistant and finally disorganised. On the whole, despite rigorous assessment of the strange situation measure the stability of these classifications upon re-test are low in high-risk groups of children, due to changes in family circumstances which are common to this group.

Secure attachments suggest that the child's internal working model reflects confidence in the caretaker's availability for comfort. Conversely, the insecure categories reflect working models which do not represent confidence in the caregiver's ability to provide a safe base. For example, the anxious-avoidant child's internal working model includes cognitive strategies which under regulate emotional arousal, characterised by a lack of distress during separation and a complete lack of interest upon being reunited with the caregiver. Conversely, the ambivalent/resistant insecure category is characterised by over regulating their emotional arousal. This is observable in the Strange Situation by overreacting to obtain attention, hence the child is distressed during separation but not comforted upon reunion with the caregiver.

The disorganised or disoriented category was added by Main and Soloman (1986) and includes children whose strategies include approaching the mother in strange ways such as hiding, walking backwards and so on. Disorganised attachment is associated with high risk factors which involve the family such as depression, abusive behaviour or alcohol abuse. These factors result in a paradox for the child who is faced with a frightening or frightened caregiver from whom they need to seek comfort when distressed. By middle childhood such children often display controlling behaviour, aggression as children, violence in relationships and dissociation. As Fonagy points out, findings in relation to attachment explain the "development of specific psychological functions or mechanisms that are key in the organisation of appropriate behaviour" and these "attachment difficulties may specifically create problems in affect regulation and social cognitive skills, which are known to be dysfunctional in groups with conduct problems" (Fonagy 2001 p. 40). These comments support the employment of ideas from attachment theory in relation to the source of maladaptive coping strategies which are examined in this project. Therefore, the link between insecure attachments and the regulation of emotions is important for researchers who wish to examine issues in relation to social exclusion (for example bullying or other socio-emotional adjustment difficulties) as social cognitive or processing problems may place a child at risk for peer rejection and also increase the likelihood of the



child seeking the company of likeminded individuals. In short “all these facts are at least consistent with the view that disorganised attachment represents the point of origin of one path to conduct disorder.” (Fonagy 2001 p.41).

However, although the present study is not employing a measure for attachment behaviours it is an important tool for understanding the social cognitive development of children and more specifically, the transition of insecure attachments as the way a caregiver regulates their negative emotions is fundamental to a child’s sense of security. Therefore, these ideas do provide a theoretical context for the prevalence of maladaptive coping strategies and emotional impairments.

The most powerful determinant of attachment security is frequently argued to be maternal sensitivity (for example, Ainsworth 1978). Earlier studies have supported the idea of the transmission of attachment security from generation to generation (for example Bowlby 1940). Most psychotherapists would agree that the transmission of insecurities from caregiver to child can only be interrupted with the development of some insight. Fonagy (2001, p.27) also argues that the transmission of attachment is mediated by a parent’s capacity “to think about the infant in terms of thought, feelings, and desires in the infant’s mind and in their own mind in relation to the infant and his or her mental state”. Not surprisingly, Fonagy also outlines the importance of a child’s social context to attachment security, and studies relating to these factors (for example, marital conflict, maternal/paternal depression) are discussed in later sections. As Fonagy points out, many of the effect sizes of these studies are small and unreliable which may suggest that the strongest predictor is genetic or there are sampling limitations. However, in line with other researchers (for example Belsky and Eggebeen 1991) this report presents these proximal predictors and distal predictors as accumulatively more powerful or interactive depending on their nature. Further, this report argues that increasing stressors in contemporary family structures and lifestyles present new challenges for researchers and practitioners who need to consider the interaction between both internal drives and external stressors upon maladaptive behaviour.

## **2. Source for Maladaptive Behaviour –Internal Conflict or Lack of Attachment?**

Opposing ideas between attachment theory and psychoanalysis in relation to the primacy awarded to internal and external factors generate the following questions: Is a child’s sense of self and other, well-being, emotional security and other internal states which are widely



regarded as predispositions for a child's development, related to intra-psychic phenomenon or are these internal states purely a result of the attachment?

According to classical psychoanalysis children experience the Oedipus complex which is a term employed to refer to conflict characterised in the unconscious by powerful feelings of love by a boy towards the opposite sex parent and rivalry towards the parent of the same sex. The female version of this experience is typically referred to as the Electra complex (see Chapter Four 'The Development of the Psychological Apparatus'). Fundamental to the resolution of this complex is the renunciation of sexual interest in the parent of the opposite sex and ideally, identification with the same sex parent. Therefore a child's experience of this 'core' complex is central to the development of personality, desire and identification. Important for this research is the role of the prescriptive agency which, together with the object of the child's desire, forms a triangular structure. Here the child internalises various aspects of this situation, including the parental relationship itself and also parental prohibitions. These aspects motivate resolution by constituting various structures (mainly the super-ego and ego-ideal) and repressing conflicting, unacceptable desires.

However, in contemporary society the traditional prohibiting agency can no longer always be ascribed to the paternal figure as the conjugal family containing the biological father, the mother and the children is no longer representative of society as a whole. In families who do represent a more traditional structure paternal authority has also declined. In a pedagogical study Loch (1986, p.67) examines the role of fathers in the personal education of children and points out that "in pre-industrial and industrial society, the father was endowed with too much presence, outside as well as inside the family, but nowadays in post-industrial society, he appears to have too little...the father has lost himself, and his children are unable to perceive anything but exhaustion after he comes home". Loch examines autobiographies and discusses the dissatisfaction that the authors appear to have towards their fathers (and occasionally with their own fathering experience) who he says are "permanently looking for father substitutes, while the fathers themselves do not appear to have many intentions left for their children and therefore have nothing convincing to offer them for the future" (Loch 1986, p.67).

Inevitably, accounts which evaluate the father as educator, protector and so on are immediately confronted by issues relating to attachment and not just issues relating to the child – caregiver attachment, but also more generally those that affect the emotional

security of a child. In addition, more recent studies highlight the importance of a secure attachment to the father but as Loch (1986, p.67) points out; “in family sociology, in developmental psychology and particularly in psychoanalysis, the significance of the role of fathers in the child’s growth has been overshadowed by the role of mothers”.

Bowlby’s attachment theory stemmed from an elaboration of classical psychoanalysis which focused on the interpersonal rather than the intra-psychic and he was not the first. Others include Ferenczi’s focus on the importance of sensitivity of the primary object, in addition to Spitz, Erickson, Winnicott and Anna Freud who all place emphasis on the quality of care-giving received by the child. However, both classical and later approaches to psychoanalysis share a fundamental tenet “that social perception and social experience are distorted by expectations, both conscious and unconscious” (Fonagy 2001, p.158). Further, behaviours common to attachment insecurities can be explained by defensive behaviours. A more complex interweaving of these two approaches is demonstrated in an earlier study by Fonagy and his colleagues, who suggest that a child’s distress mobilises the internalisation of the caregivers defences and this is argued to account for the transfer of attachment classifications from generation to generation (Fonagy 2001 p.159). In short, both attachment theories and psychoanalysis emphasise the importance of early years for development (which for psychoanalysis was influenced particularly by Klein). Both emphasise the importance of maternal sensitivity and provide descriptions of internal mechanisms which lead to differences between a child’s actual and psychic reality.

As Fonagy (2001) explains, psychoanalysis posits a primary drive (based on physical needs for example oral gratification) which creates a further drive for bonding referred to as a ‘secondary drive’. Bowlby, however, regards the social bond as biological and therefore in a primary position. Nevertheless, both theories recognise anxiety as an experience which is biologically determined. Equally, they are consistent in their views that this anxiety is related to a child’s perception of internal and external dangers and loss of the object.

Fonagy (2001) presents a useful account of these conflicting ideas and argues that a precondition for a child’s healthy development is indeed a secure attachment. Similar to the point raised earlier regarding the role of a child’s perception of events, Fonagy justifies his reasons for the amalgamation of ideas by pointing out that “Bowlby’s interest in observation, research, and the representation of the real rather than the reality of the representation ruled him out of bounds for all but the most unorthodox of psychoanalysts”



(Fonagy 2001 p.4). Fonagy explains the way in which psychoanalysis became more and more distanced from attachment theory as attachment theories focus on the external world and the real experience of a child which was not just “a novel orientation to understanding clinical cases” but also an “incompatible epistemology” (Fonagy 2001 p.4).

Fonagy (2001 p.5) identifies a ‘fault line’ which he argues divides ideas which focus on the social from clinical ideas which focus on the individual. Here, ideas which employ psychoanalysis as the primary cause for the way in which individuals give meaning to events are positioned on one side of the fault line while observable, experimental psychology remains on the other. However, attachment theory is argued to have a home “on both sides” of this dividing line (Fonagy 2001, p.5).

Fonagy aims to present an impartial delineation of these two schools of thought as he begins by pointing out that “just as psychoanalysts have consistently and somewhat tendentiously misread attachment theory and found it wanting in richness and explanatory power, so Bowlby consistently focused on the weakest facets of the psychoanalytic corpus” (Fonagy 2001 p.4).

The biological argument in Bowlby’s attachment ideas contradicted the psychoanalytical view. For Bowlby the child had a biological tendency and need (from an evolutionary perspective, as it provided survival value) to form an attachment in order to obtain a secure base and evidence for this had been gathered from experiments involving primates (for example Harlow 1958) who had attached to adults who did not provide food but provided comfort. However, the biological determinism of psychoanalysis differs as it emphasises the role of instincts, namely aggressive and libidinal drives. Important here is the conflicting idea within psychoanalysis that we are biologically motivated by both libidinal and aggressive drives (which quite literally may cause ‘conflict’). Similarly, this idea stands between attachment theory and psychoanalysis as the former states we have a biological tendency to attach compared to the latter who stress the role of aggressive drives. The source for maladaptive behaviour was for Bowlby the failure to obtain a secure attachment and the need for this attachment was characterised by innate behaviours such as smiling and crying which provide motivation to the caregiver to respond to the child’s needs and therefore provide a secure base within close proximity.



Ainsworth's own study in the 1970s identified the responses of the infant to separation from the mother by employing the strange situation. Here sensitivity was identified as correlating with several kinds of attachments. Ainsworth also recognised that it was the infant's appraisal of separation experiences that resulted in their separation behaviour. Hence Bowlby's development of cognitive ideas such as the attachment behavioural system, which became known as the 'internal working model', was based upon the child's expectations of availability. According to Fonagy (2001 p.12-13) this model of self-other relationships is transactional, for example, "a child whose internal working model of the caregiver is focused on rejection is expected to evolve a complementary working model of the self as unlovable, unworthy and flawed". Fonagy argues that a greater representation of object relations theory in conjunction with cognitive psychology has resulted in an increasing focus on ideas of relational schemas or representations and these serve to influence the way social experiences and knowledge are processed. Interestingly, Bowlby's ideas regarding a child's cognitive distortions stem from Freud's ideas regarding conflict and reality (internal and external). For Bowlby the mechanisms involved cognitive and perceptual distortions which contribute to a child's internal working model.

For Bowlby it was the attachment relationship rather than drives which motivate behaviour and it is this core point of contention between the attachment school of thought and psychoanalysis which will be examined here. Bowlby was clearly taking an object relations perspective and this placed great emphasis and responsibility on external influences in the determining of a child's behaviour. It is this very conceptual difference that also results in the [mis-]interpretation of Kleinian thinking whereby this psychoanalytical school of thought is frequently conceptually filed under the object relations school of thought.

In order to fully understand this conceptual distinction the question as to what degree attachment as motivator is actually that distinct from the libidinal drive as motivator needs to be answered. The need for this distinction is particularly evident as for Bowlby the need to attach and all of those attachment behaviours are biologically determined. Of course, the socio-biological perspective regarding survival and adaptation is emphasised by attachment theorists who argue that the biological influence is molecular and genetic. The dynamic idea of drives is encompassed by an epistemological perspective which supports the clinical approach traditionally employed by psychoanalysis, but Bowlby introduced a

research perspective which emphasised the external environment and therefore cast doubt on traditional methods of inquiry.

It is useful here to employ Fonagy's (2001 p.48-52) summary of points of contact and divergence between classical psychoanalysis and attachment theory. Points of congruence included Freud's inclusion of the importance of the attachment to the mother. Freud (1938) also agreed that the mother – child relationship was unique and a prototype for later relationships. Rather than relating this to a cognitive model Freud related this prototypical relationship to the self (self-esteem, narcissism). Slightly earlier Freud had also observed that 18 month old children would become distressed if left, and that fear of losing the mother did result in anxiety (although Freud associated this with fear of a lack of gratification of instincts).

Differences between Freud's ideas and attachment theory include disregard by the former for considerations of a social and cultural nature. Indeed, Fonagy (2001 p. 157) argues that "personality development is best studied in relation to the child's social environment". In addition, Freud's classical views did not consider early childhood as he focused on the oedipal period and his ideas were not a result of observations and therefore were not based on the real behaviour of infants with their parents. Moreover, Freud's principal focus was on instincts and the role of these took precedence over any direct phenomena or environmental factors. The way in which Freud asserted that an adult repeats patterns of relating from their childhood is inconsistent with attachment ideas which incorporate a cognitive model for the accrual of relationship experiences.

This research attempts to draw on ideas from attachment theory, specifically those factors identified as determining insecure attachment relationships and behaviour. This research then employs such ideas to understand external sources for both emotional impairments and the development of cognitive constructs, specifically coping strategies. Internal motivators are described in psychoanalytical language employing ideas mainly from classical psychoanalysis and a Kleinian school of thought.

This research therefore attempts to integrate these two approaches where points of contact allow. However, it is necessary to clarify a fundamental point of incompatibility between these two traditions relating to the motivation for forming relationships and the position of this research.



Bowlby contentiously argued that the need for attachment was primary. However, modern psychoanalysts do not agree with the idea that attachment is a physical need but do posit various ideas regarding some kind of independent requirement. Nevertheless, these ideas do not extend to Bowlby's emphasis on a biological, evolutionary motivation for attachment. In addition, Fonagy points out that modern psychoanalysis lacks consistency on this point. For example, the British Object Relations School is consistent in its view that the need for attachment is a predisposition and these are described in various ways from Fairbairn's (1952) "object seeking" to Balint's (1937) "primary love". However, views within this school regarding the motivation for forming relationships diverge from the idea of a primary need (for example Balint 1937 and Winnicott 1958) to a secondary need (for example Fairbairn 1952). More complex are differences in perspectives regarding the self which for some (for example Kernberg) evolve as a result of internalising the relationship compared to those who argue that the motivation or need for attachment arises from defences. In short there are "too many competing formulations as to the nature and origin of this need" (Fonagy 2001, p.163).

The position taken here is that the death drive is primary and a child's ability to mobilise the libido against this aggression (which could not be externalised) in order to protect the self is fundamental to a child's fear of objects. This defence aids the reduction of anxiety in the ego which is perceived as coming from objects and therefore the child's fear of objects is equal to his sadistic impulses. Hence the importance of positive object relations is argued here to be a necessary requirement in order to defend against this primary death drive.

In short, this research suggests that the motivation for attachment behaviour arises from innate drives which defend the self against attack. The primary need is for gratification and therefore the attachment is secondary which in turn is mediated by the interaction between the object and the self. A child's whole experience of a relationship (child to object and object to child) is experienced as imagos and motivated at each stage by bodily zones. In other words a child's relationship with the caregiver affects a child's experience of the zone and the development of the self which in turn motivates the formation of attachments.

The relationship with the caregiver is represented as a whole relationship in order to defend against a fragmented self, and this process determines a child's fixations and development.

The relationship with the object is only represented as a unified 'whole' as a result of instinctually and biologically driven defences which may include splitting or projection. In other words, the idea of a real "whole" unified self is an illusion hence, there is always some torment within children as they incorporate objects and seek internal ways of dealing with resulting inner conflict.

Important in the Kleinian perspective taken here is that it should be distinguished from object relations theory as it not only views the relationship with the object as acting *upon* the self but also views from the subject's perspective (like classical Freudian psychoanalysis). In this way the relationship is instinctually driven but these innate drives which are aggressive in nature are mediated by the quality of the relationship. It is argued here from a Kleinian perspective that the devouring and angry defensive characteristics associated with very young children cannot induce smooth patterns of attachments as they are always conflicted and torn. This challenges the idea that practitioners can intervene in the adjustment of children by teaching them social skills and relatedness. This report argues that we cannot teach unhappy defensive children but by reducing anxiety we can lower defences and this enables children to absorb new experiences and formulate new habits.



## **CHAPTER TWO**

### **Bullying – A Complete Picture**

#### **1. Abuse, Aggression and Victimisation**

The experience of child abuse may be sexual or physical, both of which are traumatic for the child with “extensive and debilitating” consequences (Meyer 1999, p.234), some of which are related to bullying and victimisation for instance, cycles of violence, anxiety and vulnerability. The widely held belief that sexually or physically abused children tend to become abusers themselves is frequently upheld by various ‘cycles of abuse’ theorists who, not only focus upon the victim, but also those people that an abused person may come into contact with. This focus is frequently sustained by a realist point of view which focuses on the impact of the event itself. Therefore, from this structuralist perspective “the problem is of massive proportion” (Meyer 1999, p.234). However, this perspective constrains our understanding as it assumes that our experiences are based upon a concrete external reality, and in doing so neglects the role individuals play in the construction of ‘social reality’.

It is argued here that the experience of abuse is shaped by our perception of the construct of abuse which is culturally specific and socially constructed (see discussion in later section). The social construct of abuse and therefore its potency, is sustained by the media and other agencies of social control. My own research project argues from a post-structuralist perspective and examines those processes which characterise the active engagement of bullies and victims in the creation of their social reality. To some extent my findings also acknowledge that there is a middle ground too; that bullies and victims are in turn, shaped by the environment that they and others have helped to construct.

Regardless of the researcher’s epistemological perspective, there is a commonly held assumption that experiences of abuse are traumatic. Further, alcohol and drugs serve to cushion the aftermath of such trauma for victims as they are employed as a coping strategy (eg. to enhance self-esteem and reduce loneliness and feelings of emptiness). But such a form of self-destructive behaviour only serves to mask the symptoms and damage relationships, leading to further corrosion of self-esteem. The meaning assigned to incest and sexual experiences with adults are often particularly devastating to children and result in a shattering of the self, well-being, self-integrity and self-esteem. For the purposes of my own research the focus here will be on physical abuse and its consequences as this relates more directly to bullying behaviour and externalising coping strategies. One of the



most commonly discussed consequences of both physical and sexual abuse in children and adults is a type of anxiety disorder, specifically Post Traumatic Stress Disorder (PTSD). Different traumatic events may produce their “own brand of post-traumatic symptomatology” (Parson 1994, p.241).

Which aspects of these consequences of child abuse lead to aggression and criminal tendencies in children? Discussed here from both a clinical and a social constructionist perspective will be the co-morbidity of anxiety disorders (PTSD) with disruptive behaviour disorders (conduct disorders and ADHD). Crucial to this research is the need to unravel the theories of aggression and examine the nature of anxiety in aggressive children. Important here is the recognition that stressors leading to PTSD are not restricted to the actual experience of physical (or sexual) abuse but also *witnessing* marital violence in the home and these factors include fear of the family disintegrating (for physical abuse) and emotional deprivation (Meyer 1999, p.240).

The consequences of child abuse can be greater or lesser depending on the degree of certain factors for instance, if the child is aware that something ‘bad’ happened and if the child is distraught at events around the abuse (for instance; during the court proceedings) (Meyer, 1999, p.240). In order to understand why the internal consequences of child abuse are greater if the child is aware of the ‘wrongness’ of the act the social construction of the child’s reality needs to be examined. The significance of meanings assigned to perceptions involves a complex relationship which constructs the child’s perceptions and shapes their experiences within society.

This section will briefly explore Hacking’s (1988) historical and epistemological account of the social construction of child abuse in relation to research into bullying. Considerations here will encompass both the social construction of the categories ‘victim’ and ‘bully’ and also the usefulness of the employment of grouping and categorizing in approaches to research. By examining the category of the ‘abused’ from a social constructivist perspective it could be argued that the psychological trauma itself is a function of society’s reaction following an event involving abuse. Mechanisms employed as a defence against trauma are also discussed here (for example, Freud, Freyd) and these ideas may inform us regarding the motivation for maladaptive behavioural strategies employed by bullies and victims.



According to Scheff a factor determining the social construction of categories (for example, the category of mentally ill), is the way in which society reacts to something or someone (Societal Reaction Theory 1963). During the process roles are ascribed to the 'deviants' by agents of social control, often following 'diagnosis' obtained from a body of knowledge. But where does this 'knowledge' come from? Scheff does not attempt to take apart or deconstruct such socially constructed knowledge, unlike Hacking (1988) who examines the social construction of knowledge about the social category of 'child abuse', a form of behaviour viewed in our society as one of the most hideous and intolerable, with 'abusers' frequently viewed as 'sick'. Gradually the concept of child abuse has shifted from 'battered baby' to child sexual abuse following the revelation by many adults of histories of child sexual-abuse. Descriptions moved from buggery and rape to "touching" (Hacking 1988 p60) acts which are today believed to lead to greater abuse and Hacking claims "would not have been recognised as evil a decade ago". Adults who were abused as children were cited as possible future abusers or pre-disposed to mental illness. Multiple Personality Disorder patients were themselves abused as children, according to this discourse (Hacking 1988). In this way the concept of child abuse became extended to include more acts which were less clearly defined, and in addition also included individuals who may not abuse but protect the abuser or 'turn a blind eye'. More recently the perpetrator of the abuse has also been extended to include, more and more, females and mothers. The extension of the concept 'child abuse' has increased the content of that concept, leading to an increase in 'abused' children. Hacking (1988, p62) concludes his paper by posing the question; "are we examining the creation of norms rather than the recognition of evils?" suggesting that, rather than expanding our knowledge of evil we may be extending our category of the pathological.

It could also be argued that society's exclusion and persecution of the abuser may lead them to identify with the only group that will accept them, i.e. other child abusers, thus perpetuating the behaviour. Hacking (1988, p62) identifies a possible "looping effect" which may take place as a function of the abused or abuser becoming aware of their 'category' and in turn, this reinforces their behaviour. Further, Hacking suggests that this negative effect on behaviour will feed back into our 'knowledge' of child abusers. What about the social construction of the category 'the abused'? Can it be suggested that encompassed in the category of child abuse is not just the sub-category of the 'abuser' but also the abused i.e. the victim? The belief that the abused go on to abuse others is reflected in the reaction from society and the agents of social control. A mother who reveals to a



social worker, for instance, that she was abused as a child, will be ‘formally’ labelled and monitored.

It could be argued that a child who is sexually abused may remain psychologically (although perhaps not physically) intact, until the ‘event’ is recognised by society. The social construction of the [sub-] category ‘abused child’ is created by sections of society (for example, social services, the media industry) and in turn, society reacts with much anger and disgust to this category. These kinds of reaction following the abuse evoke shame and guilt in the child. The child feels ashamed together with all those feelings which surround shame (for example, ‘dirty’, ‘bad’). Above all, the child also experiences a sense of mistrust in their environment, the people in it and also their own sense of self with a lowering of self esteem. Guilt at transgressing what is morally wrong is also evoked, together with feelings of “was it my fault?” This is trauma. Trauma may be unwittingly evoked in innocent children who are victims of abuse as the reaction of society suggests to them that they have endured a horrific event. A simple analogy illustrates this point when we observe a parent who intentionally avoids looking aghast when their toddler trips over as previous experience has taught them that if they react traumatically they will evoke a similar reaction in their child. However for an older child who has been the victim of abuse (particularly sexual), trauma may also occur if there is no response by society, as once this event is recognised the category of abused shapes not just a child’s perceptions and experience, but their expectations too.

Jennifer Freyd (1996) argues that victims repress their memories of abuse as a way of defending against trauma. Freyd argues that this mechanism only ceases when we are ‘safe’ enough to remember them. Repression or motivated forgetting assists the victim in the “avoidance of pain, overwhelming information, or terror” (Freyd 1996, p. 61). For Freyd therefore, the victim’s knowledge of the ‘abuse’ and resulting painful associations are reasons to forget. However, an experience of abuse is more likely to be repressed, according to Freyd, if *betrayal* is involved and this “points to the central role of social relationships in traumas that are forgotten” (Freyd 1996, p. 63). This idea is fundamental to my own study as cyclical theories of aggression have highlighted experiences of domestic and child abuse as predatory variables for vulnerability and post traumatic symptoms. Freyd also assists our understanding regarding why it is that children remain attached to adults who hurt them either physically, sexually or psychologically. How can a child still love an adult who treats them in such an unacceptable way? Many assume that



experiences of abuse will in some way 'stand out' in a child's memory as they are out of the ordinary. However, Freyd (1996, p.62) points out that "in the case of a child who has been sexually abused by a parent from early childhood, and in such a way that the abuse grew gradually from apparently loving behaviours, the abuse may be neither unusual nor extraordinary". This may also explain why children often continue to love and remain loyal to their abusers. Therefore, according to the ideas mentioned earlier (for example Hacking) we may argue that a child experiences trauma once they become aware of the 'meaning' of the event or category of 'abuse'. For the child involved in an abusive relationship with a trusted caregiver the point of trauma may arise gradually as they become aware of social meanings. This trauma is more likely to be repressed as Freyd (1996, p.63) explains "the more the victim is dependent on the perpetrator - the more power the perpetrator has over the victim in a trusted and intimate relationship - the more the crime is one of betrayal".

However, Freyd (1996, p.47) also points out that it is not so much a case of forgetting but the interpretation of events. In other words, when individuals "claim to have forgotten all of their abuse, they may in some cases later discover that they had always remembered some events that were abusive, but because of internal evaluations and labelling had not acknowledged them as such" (Freyd, 1996, p. 47). Here Freyd provides the example of incest victim referred to as Lee Davidson, who did remember the abuse but did not interpret the events as abusive until she was in therapy. Davidson had great difficulty accepting these events as abusive and as a child she grew up with the belief that these experiences were common to all children and later that they occurred because she was a 'bad' girl. Referring to social constructionist ideas this suggests that Davidson's understanding of the significance of such events to society were at first limited to her own world (generalised to the experiences of others), therefore her early interpretation to some extent, buffered the effects. However, when she gradually became aware of the meaning of these events the internalisation of negative associations would have contributed to her sense of self. In other words, as Davidson came to understand that the events were 'bad' she believed that she must be a 'bad' girl. However, with therapy the negative sub-categories and connotations which are associated with abuse and subsequent feelings of shame and guilt were challenged. Freyd employed this example to support her criticism of parents who claim that their 'abused' child is suffering from False Memory Syndrome (FMS). False Memory Syndrome refers to the idea that the sudden recovery of memories does not refer to forgotten events but fantasies influenced by the suggestion of the therapist. Freyd highlights the case of Davidson because in this case, the realisation in



later life that she had been abused was not a case of 'recovering' a repressed memory as she had always remembered the events. Further, Freyd (1996, p.47) adds "when parents claim that they are accused by adult children who suddenly regained memories, this does not mean that the children had forgotten the abuse; it means only that the parents are claiming that they did".

The reason that the idea of repression by experiences of "betrayal trauma" (Freyd 1996) is relevant to the study of bullying is because it raises the fundamental question regarding the relationship between aggression and repression. Is aggression a defence against emerging memories (or unsupported 'reinterpretation') and anger when blindness to such events can no longer protect the victim? As Freyd (1996, p.65) points out "for a child, the risk of full awareness of betrayal by a parent or caregiver may be, or may seem to be, a matter of life and death". In order to answer this question we need to examine Freyd's ideas more closely. Freyd claims that it is logical that from an evolutionary perspective, pain exists in order to adapt our behaviour and aid survival. If the psychological pain evoked by a situation would cause a response which is not useful, it is logical that the analgesic function of repression (and dissociation from the event) would be adaptive. Pain may also motivate a response which is useful (e.g. not moving) and therefore blocking may not be employed. According to Freyd (1996, p.68) "memory repression, dissociation and related defences are not functions we have to reduce psychic pain per se. Instead, those phenomena function to control social cognition and thus to control social behaviour". Conversely, we may also *employ* psychic pain in order to activate some defences.

Referring to physical pain, rather than psychic pain, Freyd provides an example of two girls who each break a leg. The first is in so much pain that she does not walk and waits for her companion to get help. The second girl is travelling alone and blocks her perception of pain in order that she may limp to safety. Interestingly, Freyd argues that psychic pain blocking is only beneficial for reducing pain in the short-term, and here she employs the broken leg example as an analogy for the pain returning, "because of the further harm inflicted by walking on a damaged leg" (Freyd 1996, p.69). Blocking techniques operate by directing information regarding the abuse "away from central consciousness" (Freyd 1996, p.76) and may include strategies such as employing fantasies or dissociating from the experience itself. Some victims of long-term abuse may develop elaborate systems of defence. Blocking may be partial, whereby some aspects of the abuse may not be remembered, or it may be total, whereby the child's only way of coping is through



complete amnesia. These defences are forms of coping strategy and many of these are more easily understood in cognitive terms by examining findings in relation to the employment of distancing (see section 'coping with negative emotions'). The analgesic benefits of various coping strategies employed by children buffer the effects of victimisation, argued here to be both cause and consequence of bullying behaviour.

Freyd's ideas prove useful if we return to the question raised earlier i.e. is aggression a defence against memories and anger which emerge when blindness to such events can no longer protect the victim? Freyd (1996, p.191) discusses various research findings into battered women over the last 25 years (for example, Dutton and Painter) and here she points out the explanatory power of Anna Freud's identification with the aggressor in relation to the suggestion that the battered woman idealises her abuser while also denying and suppressing her own anger. In addition, attachment to the abuser is stronger if the abusive behaviour is followed by positive 'nurturing' behaviour. Referring still to Dutton and Painter (1981, 1993), Freyd suggests that their findings go some way to explaining why battered women are frequently willing to stay in, and return to, the same abusive relationship. If we are to employ these ideas we must acknowledge two fundamental differences. Firstly, this study is attempting to make theoretical links between experiences of aggression at home and bullying in schools. Freyd's ideas are based on sexual abuse, the connotations of which are undoubtedly different and studies have shown that likelihood of blocking for sexual abuse compared to other kinds of abuse is greater (Freyd 1996, p. 144). However the idea of betrayal remains the same and undoubtedly, there exists some degree of pain blocking. Therefore Freyd's ideas highlight the importance of understanding the different blocking defences children employ in order to protect the self from harsh realities. If we dissociate, we disconnect from an experience at the time of registering it, however repression means to take in an experience and then bury it. If we dissociate we have not remembered in the first place, however if we have repressed an experience have diverted it to a far corner of our unconsciousness in order to prevent it from reaching our awareness.

However we describe the mechanism of forgetting - whether we employ the term blocking, dissociation, distancing or repression - and despite their short-term analgesic function, it is not unreasonable to argue that the long-term employment of this strategy may be maladaptive. This is because the function of repression does not allow the child to develop alternative coping strategies which are useful, such as talking about the experience. From a



psychoanalytical perspective, Freud (1917, p.335) points out that the process of repression “is the precondition for the construction of symptoms”, as “symptoms, as we know are a substitute for something that is held back by repression” (Freud 1917, p. 339).

The blocking of pain through amnesia by a child who has experienced betrayal, suggests that the child must have had, at some point, some conscious awareness of the trauma, in order to then repress it. During a subsequent period the meaning of the event may be evoked when the memory is cued or society prevents the child from employing some defence mechanisms which assist repression such as externalisation. It is generally accepted that children who experience abuse have experienced shame and therefore have low self-esteem. Therefore, it is not unreasonable to argue that new experiences of shame are particularly emotive as they not only continue to corrode a child’s self esteem but also call to the surface those painful feelings which were formerly repressed. A child who is subjected to repeated experiences of shame is vulnerable as they do not have sufficient resources to cope with the negative emotions which are evoked. This may be more easily understood by observing the reactions of some children in schools when they experience shame as a result of public reprimands. Children who have poor experiences with caregivers (for example harsh physical punishments and marital conflict) appear to have heightened sensitivity when they are exposed to shameful experiences (for example, taunts, and reprimands). Immediately, such children may call on coping strategies such as distancing (hence the phrase ‘saving face’) or more damaging strategies such as externalising, in order to assist in blocking the painful feelings these experiences evoke. In other words, children who have experienced trauma betrayal may have powerful emotions evoked and unless they have reached a ‘safe place’, (for example, a secure relationship), they may not be able to regulate these sufficiently without employing less acceptable analgesic mechanisms, such as projection (or bullying).

Child abuse (both physical and sexual) is condemned by media portrayal with heightened publicity regarding easily accessible sources of help and support for children. Programmes which aim to raise awareness of the ‘wrongness’ of acts are popular in schools in order to reduce the vulnerability of children and encourage them to speak out. It is important to explore the social construction of abuse in order that we may draw upon this perspective when we examine victimisation and bullying in schools. The meanings ascribed to the categories of ‘victim’ and ‘bully’ varies according to the context, gender and culture. For instance, in a state funded school peer perceptions of a ‘victim’ are more likely to be



associated with 'uncool' characteristics such as being a law abiding 'geek' (studious), compared to peer perceptions in an independent school where academic achievement is not 'uncool' but aspired to. Similarly, the perception of teachers regarding bullying behaviour may also vary according to the school context and in addition, it may also vary according to the gender of the perpetrator and victim.

As we have discussed, the way in which society reacts to the abuser (for example, 'dirty old man'), facilitates the construction of the 'abused', a (sub)category which is responded to with some of the same negative labels, such as 'dirty', 'disturbed' or a potential 'abuser'. The reaction of society to the child abuser therefore evokes trauma in the abused child as they too have been involved in this moral transgression. Not only does society's reaction evoke trauma but the child also expects society (and the family) to respond protectively and emotionally, and they rely on this to establish a sense of trust in the world again. Should they misconstrue this response, their sense of trust and self may be shattered. Not only does the child need to realise that they are not dirty, or 'bad', but their entry into the 'role' of victim evokes in them certain expectations. The media portrayal of 'helping' victims means that they begin to "orient themselves by means of responses which are perceived in social interactions... [and].. entry into a role may be complete when this role is part of the individuals' expectations" (Scheff 1963, p.14-15). In short, society's response to the abuser creates a [sub]category for the 'abused' and in turn, society's response to the abused creates a trauma itself. Therefore, according to this perspective, the child takes on the role of the abused and also the expectations of society, which accompany this role.

If society's reaction evokes trauma in the child then the emotional response from the child's family must respond accordingly because "once they are exposed to the stressful traumatic event the availability of parental support and open communication within the family is particularly important in helping children to cope with stress" (Shah & Mudholkar 2000, p.103). And further, it helps their resilience against PTSD and related emotional and behavioural problems. By offering support in this way and responding with openness rather than 'sweeping it under the carpet', the child will feel valued and avoid further corrosion of their self-esteem.



## **2. Post Traumatic Stress Disorder**

Children are more vulnerable to many traumatic events because of their age and post-traumatic symptoms resulting from these experiences may occur immediately following the traumatic event, or later during adulthood. The most common traumatic event leading to PTSD in adolescent girls is rape and incest (Shah & Mudholkar 2000). Unlike other traumatic events which lead to PTSD, such as civilian violence (for example bombs and riots), the perpetrator of rape is often known to the victim and this is most obvious in cases of incest. The emotional implications of this are exacerbated due to the relationship between the victim and perpetrator, leading to feelings such as shame, helplessness and in some cases suicidal ideation.

The issue of PTSD is relevant to research into bullying both in relation to cause and consequence. Symptoms of PTSD in children are noted to be different when compared to PTSD in adults, for example, regressive behaviour or somatic symptoms in children (Greenwald 2000, p.12). In addition, symptoms include a numbed affect (including a lack of empathy) and behavioural attributes which are frequently (mis) labelled as a result of diagnoses under alternative classifications for example; ADHD and Oppositional Defiant Disorder (Greenwald 2000). In short, a child's reaction to a traumatic event "becomes a primary organising principle for personality, mood and behaviour." (Greenwald 2000, p.12). Events leading to PTSD include bullying and also experiences of severe reprimand by teachers in front of peers or by parents (Pandit & Shah 2000). The experience of traumatic events may also lead to changes in personality to include behavioural problems associated with rage. It becomes increasingly clear therefore, that the maltreatment of children (for example; physical abuse at home) may lead to post-traumatic symptoms which may include bullying behaviour. Similarly, victims of bullying may also exhibit symptoms of PTSD.

Parson (1994, p.239) highlights the way in which children can appear to be devoid of emotions for the victims following events which are traumatic. This usually refers to events that have resulted in shock or terror for victims or witnesses, such as terrorist attacks, violent crime, physical/sexual assaults or serious accidents. Parson illustrates this point by describing a case where children who had witnessed a shooting did not respond with overt terror, fear or other emotions but instead their reaction was characterised by the playing of games. According to Parson (1994, p.239) the children he witnessed playing in this way after the shooting, played with "agitation, and a quiet uneasiness, characterised as



a numbed furtive awareness”, and by doing so they were repeatedly involved in “traumatic re-enactments-in-play”. Although more generally referred to as a symptom of PTSD this physiological reaction to an emotional ordeal is labelled a “biopsychic trauma” by Parsons who describes it as a “...compulsive mechanism to aid endopsychic processing of the event, and master the internal, menacing representation of the trauma” (Parson 1994, p.239). However, biopsychic trauma is not just limited to witnessing traumatic events but also experiencing physical and sexual abuse as well as other traumas. Further post traumatic symptoms include dreams related to the traumatic event, a sense of vulnerability and other primary symptoms of emotional distress. Secondary symptoms include disturbance in attachment behaviour as well as those mentioned earlier such as conduct and hyperactivity disorders and difficulties concentrating as well as other cognitive and learning problems, low self esteem, self-doubts, depression and helplessness (Parson 1994).

Predictors of criminal violence in adults have been identified as both physical abuse and neglect in childhood, in order of priority. This supports theories of “cycles of violence” or “aggression breeding aggression” (Geen 2001, p.91-92). As Geen points out, many researchers (for example Zaidi) elaborate on ideas relating to the transportation of violence from one generation to another, such as those who argue that the harsher the physical discipline to children, the more likely those children are to be physically abusive to others. Further, such children are also more likely to recommend that children who had been naughty be physically punished in hypothetical situations (Geen 2001, p.91-92).

As a marriage begins to fall apart, so the likelihood of violence towards the spouse, usually the mother, or indeed the children increases (Meyer 1999, p.234). Studies examining the impact of exposure to marital conflict (see ‘parental coping’ section) highlight the emotional distress and behavioural problems which result, especially if this kind of interaction between the parents continues without being resolved for a length of time. Many of these studies (for example, Cummings et al 2003, O’Keefe 1994) examine styles of conflict and the amount of violence between the parents that a child is exposed to and findings suggest that marital conflict (particularly from the father to the mother), is positively correlated to the amount of anti-social behaviours. These behaviours include aggression (for example, towards peers), lack of control (impulsive behaviour) and delinquency, in addition to maladjusted states such as anxiety, withdrawal and depression found in the child. As negative outcomes or experiences may be attributed to the self, research into bullying frequently addresses this area, specifically issues relating to self-

esteem. The following section will therefore outline some key concepts relating to the self in relation to my own perspective, followed by more specific theories relating to self-esteem and bullying in section 5.

### **3. The Self**

How is selfhood defined? Views are frequently polarised, with orientations varying from social scientists that focus on the subjective, autonomous, authentic and creative human identity, to others who “deny the agency of human subjects” (Elliot 2001, p.10). The latter perspective argues that the self is subjected to external forces via social structures. Here the self is viewed as a product of ‘complex interrelation’ itself a social medium. Perspectives of the self and approaches to conceptualisation have shifted with changing traditions of thought over recent decades, leading to antagonistic approaches or complementary facets of the self. Here ideas which place emphasis upon the subjected self as a product of social systems, including discourse and ideologies which shape and mould our sense of identity, have shifted to a more recent analysis of the autonomous individual. Giddens (1990) blends elements from both of these positions with his dualistic approach to the connection between individuals and society (agency and structure). However Giddens does not argue that they exist independently from each other, rather that they each exist only in relation to one another. Further, Giddens argues that there is a duality of structure as social systems provide individuals with what they need (for example, a shared understanding) in order that as a result, they may then construct that same structure.

The dynamic and creative ability to be reflexive is essential for post-structuralist theorists as it acknowledges that meanings are not concrete realities but are subjective. Reflexivity is a process which entails thinking about and referring to the self as both the object and the subject and therefore may be described as a process of referring back to oneself. As Giddens (1990, p.38) explains; “the reflexivity of modern social life consists in the fact that social practices are constantly examined and reformed in the light of incoming information about those very practices, thus constitutively altering their behaviour”. Referring to Wittgenstein, Giddens (1990, p.38) argues that individuals are “actors” and social life is a result of “knowing how to go on”. Giddens describes the way in which the self and reflexivity are interwoven and emphasises that this is not simply the social construction the self, but refers to the intimate relationship between the process of reflexivity and our identity, itself a result of knowledge and cultural practises. As Giddens (1990, p.38) describes, the nature of reflexivity is such that “in all cultures, social practices are routinely



altered in the light of ongoing discoveries which feed into them". The ability to be reflexive is not only regarded by post-structuralists as crucial to the development of the self, but also to the process of research.

The extent that we view the self as 'embodied' i.e. being involved in a relationship with our physical, fleshy bodies, depends upon entwined issues relating to traditions of thought. Methods employed for attaining knowledge relating to the self and the questions raised result from accepted practises within various paradigms from positivism to post-structuralism and experimental to experiential. Approaches to understanding the self include viewing the self as interrelating with the body, for example, physiological phenomena resulting from external stimuli and cognitive appraisals, or we may take a psychodynamic view of the 'subjective experience of having a body'. In short, the body and the self are to a greater or lesser extent, focused on together, with many referring to the human as 'agency' i.e. our capacity to do things, to take action, to make autonomous decisions (Elliot 2001). Conversely, (and this is not the perspective taken in my own research) some theorists disregard the idea of the human as agency and therefore transcend the view of the 'bodily' basis of our personal being with disembodied views of the self.

Approaches to understanding the self are structured around particular theoretical points of thought, some of which run contrary to my own while others are identified here as more accurately reflecting the orientation taken by my own research. Various approaches to understanding self-hood include: Biological perspectives of the embodied self and experimentalist, experiential (reflexive), socially constructed and psychodynamic views. The experiential approach attempts to obtain a description of a person's phenomenological and existential constructs and experience, which may complement the experimental approach e.g. the employment of theoretical explanations resulting from experimental research. Often considered less plausible (as not testable empirically), a psychodynamic approach examines and interprets dynamic unconscious processes and forms of defence against anxiety, leading to a fragmented self in conflict. From psychoanalytical ideas which emphasise relationships with objects (and this is the neo-Freudian perspective taken for interpreting my own findings) - selves are a constitution of external objects and relationships which are introjected during childhood. Following these introjections, the child experiences several identifications which manifest as inner voices or dialogue. Such introjections challenge the idea of a unitary, "whole" self as the child continues to



experience conflict within these relationships internally (Thomas 1996, p.317). Therefore a sense of unitary self is only possible through defensive processes.

The idea of a self made up of various people and relationships, to the extent that the self is viewed as “a more fluid self”, is proposed by social constructionists who describe a “distributed self” (Thomas 1996, p.317). Here the self-hood is explained as recurring unconscious identifications which take place as a result of the fluctuations of boundaries between the self and object. Further, these unconscious identifications allow the self to get “mixed up with others” (Thomas 1996, p.317). Some argue that these mix-ups are in fact potential learning experiences as they provide a bridge between the self and other. These mix-ups are described by Thomas as “projective identifications”, for example, “being in love” or the mixing of characters in dreams (Thomas 1996, p.317). The boundaries between the self and others may be permeable and fluid much of the time, according to the amount a person engages with others and the saliency of groups and participants. Thomas (1996, p.318) describes the variation of the extent to which individuals “live in projection”, characteristic in long-term relationships whereby “the person unconsciously talks about the other as if talking about themselves”. Here the individual feels good as a result of something, which is positive happening to the other person, and conversely, bad when the other person experiences something negative. These ideas concur with the perspective taken in my own research including Thomas’s (1996, p.318-319) view that, “common assumptions about the unity and the boundedness of the self may be an illusion, a construction”. Noteworthy here in relation to internal conflict is Thomas’s rationale that “the unitary, bounded self can be thought of as a construction which has the function of a defence mechanism. This defensive construction preserves a sense of being autonomous and centred..” (Thomas 1996, p.318-319)

Conflicting role models, values and boundaries are argued by clinicians and practitioners to be most common in children whose families are no longer intact. Thus a child’s attempt to retain a sense of ‘wholeness’ in relation to the self means that the child must abolish those introjections – or ‘bad’ parts of the self - which create inner conflict. As such defensive behaviour may be observed as forms of externalisation, it is therefore argued to be worthy of examination in relation to the study of bullying in my own research.

Elliot (2001) argues that by “breaking with orthodox views which keep apart the social and the psyche, we have to grasp how social and cultural forms are given shape internally,



which necessarily entails reflecting on how the self is constituted culturally as an expression of inner depth” (Elliot 2001, p.156). Furthermore, he argues that unconscious phenomena including fantasies and anxieties result in our “active construction and reconstruction” of the self, and these intrapsychic activities need to be understood within the “wider frame of culture, society and politics” (Elliot 2001, p.156). The perspective of my own research does not reject those ideas supported by Elliot (2001) but neither does it fully reject those he criticises – instead it almost takes a middle ground. While Elliot (2001) criticises theories which emphasise the self as emanating from internal processes including the intrapsychic, my own research seeks explanations from psychoanalysis, although it is important to note that these ideas (described below) are based upon the relationship between the self and other. Elliot supports sociological theories which emphasise negotiation between external demands and internal identity including symbolic interactionist approaches that describe ways in which cultural and societal demands are balanced with our subjective identity (Mead, Goffman). This perspective is supported by my own research as it explains the way in which we construct our sense of self as a result of countless interactions which shape and give meaning to our lives. The post-structuralist perspective taken by my own research therefore rejects those ideas which argue that there is an underlying external social reality which profoundly constrains us and shapes our lives (e.g. Kuhn). Instead my research argues that although we are actively engaged in creating social abstractions which form our social reality we are not autonomous beings as we are indeed constrained by the realities we construct. The following paragraphs examine more thoroughly neo-Freudian ideas which emphasise objects acting upon the child - specifically the Kleinian school of thought - as these ideas fit comfortably with my own perspective regarding the social origins of the self.

According to Kleinian theory one of the ways in which we promote an unambiguous and unified whole to the world, is by defending the self from internal conflicts. Unlike Freudian theory a child’s development, including their fixation upon bodily zones, is affected by the *whole relationship*\* although, like Freud it still retains the primacy of drives (although more aggressive, devouring) as determinants of this development. The presence of anxiety warns us about potential conflicts and various forms of defence may be employed in order to separate conflicting emotions, ideas, or repressed desires.

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\* The term “whole relationship” as explained earlier, should not be confused with object relations employment of this term as it is argued here that development for Klein is instinctually determined (although it is also moderated by the quality of the relationship).

Such defences often aim to ensure conflicting parts of the self are not conscious together, e.g. repression, dissociations or splitting. Splitting may include projecting the undesirable or bad parts of the self onto external objects, keeping the good part inside.

This idea of the way in which we attempt to hold together a “fragmented sense of reality and broken up experiences of the self” (Thomas 1996 p.320) may be internal (i.e. defence mechanisms) or external, by seeking support. Internal ways of dealing with inner conflicts such as splitting and projection are explored in greater depth in chapter three in relation to aggression and bullying. The innate characteristics of humans included in embodiment are crucial here, specifically the “defined sequence of interacting drives and development.....powerful physical experiences that are common to everyone” (Thomas 1996, p.323). Cultural variations may be built upon embodied theories of the self, specifically, the introjections of external objects and relations central to Kleinian theory which, unlike innate universal tendencies, ensure our selves, like the theories we pertain to, are “a product of time and culture” (Thomas 1996, p. 323).

#### **4. Self-Esteem**

A recurring factor identified during research into bullying is self-esteem, which can be defined as the degree to which a person values themselves. We assess our self-worth by judging ourselves in relation to our “internalised” self and by looking outside ourselves in order to make comparisons. Important here are the differing frames of reference a child employs in order to make such comparisons. Individuals possess a need to feel valued, so powerful that “to believe that one is of little or no value, and that this state will not change, is incompatible

with the continuing life of the person” (Mack & Ablon, 1985, p.4). We therefore seek to protect and maintain our self-esteem, and personality traits that are displayed represent the various ways in which we defend or preserve it, for instance, diffidence and conscientiousness, which are a result of underlying doubts about our self-worth.

Frequently self-esteem affects the predominance of other traits, such as confidence, anxiety and coordination. According to Boulton & Smith (1994), a causal relationship between victimisation and low self-esteem needs to be investigated as low self-esteem may pre-date victimisation. Self-esteem can be enhanced or damaged by various agencies, including the school or the home, particularly if the parents suffer marital problems, leading to the parent leaving or threatening to leave the family home. This kind of event can lead to feelings,



such as anger (at a new partner), jealousy (at new family), failure, guilt (did I cause the break up?), sorrow, and helplessness. These feelings corrode a child's self-esteem and manifest as anxiety, occasionally leading to depression, hence the child longs for the past and does not have an optimistic view of the future. Experiences of parenting are examined by Smith & Myron-Wilson (1998) who link insecure attachments with bullies and victims. Here various international studies are discussed in relation to recent developments in attachment theory, linking bullying with violent behaviour and harsh discipline in parents, and victimisation with over-protective parenting.

Crucial to understanding the causation of bullying in children are the identification of agents which corrode and restore the self-esteem of children and the relationship between (defensive) self-esteem and the moral behaviour of children. Salmivalli et al (1999) attempted to measure the self-esteem of adolescents in three dimensions: Self-evaluation, peer-evaluation and defensive egotism. They identified defensive self-esteem in bullies and also those adolescents who assisted/reinforced the bully. Victimisation by peers was typical of adolescents identified as having low self-esteem. Duncan (1999) examined the relationship between peer bullying and sibling bullying amongst American middle school children and found that the highest levels of sibling bullying and victimisation were reported by bullies and victims of peer bullying. These findings relate to and support evidence from an earlier study I conducted (A Pilot Study into Bullies and Victims in Schools: Self Esteem and Intervention by Employing Group-work, 1998) which examined the self esteem of bullies and victims in a Primary School. Here, group-work was employed within a moral curriculum. Evidence suggested that all bullies were also victimised, frequently from family members i.e. stepfamily, siblings, particularly the mother. Why do some victims begin to bully and some remain (purely) victims? The findings here provided strong indications that self-esteem is a predominant factor for this phenomenon, placing victims and bullies not at separate ends but towards the same end of the (self-esteem) continuum. The term 'self-esteem continuum' refers here to differing self-esteem both quantitatively and qualitatively, with low self-esteem as defensive self-esteem. This study identified different *levels* of self-esteem as follows: Moderately low self-esteem in victims (non-bullies) which decreased further for 'victimised bullies' (victims who bully occasionally with evidence of guilt). Finally the lowest (negligible) levels of self-esteem were identified in regular 'hard core' bullies for whom there appeared to be no evidence of guilt. These regular bullies were still victimised. Defensive self-esteem was identified in both victimised bullies and 'hard core' (victimised) bullies.

These differing levels of guilt also suggested different levels of moral development and application of these values. Victims were identified as displaying a higher application of moral values compared to victimised bullies who either only occasionally referred to a moral frame of reference, *or* had knowledge of morals but no evidence of application. Perhaps not surprisingly, with regard to regular ‘hardened’ bullies, these findings suggested that this category of bully had no clear moral frame of reference. Suggestions also included a link from family to peer context in relation to bullying and victimisation. It is therefore logical that contributions to the study of bullying should include attachment theorists who have identified patterns of attachment as a contributory factor in studies of peer status and behaviour.

### **5. Patterns of Attachment in Bullies and Victims**

Theorists of social development who have been interested in the internal conflict models of children have attempted to examine bully/victim problems in relation to attachment security (Ainsworth 1979). A review of issues relating to childhood relationships by Smith et al (1999) identifies a study by Troy and Sroufe which linked attachment to the more specific bully/victim relationship. This study placed children of the same gender with different attachment formations together. Children who had a history of anxious-avoidance attachments bullied children who had an anxious-resistant attachment (otherwise known as ‘ambivalent’ attachments). Children with secure attachments were also present but did not enter into a bully/victim relationship. Important here are the qualitative differences in relation to the antecedents of attachment categories, i.e. that of sensitivity (Ainsworth 1979). Therefore, variations in the 3 main categories of attachments (insecure/avoidant, insecure/resistant [ambivalent], and secure) are a result of different mother-child relationships, specifically sensitivity.

Theoretical relationships between the different categories of insecure attachments and the personality of children allow us to understand the internal model of relationships for each category (for example Renken et al 1989). A child categorised as anxious (insecure)-avoidant has an attachment relationship that is characterised by continuous rejection and insensitivity by the caregiver. Characteristics in such children include a lack of trust, expectation of hostility and possible aggressive social behaviour towards peers. Note here the link made between bullying behaviour and threat sensitivity, and in addition for Smith et al (1999, p. 129), “peer rejection and externalizing problems”. Here Smith et al (1999)



refer to findings (for example Rubin) which postulate developmental pathways linking different insecure attachments (and other factors such as familial issues, self-esteem, temperament, peer relationships) to externalising or internalising problems. More specifically Smith et al (1999) suggest that each of these pathways may lead to bullying or victimisation. Children who have an ambivalent-insecure attachment relationship have had both insensitivity and positive attention inconsistently as well as rejection (note here the link made between both potential bullies and victims and rejection). This lack of positive influence upon their caregivers leads to low levels of self-esteem and confidence in own self-worth, “leading to anxiety, lack of social success, and internalizing problems such as withdrawal” (Smith 1999, p.129), suggesting a relationship between low self-esteem and victimisation. Further, Smith et al (1999, p.129) identify a “vicious cycle” of anxiety and withdrawal traits in such insecure-ambivalent children which “may increase vulnerability to bullying, further lowering the individual’s self-esteem, making him or her a still easier victim in the peer group. A vicious cycle can be set up, reinforced by the child’s reputation in the peer group”. Like the self-perpetuating cycle of rejection due to attributional biases mentioned earlier, such cycles in children who already have a lack of confidence and friendship, “often serve to reinforce the status quo” (Erwin 1998, p.53). Further, the resulting “social status may become relatively self-sustaining, with all the implications this potentially has for young children with poor social adjustment” (Erwin 1998, p.53). In addition, research has identified peer rejection as a potent variable for predicting psychological problems during adulthood (Smith 1991).

The quality of caregiver attachments and influences are fundamental therefore as they lay the foundations for childhood confidence, social competencies and friendships. All of these variables need to be considered as they sustain, promote or prevent vulnerability to the corrosion of self-worth. The self-sustaining nature of poor attachments is often counter-balanced by positive attachments to figures other than the caregiver such as teachers or even domestic pets. However some attachments, as we will discuss later, are frequently not conducive to self-esteem leading to negative peer influences or in some cases, an increased vulnerability to not just victimisation by bullying peers but also abusive experiences with adults.

The nature of bullying has been related here to anxious-avoidant attachment relationships and threat sensitivity. On the other hand, victimisation has been related to ambivalent forms of insecure attachment. These different insecure attachment relationships are

characterised by experiences of consistent rejection for the bully and inconsistent rejection for the victim. The various characteristics identified in children for each of these attachment categories suggest that anxiety (which is present in both categories) may be related to either aggression or withdrawal in children. It is perhaps not surprising that anxiety has also been related to peer-rejection. This suggests that the emotions resulting from negative experiences (which threaten emotional security and lead to anxiety) may be managed in different ways. As the categories of victim and bully are not mutually exclusive, i.e. victims may also be bullies, it is useful to examine findings in relation to moderating effects of childhood life events upon the relationship between anxiety and emotional adjustment.

## **6. Anxiety and Aggression**

This section will incorporate findings relating to the co-morbidity of anxiety disorders with behavioural and other adjustment disorders. Suggestions by the Government that the expulsion of bullies from schools should be employed more swiftly (Jan 2002) imply a zero tolerance attitude towards bullying. Public opinion speculates that aggression in children is simply the result of a lack of discipline. But more complex socio-economic factors in conjunction with a departure from traditional family structures suggest that these psycho-social symptoms may be a product of modern society for a combination of reasons. The following sections will examine findings which identify social and familial factors in relation to the emotional adjustment of children. More specifically this material provides a rationale for the following suggestions: Firstly, the relationship between increasing symptoms of anxiety in children may be related to the increase in absent parents and also the number of acrimonious separations (which may be drawn out by divorce courts and made worse by domestic violence). Secondly, if anxiety in children is manifested as a result of such traumatic events then aggressive behaviour may be argued to be a symptom of a particular category of anxiety, i.e. PTSD. Finally we will examine the efficacy of intervention programmes which aim to tackle underlying social and cognitive factors.

In a critical review of research Roth & Fonagy (1996) examine various findings including those by Kashani & Orvaschel who studied 210 children aged between 8-17 years. Children with anxiety disorders in all age groups had higher rates of other disorders compared to non-anxious children. Important here, are findings regarding peer and family relationships between anxious and non-anxious children. Children with anxiety disorders failed to have improved peer relationships as they got older compared to non-anxious



children. In addition, older anxious children had increasing difficulties in family relationships compared to other age groups of anxious and also non-anxious children, who had difficulties at a steady level across all ages. Generally, Roth & Fonagy (1996) highlight findings which indicate poor levels of adjustment and functioning as children with anxiety disorders get older, compared to other children. For example, 12 year old anxious children had more symptoms in relation to poor self-image and difficulties at school and at 17 years they were more likely to suffer from a behavioural disorder with somatic complaints, even poorer self-esteem and depression compared to non-anxious children. In short, the “impact of anxiety disorders can be pervasive, and increasingly so as the child gets older” (Roth & Fonagy 1996, p. 268).

CBT clinicians, address the “deficient and distorted social-cognitive processes” (Lochman et al 1998, p.58) of aggressive children, including self-regulation and management of anger. Common in primary diagnoses of PTSD are chronic or periodical episodes of aggressive behaviour (Lochman et al 1998, p.31). Research has suggested that “marital conflict leads to schemas about interpersonal conflict that then impact children’s information processing”, implying that the social cognitive functioning of children “may be affected through modelling of their parents’ ways of perceiving and responding to conflicts with spouses and children” (Lochman et al 1998, p. 48). Research examining the relationship between traumatic marital disputes and PTSD is useful in order that we may more fully understand research findings which suggest a relationship between increasing rates of divorce and rising aggression (more specifically here; bullying) in children. The dissolution of long marriages in particular, may result in acrimonious and protracted legal disputes and related long-term exposure for the children involved.

Exposure to parental conflict makes a child vulnerable to adjustment problems, particularly as the child’s sense of security to these attachment figures depends upon the availability of a place of safety (i.e. the attachment figure) to which they can retreat to. Chapter two explores research into coping strategies which supports the idea that the relationship between the parents affects the child’s appraisal of their own emotional security. The impact of divorce and exposure to marital conflict are frequently examined as contributing factors to adjustment outcomes. When these two variables are separated during research the findings are particularly useful as described in the next section.

## **7. Parental Divorce**

Schick (2002) examined differences between groups of 9-13 yr old children (66 from divorce parents and 175 from non-divorced parents) in relation to levels of anxiety, self-esteem, competency and behavioural problems. Focusing on the experiences of the children the study highlights clinically significant differences in levels of social anxiety and unstable performance for children of divorced parents – regardless of the length of time the parents had been separated. The mediating variable identified here was the levels of perceived destructiveness relating to parental conflict. Levels of perception of social support from the father were identified as a less reliable mediating variable.

A move away from traditional family structures with increasing amounts of single parents, absent fathers and ‘blended families’ (a contemporary term for family members who co-habit but are not biologically related for example, step-siblings and step-parents) has resulted in a growing body of research relating to paternal influences upon adjustment outcome in children. Research of this kind assists our understanding regarding the significance of non-residential paternal relationships to a child’s outcome compared to the influence of other father figures who become part of the child’s life. In a comprehensive annotation Dunn (2004) discusses meta-analyses and research findings which highlight the importance of the child-non-resident father relationship for the well-being of both the child and the father (Dunn 2004, p.659). The quantity of contact is inextricably linked to legal processes, economic and other factors, all of which need to be considered in order to fully understand why estimated figures in the 1990s suggest that over a third of non-resident parents in the UK did not maintain contact with their children following divorce (Dunn 2004, 660). Some of the findings discussed by Dunn are worthy of attention here as they examine factors which we argue may contribute to bullying behaviour. However, as Dunn points out, there are inconsistencies in these findings and many effect sizes are weak (for example, the relationship between levels of contact and fewer internalising problems). Therefore, some studies conclude that there is no relationship between child contact with non-resident father and adjustment outcome. Conversely, there are some findings which support this relationship (for example, Dunn, Cheng, O’Connor and Bridges) and associate levels of contact with lower levels of externalising problems. Dunn (2004) also reminds us that the direction of effects in such studies is unclear. For example, Dunn suggests that it is possible that contact is related to fewer externalising problems because fathers may be more willing to maintain contact with well adjusted children compared to those who have problems. Equally, Dunn suggests, it could be that levels of non-resident



paternal contact do influence the adjustment and well-being of the child. Dunn also points out that results of meta-analysis (for example, Amato and Gilbreth) of studies over the last three decades indicate stronger associations between paternal contact and adjustment outcome which may suggest that there is generally increasing commitment to children by non-resident fathers. Factors associated to paternal contact include both externalising and internalising problems.

As my own study proposes that externalising and internalising problems are related to bullying and victimisation respectively, it is logical that issues relating to shifting family structures and the role of the father are considered. Dunn makes the important distinction between quantity and quality in relation to non-resident father contact. Although associations are made between child-non resident paternal contact and adjustment outcome the findings are inconsistent which suggest that other factors need to be considered such as personality variables in the father. One such study by Jaffee, Moffitt, Caspi & Taylor highlighted by Dunn (2004, p.661) examines the relationship between antisocial behaviour in the father and the child's adjustment outcome. Further, this study does not limit itself to non-resident fathers and evaluates the extent of contact. Not surprisingly the findings show that children with the worst behavioural problems (for example, conduct disorders at the age of 5) were those who were resident with antisocial fathers compared to those with low levels of behavioural problems who also had highly antisocial fathers but these fathers were non-resident. Although a genetic link was made, Dunn points out that the influence of having an antisocial father was independent of this link and was particularly strong if the father carried out care-giving duties. In her evaluation of findings, Dunn (2004, p.665) points out that the child-mother relationship may also contribute to findings which associate a warm child-father relationship with adjustment outcome.

Research contributions by Riggio since 2001 have documented the negative consequences of parental divorce and conflict. Riggio (2004) discusses one of these studies involving 566 young adults from both divorced and intact families. These young adults completed several measures relating to parental conflict, quality of relationship with parents, relationship anxiety and perceived levels of social support. Expectations were supported here as greater experiences of marital conflict were related to lower quality relationships as adults with siblings and parents. In addition, other factors included greater anxiety in relation to participating in personal relationships as well as lower levels of perceived social support. The issue of social support is discussed in chapter two as it is a coping strategy

which buffers the effects of negative experiences (such as bullying or divorce) and is therefore a useful (typically feminine) trait. Anxiety, as discussed, is related to aggressive and withdrawal characteristics, both of which have already been discussed in relation to insecure attachment relationships with the caregiver. Not surprisingly, family breakdown may evoke symptoms of insecurity (for example, separation anxiety disorder). Interestingly, sibling relationships have also been examined by Riggio with negative experiences described by young adults from divorced, high conflict families compared to reports by those from non-divorced high conflict families. This would suggest it is not the conflict per se, but the divorce which is the strongest factor. However, important in Riggio's study is the finding that in high conflict families the relationships those mothers have with young adult children improved as a result of parental divorce. These findings suggest that this is due to a decrease in marital conflict which occurs with separation. Positive outcomes were identified in low-conflict families in relation to siblings and mother relationships, [lower] anxiety regarding personal relationships, [greater] facilitation of independence by parents and [greater] perception of social support. Aside from an improvement shown here in relationships with the mother, the negative consequences of high conflict separations prevail and are reaffirmed by long drawn out divorces and a lack of support for children during and after the period of separation.

Increases in parental separation and bullying run parallel with common diagnoses of Attention Deficit Hyperactivity Disorder (ADHD). Clarke et al (2002) hypothesised that ADHD is predicted by attachment insecurity and measured this variable including The Self by employing a Separation Anxiety Test, an interview and a drawing measure. The poorer results by the ADHD children supported the hypothesised relationship between ADHD and attachment insecurity.

The nature of divorce frequently raises difficult and common issues of loyalties and separation anxiety for children, but counselling is not freely available. Parents who enter legal disputes are normally offered mediation support and there may be additional costs associated with this. However children are briefly met by a representative of the court (either a Court Welfare Officer or a Child and Family Reporter) who obtains information regarding the welfare of the child. Depending on the age of the child they may be able to voice their concerns and preferences relating to residency disputes. Whether a child is able to have a voice in court and if so, the way in which this is made possible, is up to the discretion of the court dealing with the case. In addition, many children refuse to speak.



Some concerns have also been raised in relation to the abilities of court representatives to liaise with children. This reporting process is in accordance with the “welfare principle” which emphasises that the child’s best interests should be of primary concern. Conversely the “rights principle” emphasises that a child has a right to understand and participate in proceedings if they are to be affected by those proceedings (Smart et al 2003, p.103). Unfortunately these two principles do not always serve the same function as exposure to acrimonious proceedings may further add to a child’s distress and deprive them of the blissful ignorance that comes with childhood (Smart et al 2003).

## **8. Intervention following Divorce**

If etiological factors such as marital conflict are recognised by CBT clinicians then interventions need to include caregivers. “The most striking deficiency in many CBT programs and research with aggressive children has been the neglect of children’s caregivers, especially parents” (Lochman et al 1998, p.48). Family therapy however, should not follow the trends of attachment theorists who have a tendency to focus their examination solely upon the mother-child relationship, but should equally consider paternal influences.

Research into the long term effects of interventions has been neglected. Therefore the issue of post-divorce support is explored by Wolchik et al (2002) who carried out research into the long term effects of intervention programmes which include both mothers and mothers with their children. Predictably however, this research excludes fathers. This 6 year follow-up study contributed to a programme for the prevention of issues such as pregnancy, school drop outs, mental health disorders and other effects in children widely understood to be related to parental divorce. This research in the U.S. involved 218 families with adolescents who were aged between 15 and 19 and measured the efficacy of 2 intervention programmes: A mother programme and a mother and child programme. These involved both individual and group sessions with the children involved in the group sessions only. The control condition here involved providing the mother with literature. The outcome measures included internalisation, externalisation, the diagnosis of mental disorders, the number of sexual partners and the usage of both alcohol and drugs. The results showed that overall both programmes successfully reduced diagnoses and symptoms of mental health problems, externalising, sexual partners and usage of drugs and alcohol. Interestingly, the reduction in sexual partners was related to those adolescents who participated in the mother plus child programme.

The body of research thus far predominately identifies characteristics of negative adjustment. However Boehm et al's (2001) research is refreshing on two counts. Firstly, it highlights the positive social traits resulting from maternal influences and the experience of divorce, and secondly it includes fathers. This study was carried out in Germany and included 9-14 year old boys of divorced (N=28 - 2 years mean time since divorce) and non-divorced parents (N=26). In addition, mothers, friends and fathers (some) also participated in order to identify personality profiles and other variables. Negative findings included stress and anxiety experienced by boys from divorced parents, although they do not show it to others. The findings also showed that these boys had lower self-esteem, wished for greater appreciation from others and had greater helplessness. However, the boys from divorced families did not have more dissocial behaviour, indeed supportive mothers here were related to more social behaviour, greater sensitivity and more positive peer relations. Supportive mothers were also related here to greater ego-resiliency and self-esteem and negatively correlated with helplessness, which went unnoticed by others. Interesting here is the finding that supportive representation by fathers only benefited the control group.

While acknowledging the research consensus that compared to intact families, children from divorced families may endure post-divorce adjustment problems of large proportions (for example, Wolchik, Riggio) we are also informed that counselling and parental support (this appears to be predominantly maternal according to Schick 2002) assist a child's adjustment following parental divorce (for example Wolchik et al 2002). Interventions involving childhood support either directly (peer support groups) or indirectly ('sharing' activities) challenge perceptions of divorce which may appear less negative as children recognise that 'they are not the only one'. But attempts to intervene with coping strategies are perhaps too optimistic as learning takes place through observation, practice and reinforcement over time. The reduction of anxiety in a child could be argued to be a prerequisite for interventions which aim to challenge coping strategies – as this enables the lowering of defences and the child may begin to practice more useful coping strategies.

Our coping strategies are a *result* of our perceptions, our *appraisals of objects as threatening or powerless*. This adds support to the argument that the reduction of anxiety is crucial to interventions which aim to challenge negative coping strategies which have become *habits*. If we intervene at the point of parental separation, not after the trauma but



more towards the beginning, we may be able to assist in reducing the build-up of anxiety. Important, is the concept of delayed effects - we should not expect to observe results immediately. Children may draw on positive experiences at an unconscious level during a later experience.

By alleviating to any degree the level of anxiety, coping strategies which are more or less helpful in relation to a particular object or context (for example, externalising, internalising, distancing), may be challenged or encouraged within a group. This is a particularly important consideration for practitioners involved in group-work which aims to facilitate peer support involving both bullies and victims. Providing support of this kind is ongoing it may provide an opportunity for the development of social competencies including insight and problem solving skills. However, if the child is anxious any challenges to his strategies will be defended against. While recalling traumatic experiences the child or group may observe distorted perceptions resulting from negative coping strategies and while remaining supportive, the group work can provide both the opportunity for shared perceptions, the development of positive coping strategies and the emergence of new habits. By reducing feelings of 'abnormality' and isolation a child may then develop a shared construction of reality based on the category of parental separation. However parental consent regarding support groups is difficult to obtain, especially when children may be at risk from abuse. It would appear that in some cases the greater the risks of abuse the greater the risk of isolation, especially for boys who are less likely to obtain social support elsewhere.

#### **9. 'There's no Place like Home'**

So what do these factors tell us? Here we will try to unravel the clinical evidence and socio-cultural factors presented so far and relate these to the study of bullying. It has been suggested that a "disrupted marriage generates problems that facilitate child abuse" (Meyer, 1999, p.239). However, it is important to point out that researchers should be wary of promoting generalised ideas which associate detrimental and abnormal meanings to all children (and their parents) whose families are no longer intact. However, if parental separation is identified as a predictive factor for the abuse of children involved in family breakdowns, then certainly it is reasonable to argue that this, in conjunction with other factors, must predispose a child whose parents have parted to vulnerability to abuse both within and outside the home. In short, as a result of the emotional consequences of family breakdown children may become "'vulnerable' children, that is, to the degree they are



young, sick, disturbed... or emotionally isolated” (Meyer, 1999, p.238). These characteristics may place a child in the role of either victim or bully.

Meyer also identifies other factors, including the degree of bonding between the child and the parents hence, “live in boyfriends are a common source of child abuse” (Meyer, 1999, p.239). In addition, according to Meyer (1999, p.239) the characteristics of a child can also be a contributory factor to the occurrence of child abuse, “children who have characteristics that make frustration or disappointment more likely (eg. ADHD, physical or psychological handicaps) are more likely to be abused”. Therefore a child who suffers from anxiety for example, may already be aggressive or withdrawn, and if their parents part, their vulnerability to abuse may increase. Further, if witnessing violence between parents can lead to aggression, and/or withdrawal, this further predisposes them to vulnerability to abuse. However, it is important to note that published findings, which appear to present a somewhat biased perspective in relation to levels of abuse, only reflect a very *small* rate of occurrence. For the purpose of our research it is physical abuse which is relevant here, often exemplified by disciplinary measures employed by caregivers.

Recent research which identifies correlations between parental conflict and aggression in children provides a useful premise for more specific (and neglected) research into bullying behaviour. More research is needed to examine the relationship between family processes (conflict, divorce) and bullying in order to identify any developmental pathways or internal mechanisms unique to bullying behaviour. Research is very limited but one such study was carried out by Christie-Mizell (2003). This research showed that the effect of parental discord on bullying behaviour is mediated by self-concept. Taking a symbolic interactionist perspective, this study focused on a child’s internalisation of the environment provided to them by their parents. The self-concept resulting from this internalisation then monitors and guides their behaviour. This research suggests that the aims of interventions need to enhance self-concept and involve the entire family in order to reduce parental conflict. These suggestions relate closely to those made by other studies into family relationships which have measured adjustment outcomes across all children.

In short, in relation to more general research, it is suggested that witnessing violence and aggression between parents can lead to aggression and possibly PTSD in children. Psychological disturbance and emotional isolation can predispose a child to vulnerability to child abuse. Further, marital breakdowns can be a predictive factor in adults who abuse



children. Shah & Mudholkar (2000) point out that witnessing abuse to another child, from one parent to the other, or being the victim of physical or sexual abuse is highly correlated with PTSD and this category of anxiety disorder has symptoms that include among others low self esteem, a sense of vulnerability as well as mood and anxiety disorders. Features and clinical aspects of PTSD are discussed by Shah and Mudholkar (2000) including co-morbidity with secondary depression (for example, Goenjian, Pynoos & Steinberg) and ADHD (for example, Cuff, McCullough & Pumariega) which have also been identified in groups of PTSD children.

By questioning the role of society's reaction in the social construction of trauma we have acknowledged the potentially damaging effect of categorizing these children and further, we have analysed roles which stabilize notions supporting them. More importantly, by constructing the category of the abuser as deviant and 'dirty', or 'bad', society places the young victim into the category of 'abused child'. The negative consequences of such a category cannot be fully eradicated, but some internal consequences, for instance feelings of guilt, shame or, in cases of a child suffering harsh physical punishments, being 'bad', can be reduced. The onset of related disorders, including learned aggression, may be prevented by open communication and assisting the child in re-building their self-esteem, optimism and trust. The family is crucial therefore, as family breakdowns in conjunction with other factors, may predispose a person to abusing and also vulnerability to being abused. In addition, lack of family support strengthens the consequences of the trauma. Based on these two points the issue of more freely available support for the family during acrimonious separations must surely be addressed. The 'voice' of the child is now represented in courts (Children and Family Court Advisory Support Service) and parents are offered mediation and counselling during marital breakdowns – but emotional support specific to children under these circumstances is not easily and quickly available, and often comes too late.

The issue of self concept and emotional security is related to psycho-social symptoms that include bullying behaviour and vulnerability to victimisation. Surely the way forward therefore is for thorough school intervention strategies which provide individual and group support for the very many children who are being torn apart by the people they love the most, as "there's no place like home, for either happiness or violence" (Meyer 1999, p.234). The expectation for this project will be that peer support will reveal victimisation either at school or at home for both bullies and victims. Victimisation and family

breakdown have differing effects on children, some of whom are considered to be 'more robust' compared to others and some may have support available to them. The way in which children deal with negative experiences, whether they worry or fight for example, is related to the strategies that they employ in order to regulate their emotions, and therefore evidence surrounding coping strategies needs to be reviewed and evaluated.



## **CHAPTER THREE**

### **Coping with Negative Emotions**

#### **1. Coping Strategies: Self-Focus and Attention**

In order to examine the relationship between coping strategies, bullying and victimisation we first need to understand coping strategies from a cognitive perspective. Therefore some areas are explained here by employing research findings which, at this point, do not include identified bullies or victims. This section will examine different categories of coping strategies and their relationship to personality variables. The section following this one will focus more specifically on anxiety, attentional biases and self esteem with some reference to theories of cycles of violence and research into bullying. Attention turns in later sections to research relating to coping strategies in children and parents, in order to highlight the relationship between parental coping and the social competencies of children. As each section progresses research findings become more specific as they directly contribute to our understanding of bullying. However some concepts are obtained from more general studies, for example those relating to externalising or parental coping. Although generally these studies do not focus on bullying directly, they do provide us with useful perspectives and premises for more specific studies in this area, which are currently neglected (for example marital conflict and bullying behaviour).

Wells and Matthews (1994, p.318) support the view (for example, Ingram) that "self focus is a central feature of affective disorder", and also support the view (for example, Carver & Scheier) that it is a regulatory feature. Studies reviewed by Wells and Matthews (1994, p.246) clearly support the view that emotional arousal affects attentional functioning, for example, sadness has been shown to increase self-focused attention. Studies have shown that depression and anxiety are correlated with performance and greater distractibility in some tasks. In short therefore, it is hypothesised (Wells and Matthews 1994, p.247) that "emotion causes attentional disorder" but also that "attentional factors could have a causal role in emotional disorder". The evidence is twofold: Firstly, self-focus which is situationally intensified exacerbates the existing emotional affect. Also, in producing anxiety there is an interaction between tendencies for chronic self-attention and situation and person variables.

Therefore, three "vicious circles which may promote pathology" are identified by Wells and Matthews (1994, p.319) who present an overview of theoretical theories (for example,



Clark, Nolen-Hoeksma and McCann). The first relates to negative cognitions and physical effects which mutually reinforce each other. Physical sensations enter consciousness and lead to self focusing and “negative evaluation procedures which in turn amplify the intrusions” (Wells and Matthews 1994, p.319). Secondly there is a tendency for self-focus to “generate prolonged ruminative cognition” which interferes with coping responses and changes in beliefs which are maladaptive. In other words the appraisal processes here are influenced by “self referent procedures” described as a “network” that make goals relating to self-regulation unobtainable (Wells and Matthews 1994, p.319). The final cycle identified here is that which leads to the degeneration of social interaction frequently observed with depression. Negative self-beliefs not only affect social efficacy but are also “generate unattractive styles of reaction to others” and make the person oversensitive to negative feedback, leading to negative responses, strengthening negative beliefs and so on (Wells and Matthews 1994, p.319). Therefore the appraisal of a situation is related to the coping strategy employed and if a situation is appraised as stressful the coping strategy employed will aim to alleviate anxiety and also the negative consequences which are a result of the individual’s appraisal of the situation.

It is therefore necessary to define and distinguish between the various coping strategies (Wells and Matthews 1994, p.167). Here emotion focused coping is described as one which aims to regulate the emotional response to situations but does not influence the actual external event. This is differentiated from problem-focused coping which can be described as aiming to manage the problem which is causing negative emotions. This commonly means taking some kind of action in the external world to change the situation. The appraisal of situations also influences which strategy is employed. For example, problem solving coping is more likely to be employed when situations are appraised as having the potential to be modified, compared to situations appraised as having no scope for change which are more likely to lead to the use of emotion-focused coping (Wells & Matthews 1994). Further coping strategies include suppression, which refers to a selective disregarding or ignoring of distressing stimuli, and also social support seeking.

Endler and Parker’s (1990) “Three-factor model of coping” distinguishes between three different strategies and employs the terms ‘task-orientated’ (corresponds to problem-focused coping), ‘emotion-orientated’ (emotion-focused coping) and ‘avoidance strategies’ (suppression). However, while the three factor structure is widely supported (Wells & Matthews 1994) it is suggested that more specific definitions may be useful in research



contexts, as there are various strategies within each of these categories. Cognitive emotion-focused coping strategies include both self-criticism and positive appraisals (Wells and Matthews 1994, p.168). From a behavioural perspective emotion focused coping includes behaviour aimed at improving 'subjective well-being' and includes not only seeking emotional support but also relaxation and use of drugs. Therefore, emotion focused coping may be positive or negative. Maladaptive emotion-orientated coping behaviour such as drug or alcohol abuse is frequently observed in children and adolescents suffering from elevated levels of anger. Many of these children or adolescents fail to improve their subjective well-being by alternative strategies such as support seeking or problem solving because they have not developed these skills or do not have access to adequate resources (for example, a supportive person to turn to).

A study by Wells and Matthews (1994, p.173) examined coping strategies employed by 139 female nurses in stressful situations. This study showed that high self-consciousness was related to the reduced employment of problem focused coping. However, with mixed controllability situations there was a reduced use of emotion focused coping. This supported the hypothesis that as problem focused coping requires attention to be directed to one's own actions and external stimuli, it is therefore impaired by self-attention. This information may help to explain why anxious victims typically do not employ problem solving strategies (as explained in a later section) but instead tend to internalise (ruminate). In addition, the effect of self-focus as a coping strategy is also dependent upon appraisals and therefore the prevalence of 'threat sensitivity' – a trait common to both victims and bullies (see chapter two) - may increase the likelihood of the employment of this strategy.

The concept of primary and secondary appraisals (based largely on our experience) is employed in the Stress Appraisal Coping Model first developed by Lazarus in the 1960s and later elaborated upon by Lazarus and Folkman (1984). This model is referred to by Krauss & Krauss (1994, p.142) as "the most sophisticated and articulated psychologist-produced elaboration of person-environment transaction". Primary appraisal refers to the way events in the environment are appraised according to whether they are potentially threatening, beneficial, harmful or challenging to the individual. Secondary appraisals are when a judgment is made by the individual as to whether they have the resources to cope with this situation. Secondary appraisal may change the definition of stimuli for example, from threatening to challenging, if resources are regarded as sufficient. However, according to Lazarus, allocating personal resources is difficult when an individual is



anxious as the 'hallmark' of anxiety is a feeling of uncertainty resulting from an ambiguous situation. In addition, repeated uncertainty regarding both the situation itself and also how to deal with it threaten a person's ego-identity. This supports findings which identify low self-concept in victims (e.g. Boulton and Smith 1994).

Further studies investigating coping are discussed by Wells and Matthews (1994, p.174) including a study of dispositional self-focus of attention and individual differences in appraisal and coping (Matthews, Mohamed & Lochrie). This study examines the influence of personality upon appraisals and coping strategies. Participants high in Neuroticism and high in public self-focus were found to employ less problem-focused coping and more detachment and self-criticism. These two groups were found to be more likely to appraise situations as loss-associated and more threatening. In addition, participants with introversion were also associated with social anxiety and homesickness in addition to the tendency to appraise situations as difficult to change. Important here is that even when Neuroticism was controlled the GHQ scores (stress symptoms), levels of social anxiety, self-criticism, changeability and threat were all predicted by public self-consciousness. A significant positive relationship was also found between changeability and problem focused coping, compared to a negative relationship between changeability and an emotion focused strategy (positive reappraisal), and threat appraisals.

This relationship between appraisals (i.e. changeability or threatening), coping strategies (i.e. approach or avoidance\*) and various personality variables (for instance; social anxiety, self-consciousness, self-criticism) provides a valuable perspective for research into bullying as it allows us to make links between previous findings which have identified different traits (e.g. threat sensitivity, anxiety) and coping strategies for both bullies and victims.

## **2. Threat Sensitivity, Anxiety and Impulsive behaviour**

A common trait in both bullies and victims, and a factor supporting the view here that these two definitions are not mutually exclusive, is threat sensitivity. Eysenck proposed a Hyper Vigilance Theory (Eysenck 1997, p.12-13) which predicts that individuals who are "trait-anxious" have a strong tendency to be hyper-vigilant, constantly scanning their

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\* See Kochenderfer-Ladd (2002) below for description and distinction between these categories



environment for threat-related stimuli. This behaviour is not only a result of state anxiety and stress but also related to generalised anxiety disorder, as Eysenck (1997, p.13) explains, “hypervigilance forms part of a cognitive vulnerability factor for generalised anxiety disorder”. Hypervigilance in highly anxious individuals is demonstrated by a widening of attention during stimuli searching and then a narrowing of this attention when this active scanning has detected and is processing salient stimuli.

The extent to which this bias is pre-attentive is not clear here but 2 factors are identified by Wells and Matthews (1994) relating to bias. Firstly, active scanning which is described as being strategic. Secondly, the relevance of secondary appraisal to anxiety-related bias which occurs following the appraisal of a stimuli as threatening. The existing coping strategies which may be employed are then evaluated. This ‘selective’ attention is biased and explains the effects of anxiety upon stimuli which are non-threatening. The selectivity is related here to anxiety (not depression) and allows a distinction between various forms of anxiety. Moreover, this idea may contribute to our understanding of poor problem solving skills amongst peers. However, although this theory may improve our understanding regarding the relationship between anxious rumination and victimisation it does not explain how the various processes for anxiety biases may lead to specific phenomenon such as aggression. Characteristics commonly associated with the anxiety disorder Post Traumatic Stress Disorder “can mimic ADHD symptoms” (Greenwald 2000, p.208) for example, impulsivity and problems with peers. Therefore this may suggest that the tendency for self-attention and anxious inability to solve problems may provoke the selection of alternative maladaptive coping strategies such as externalisation. Further supporting and expanding the scope of my argument that behavioural disorders may be related to trauma, Greenwald suggests that in relation to Oppositional Defiant Disorder and Conduct Disorder “there is growing evidence that post-traumatic symptoms make a substantial contribution to the impaired empathy, aggression, anger and impulsive acting-out which is characteristic of this population” (Greenwald 2000, p.207). Noteworthy for this section but expanded on under the section ‘parental coping’ is research which examines ideas in relation to the transmission of cognitive biases from parents to children and consideration of this in relation to the efficacy of CBT (Cobham et al 1998).

Studies examining anxiety-related bias are clearer on selection tasks, although it has also been demonstrated by employing tasks other than selection. It appears that the prioritising of threatening stimuli does not require attention that is particularly deliberate, however it is

difficult to develop falsifiable theories due to “unavoidable methodological difficulties in demonstrating processing characteristics such as lack of consciousness and automaticity” (Wells & Matthews 1994, p.115). While Eysenck accepts that pre-attentive bias exists he is not clear about the extent of it or the actual *roles* of automatic or controlled processing relating to hyper-vigilance. Wells & Matthews (1994, p.115) argue however, that “neither the automaticity nor the pre-attentive locus of the bias has been convincingly established. The hypothesis of a pre-attentive mechanism raised considerable theoretical difficulties”. The suggestion by Wells and Matthews (1994, p.115-116) is that bias may be “partially automatised” and it may be “located relatively early in processing, prior to the extended elaboration of stimulus material”. In short, if anxiety causes bias of attention the question relating to controlled vs. automaticity only becomes relevant here in relation to psychoanalytical conceptualisation. The justification for this is related to the general agreement (for example, Eysenck) that automaticity is not a conscious process; therefore they are unavoidable, fast and demand zero attention. Therefore cognitive science alone is insufficient for my own research which is interested in the motivation for unconscious behaviours and the source for this internal mechanism. Wells and Matthews (1994, p.180) support this point in relation to the role of social factors in stress or the social character of anger (and blaming others), arguing that “the importance of social factors is indisputable, but there is rather little direct evidence concerning the underlying mechanisms for the effects”.

The existence of social support is related to coping strategies as it provides information and emotional support. In addition, by employing a coping strategy we make others aware that particular support is needed. However, the way in which the person perceives social support is crucial, as it is their perception of its importance which influences its efficacy. Alternative perspectives, such as social constructionist views, are relevant here as in the role of others in the social construction of the self (for example, Giddens, Mead, Goffman). The cognitive perspective however sees “social influences on stress as governed by stable knowledge structures, activation processes and attention, as is processing in general. Special features of social influences are associated with the special content of social knowledge, particularly as it pertains to personal and social standards, and the reciprocal nature of social interactions” (Wells and Matthews 1994, p.181).

Some studies have specifically focused on the way in which our own beliefs about the self are affected by our beliefs about the judgments of others about the self (for example



Felson). These 'reflected appraisals' refer to our beliefs about how we are perceived by others in general and here a self-fulfilling prophecy relating to social interaction is proposed by Miller and Turnbull (1986). In this examination of expectancies and interpersonal processes Miller and Turnbull (1986) argue that there is a tendency for people to behave in a way that confirms the expectancies of other people. This is explained by the cognitive idea that beliefs relating to the self are retained in 'schemas' in our memory and that our accessibility to these 'self schemas' is biased by social interactions, i.e. by cues which result from others during interaction and "activate or suppress more or less positive self-related schemas" (Wells and Matthews 1994, p. 181), influencing our attention. This kind of self-evaluation may be more or less sensitive to such cues for example, social phobics during self-evaluation may be over-sensitive to negative cues.

Although social support seeking in studies of children has highlighted the benefits of emotional support as a coping strategy, the cognitive findings described here support the importance of focusing more specifically on issues relating to self-esteem within the group dynamics of intervention strategies based on peer support. This is supported by my earlier study (A Pilot Study into Bullies and Victims in Schools: Self Esteem and Intervention by Employing Group-work, 1998) which concluded that bullies and victims are not entirely idiosyncratic to their roles, but can, and often do "cross over" into the other role. Hence, participants often become aggressors, in order to restore their self-esteem. Developmental issues, particularly gender, have implications upon the employment of particular intervention strategies. For instance, in peer support systems employed as an intervention (Cowie 1999), males (both teachers and children) are under-represented indeed, some even oppose the idea. In addition, boys are less likely to report experiences of victimisation. Cowie refers to peer pressure and her observations of teasing, "male peer supporters in particular reported problems in integrating the prevailing 'macho' image of their peer group with a caring, helpful role" (Cowie 1999, p.145). However, peer support has been found to benefit victims and bullies as well as those intervening as 'peer supporters' (Cowie 1997, 1999). Although such interventions do not provide 'solutions' they may have positive effects on a school climate, and provide opportunities for students to air their concerns and be listened to.

Intervention strategies or sources of information that aim to prevent bullying vary in the perspective they take regarding primary contributing factors. These include pamphlets which aim to break cycles of violence by educating parents for example, "What you can do



to Prevent Violence. Bright Futures for Families” (published by the National Parent Consortium USA 2000). This publication focuses on action steps and suggests strategies to parents in order to help them communicate, show love and handle powerful emotions effectively. Also included in this pamphlet are suggestions about how parents can help prevent their children becoming victims or bullies. More directly related to boys between 10 and 15 years and the process of maturity to manhood, is a project which was originally developed in the Netherlands, called “The Rock and Water Course: Teaching boys Self Control, Self Respect and Self Confidence” (Ykema 2000). This course optimistically aims to focus on aspects relating primarily to safety and integrity, including issues relating to the self (for example, confidence, awareness, boundaries) in addition to moral development, identity formation and interestingly, issues of not only power, but also powerlessness.

There are many intervention strategies not related to bullying directly but dealing with factors many believe to be consequential or contributing (for example, Cobham et al 1998), such as anxiety disorders and coping strategies in children and adolescents. Salmon et al (2000) carried out a review of the literature on bullying in relation to psychiatric symptoms employing data and case studies of patients at an adolescent psychiatric service and EBD school. The findings suggest that being a bully leads to a conduct disorder which is frequently co-morbid with ADHD, and not surprisingly that being a victim leads to depression. Here *all* children (regardless of whether bully, victim or neither) who had a conduct disorder were co-morbid with not just ADHD but also generalised anxiety disorder and major depressive disorder. The nature and direction of the relationship between conduct disorders and anxiety disorders is unclear and while it may be suggested that anxiety (for example, following a trauma) provokes behavioural problems it is also not unreasonable to suggest that conduct disorders may exacerbate levels of anxiety. The anxiety in children who have conduct disorders may result from being excluded from school with all the connotations of exclusion and labelling and so on. Arguably also, the diagnosis of anxiety disorders may only be ‘motivated’ due to the impact on teachers following problems with a child’s conduct at school or with other members of authority.

Baldry (2001) carried out an investigation in Italy into the relationship between tendencies to perform delinquent acts, personality traits and bullying. The employment of self-report measures found anxiety, as well as other personality traits (impulsiveness, pro-social behaviour) in non-bullies. Those identified specifically as bullies were found to have



deviant behaviours and impulsiveness only. More interesting however, is a study by Kochenderfer-Ladd and Skinner (2002) where teachers were asked to rate students on anxious-depressed ['problematic'] and found that victimisation in boys predicted anxious-depressed tendencies but not in girls. Interesting here, is the finding that 'distancing' and 'externalising' coping strategies (i.e.: 'saving face', shouting etc) did *not* help decrease the effects of being a victim, and in boys it further suggests that distancing and externalizing may increase the effects of victimisation. This study also suggests that 'saving face' does provide some kind of short-term protection but increases anxiety. Failure to 'save face' is characterised by teasing, pointing and the expression 'shame!' and is predominantly more observable in boys.

Therefore coping strategies which serve to protect a child (as they assist in 'saving face') may be employed in response to particular styles of parental (and possibly teaching) disciplines which elicit shame. If cognitive distancing in response to shameful events exacerbates levels of anxiety it is not unreasonable to hypothesize that in some children this may also increase the employment of externalising. However, clues regarding the more specific relationship between anxiety and bullying (as a sub-set of aggression) and the internal mechanisms have yet to be obtained. Kochenderfer-Ladd et al (2002) suggest that by 'saving face' the students do not benefit from 'talking' about their problems to peers – a coping strategy which if employed may help to alleviate their anxiety. This supports our research methodology which includes the employment of peer support for victims, bullies and children who are neither. It is therefore necessary to review recent findings related to coping strategies in children including gender differences in the employment of coping strategies.

### **3. Coping Strategies: Findings in children**

Byrne (2000) examined the relationships between anxiety, fear, self-esteem and coping strategies in adolescence in 224 children aged 7 to 12 years old. Byrne aimed to identify whether changes in any of these factors across the ages were gender specific and the results suggested that for girls low levels of self-esteem remained consistent while fear and anxiety exhibited by boys decreased by the age of 12. By year 12 (assumed here to be age 12) both boys and girls are employing different coping strategies which may suggest that interventions which challenge maladaptive coping strategies should take place prior to this age during a period of potential change. These findings also suggest that the change in coping strategies in boys may be a defence mechanism which assists in the reduction of



anxiety and fear highlighted in these findings. For example, distancing or externalising may reduce anxiety *at the time of the stressor* but not long term.

Further studies regarding coping strategies also examine self-esteem and gender. Such studies include Washburn-Ormachea et al (2004) who examined coping strategies in response to peer stressors between male and female gender-roles. 285 adolescents completed a coping strategy measure (COPE scale) which measured recent responses to stressful peer-related situations. Arguments and fights with friends of the same sex were the most commonly reported event overall, however, girls reported more arguments and fights with opposite sex friends. Reports from boys indicated more fights and threats of a physical nature. This study built on earlier unpublished findings by Washburn-Ormachea and Hillman which were presented at the Annual Convention of the American Psychological Association in 2000. Here, gender and self-esteem (in addition to sex-role orientation) were examined in relation to the employment of coping strategies. In this study 306 8<sup>th</sup> and 9<sup>th</sup> grade (USA) adolescents completed the 'COPE' scale in order to identify the coping strategies employed in a recent stressful situation involving peers. Other measures for self-esteem and self-role were also employed. In line with previous research these findings suggested that girls employed significantly more emotion-focused coping (encompassing social support seeking) compared to boys, with sex-role orientation as an influential factor.

Efficacy studies (for example, Cunningham, Brandon & Frydenberg<sup>1</sup>) for school programmes aimed at the development of coping resources in pre-adolescence, provide some support for interventions aimed at increasing positive coping strategies by focusing on optimistic thinking. Such studies aim to reduce the employment of coping strategies which are non-productive such as ignoring the problem, worry or self-blame. It is important to note that optimism (which is encouraged) is distinguished from 'wishful thinking' which is generally discouraged as it is considered to be maladaptive. The premise for such studies is that maladaptive coping strategies like these are employed less frequently if children are taught to think more optimistically. This appears to suggest that ignoring the problem is non-productive. However if they are referring to distancing then it could be argued that this serves a purpose for the child as it reduces anxiety in the short-term.

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<sup>1</sup> An example of one such study is The Development of Coping Resources in Pre-Adolescence within the Context of the Whole School Curriculum presented at the Annual Conference of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).



Do coping strategies have an effect on levels of anxiety or does anxiety influence the selection of coping strategy? Findings from a study by Piekarska (2000) examined 271 Polish students aged 13-14 in relation to school stress, teachers' abusive behaviours and children's coping strategies. Findings here suggest that the coping strategies of students were related to levels of anxiety, school stress and temperament. This suggests a correlation, not causation, as identification of the order of variables has not been claimed here. It would, however, be interesting to know if the levels of anxiety and variables relating to temperament influence coping strategies or if the coping strategies employed influence the levels of anxiety and temperament. One of the social cognitive research perspectives frequently employed in an attempt to understand this relationship is attachment theory.

Fields (2001) examined pathways to social coping patterns in adolescence, more specifically, influences of attachment style and social cognition. The author employed attachment theory and stress coping theory in order to examine how components of internal working models which are of a social cognitive nature may influence coping strategies employed in stressful interpersonal situations. 185 multi-ethnic young adolescents were examined in relation to their attachment styles – this included *rejection sensitivity*, attributions of hostile intent, social self-efficacy and coping strategies. A potent mediator was identified as social self-efficacy

which influenced how those adolescents who were more securely attached become pro-social copers. Adolescents with attachment styles which were more preoccupied and fearful have a tendency to cope asocially. Explanatory factors for this asocial coping included both anxiously expecting and depressively reacting to rejection (Fields 2001). These two factors are mediating variables for anti-social coping in adolescents with these kinds of attachment styles. Interesting here is that another kind of attachment style regarded as more dismissive was found to be a tendency to deny concern regarding rejection but to react angrily therefore leading to an antisocial style of coping. Some of these asocial styles can also be interpreted as, or related to, coping strategies for example, 'depressively reacting to rejection' may be internalisation or a result of internalisation. Similarly denying concern about rejection may be distancing and reacting angrily may be externalizing - if so, surely this *is* antisocial coping, rather than leading to it?



#### **4. Parental Coping**

Research has examined relationships between coping strategies, emotional impairments and social competencies in both children and adults. Important findings have extended ideas from these findings to examine transference relationships from parent to child. One such study (mentioned earlier) is by Cobham et al (1998) who examined parental anxiety (a trait commonly associated with the coping strategy internalisation) in relation to the efficacy of cognitive behavioural therapy (CBT) when those parents are included in the treatment of their children, who also suffer from an anxiety disorder. This study follows previous studies which have suggested that children of parents who suffer from anxiety are vulnerable to anxiety during adulthood due to the transmittance of cognitive factors such as avoidance and bias, through modelling within the context of the family. Cobham et al (1998) examined the efficacy of CBT treatment for 67 anxious children aged 6 to 14 years, with and without the inclusion of additional intervention for the parents. Therefore they compared children with at least one anxious parent to children who did not have an anxious parent in order to measure the efficacy of parental anxiety management. Children were randomly assigned to one of two treatment programmes, either purely child-focused CBT or child-focused CBT in addition to parental anxiety management. In a post-treatment session the efficacy of treatment between these two conditions were significantly different. Compared to an 80% success rate for CBT plus parental intervention across all anxious children (including those with no anxious parent), only 39% of children with at least one anxious parent and no parental intervention showed an improvement. However 77% of children with an anxious parent, in the child-focused CBT plus parental anxiety management condition, showed an improvement. The findings by Cobham et al (1998) suggest that the prevalence of anxiety in one or more parents influences the efficacy of cognitive behaviour therapy for the treatment of an anxious child. These findings also suggest that the inclusion of parental anxiety management (in addition to child-focused CBT) counters the effect of parent-anxiety. In other words, it is to some extent, counter-productive to treat children for anxiety if they are returning to a care-giving environment which continues to transmit maladaptive coping strategies and other anxiety traits to the child.

An important study by Fabes et al (2001) focused on parental coping as a response to children's negative emotions and how this in turn relates to children's emotional and social responding. The reactions of parents to negative emotions in pre-schoolers were examined here in relation to social competence. 57 Preschoolers were observed on their emotional



reactions during play. The parents (mostly mothers) completed questionnaires to measure their emotional reaction to the negative emotions of their children. The teachers also completed an index of the children's social competences. The findings here identified the more specific relationship between *harsh* coping strategies in parents and the emotional response of the child. Here the moderating variable was parental *distress*. The relationship between both parental coping and parental distress to children's social competency is mediated by the child's level of *emotional intensity*. In short the following order of affects is suggested following a negative emotion in the child-----*Harsh* parental coping strategy. — [mediated via: parental **distress** ]----child's **emotional response** ----- [mediated via child's level of '**emotional intensity**']-----children's social competency.

Conclusions reached here were that distressed parents who employ coping strategies which are harsh when responding to their children's negative emotions have children who express their emotions in an intense manner. As a result, this affects their ability to behave in a socially competent way. This links the parents' coping strategy to the child's social competency via 2 variables: emotional response and emotional intensity.

Is the latter related to issues of depression/anxiety? If so, then the research by R.A. Fabes et al (2001) appears to suggest that there is a cyclical relationship between the coping strategies of parents and their children, which influences a child's social competency. The term emotional response and emotional intensity (to the parents coping strategy) may mean the discharge of emotions as a result of a *lack* of effective coping strategies, as the greater the emotional response the less regulated the emotions, due to a less productive coping strategy. Therefore, if a child's emotional intensity is greater they are employing a different coping strategy as a result of their appraisal of the situation compared to a child whose response has reduced emotional intensity. It could be argued that a child who regards themselves as having insufficient resources to deal with a situation and having not yet developed useful coping strategies may be more likely to discharge their emotions by crying, especially as crying in order to obtain comforting attention is a primary learned response.

In simple terms, Fabes et al appear to suggest a concept already widely assumed: the harsher the parent the more distressed the child. However the link with social competency is interesting. As pointed out, this harsh parent to emotional child relationship may be specific to younger children, as Fabes et al investigated pre-schoolers with an average age

of only 5. With boys in particular (due to lack of social support seeking and peer culture), saving face may be employed when older, as a result of socialisation with peers which assist a child in learning about coping strategies. It may be that older children also learn to save face in addition to other defensive traits which are a result of repeated shameful experiences. Crying and distress may be more immediately employed when younger as a way of discharging emotions in a helpless situation because the child has not yet learned effective coping strategies.

Findings relating to gender differences are considered here as these assist our understanding regarding vulnerability. More specifically, is bullying a maladaptive response (to particular adverse situations) which varies according to the gender of the exposed child? Essex et al (2003) examines the symptoms of mental health between different genders in response to two adversities; exposure to maternal depression and marital conflict. Essex et al (2003) employed the use of mother reports and health and behaviour questionnaires across 406 families with 204 boys and 202 girls with an average age of 6. Co-occurring internalising and externalising problems were reported with more of the former for girls and the latter for boys. These symptoms were more severe for those children who were exposed to either maternal depression or marital conflict. Interestingly, the boys who were exposed to maternal depression during infancy had a predominance of internalising symptoms but if they were later exposed to marital conflict they showed increasing levels of externalising problems. For girls symptoms increased as a result of exposure to any of these two adversities, however, internalising was more predominant when exposed to marital conflict compared to maternal depression. Essex et al (2003) highlight two main approaches to studying the negative effects of exposure to childhood adversities, each of which emphasise the age of the child at the time of the exposure as a critical issue. Firstly, there are those (for example Cummings) who focus on the importance of emotional security during early years. As many of these ideas relate to theories of attachment they focus on pre-school years as a critical period compared to the second approach, which identifies later stages as critical for vulnerability. The latter approach takes a cognitive perspective and focuses on maladaptive responses which a child may develop during later stages of development if faced with adversities.

Overall the findings by Essex et al (2003) inform my own study as they provide further details regarding the individual and joint effects of both maternal depression and marital conflict. Interestingly, the effects of maternal depression were not correlated with marital



conflict and the researchers suggest this may be due to the longitudinal nature of their study which focused on chronic marital conflict and depression over a period of several years. As mentioned, although both boys and girls showed a mixture of responses (internalising, externalising) to adversities, boys tend more towards externalising and girls towards internalising. Ideas relating to attachment theory were employed to provide some explanation for the additional findings that internalising was greater for boys when they were exposed to maternal depression during infancy compared to exposure to marital conflict. These ideas were based on the assumption that very young children are particularly vulnerable if they are exposed to adversities which interrupt the formation of secure attachments. This sensitive period during infancy (under three years) is crucial for the development of secure attachments and therefore the ability to regulate negative emotions. Therefore, the findings by Essex et al (2003) suggest that internalising is a response by boys unique to maternal depression compared to girls who internalise as a response to both adversities. The suggestion that the response by boys to marital conflict shifted to externalising is explained by ideas relating to the socialisation of gender, more specifically, the modelling of parental anger. An alternative suggestion is that maternal depression during infancy makes boys more sensitive to the effects of marital conflict. Essex et al (2003) also suggest that girls were most vulnerable to internalising if they experienced marital conflict during the pre-school period because they suffer a loss of emotional security and have cognitive traits common to internalising such as a tendency to self blame.

In short, these findings are relevant to my own study because the tendency to internalise and externalise are frequently related to victimisation and bullying (discussed further on), and the timing of adversities may increase the likelihood of these coping strategies depending on the gender of the child. This highlights the importance of supportive intervention during periods of marital conflict in order to prevent internalising in girls and externalising in boys. These findings also support strategies aimed at the detection and intervention for post-natal maternal depression. Essex et al (2003) have provided useful evidence relating to gender, the timing of adversities and the relationship between these two adversities. However, the most obvious limitation of these findings is the restricted focus on maternal depression. The relationship between marital conflict and both paternal and maternal depression would provide us with a missing dimension and therefore allow us to fully evaluate same and cross-gender influences in the modelling of anger between child and parent.



Harsh coping strategies by parents may be understood as, not just the discharging of emotions, but also externalizing (for example, shouting or throwing things). As these are more 'visible' they may also imply to a child a greater level of parental distress. The research by Fabes et al (2001) identifies that the greater the distress of the parent and related externalising coping strategies the more intense the negative emotional response in the child, which in turn affects social competencies. This informs my own research as it raises the following questions: 1/ If externalising as a coping strategy in a child can be the result of a distressed externalising parent, does it follow that coping strategies in children are learnt from the parent? 2/ What *specific* kind of coping strategy (or strategies) employed by children is related to negative social competencies? My own research is concerned with a particular form of externalising (i.e. bullying) which is carried out by the powerful and directed towards the powerless. However, as all bullies externalise but not all 'externalisers' bully we therefore define bullying as a subset of aggression. In order to make further distinctions between those children who bully and those do not (in addition to those who are victims and those who are not) my own research will measure coping strategies which are employed and also coping strategies which are not. Also examined both theoretically and empirically are the effect of identified stressors upon children (for example, family and peer relationships) specifically, the coping strategies employed and the benefits of peer support.

Research by Cummings et al (2003) has attempted to investigate one such stressor, while also contributing to a largely neglected area of research, as it examined the reaction of children within the ecologically valid context of their home in relation to marital conflict. A concurring study by Leeds University\* (Smart et al 2003) also provides a useful angle for understanding the emotional and legal issues relating to acrimonious parental separation and resulting residency or contact disputes in court. Cummings et al (2003) add to their existing research findings whereby the functioning of children depends upon the specific strategy or tactic of the parents during conflict with each other. Distinctions are drawn between verbal hostility and violence during parental conflict in relation to the reactions of children, whereby the former results in a moderate level of distress and the latter fear and aggression. Cummings highlights the importance of understanding the effects of "everyday conflict tactics", specifically non-violent conflict tactics, as "even for violent couples, other

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\* Part 1 of a research report by Leeds University (Sept 2003) supported by the Department for Constitutional Affairs in relation to policy making, evaluation and implementation. This report investigates residence and contact disputes in court.



non-violent conflict tactics are likely to be far more prevalent” (Cummings et al 2003, p.1918). Rather than experimental studies which aim to observe the reactions of children to images of aggression and conflict situations in neutral conditions, Cummings examines the responses of children to a variety of tactics, some of which he describes as “low key expressions” such as marital withdrawal and nonverbal hostility (Cummings et al 2003, p.1918). In addition, the positive reassuring effects of social support between parents during conflict is highlighted in relation to the emotional security hypothesis, which states that the reactions of children are a result of the “perceived implications for the well-being of family relationships” (Cummings et al 2003, p.1919). In other words, threatening behaviour including threats to leave, may affect a child’s sense of security.

In the study by Cummings et al (2003) 116 mothers and fathers were each asked to complete Marital Daily Records (MDR) over a period of 15 days in order to provide data regarding the reactions of their child (one child per couple) to parental conflict. Parents were married or co-habiting for a minimum of 2 years and were aged between 25 and 57. The children were aged between 8 and 16 years with 58 boys and 58 girls. Parents were asked to complete a checklist for each conflict, identifying the conflict tactic employed for example, support, affection, calm discussion, nonverbal hostility, defensiveness, personal insult and threat among others. The parents also rated the response of the child by completing a Child Report Record (CRR). This measure recorded levels of happiness, sadness, anger and fear on a 10 point scale. The basis for predictions here were supported as tactics regarded as negative were related to higher levels of emotional negativity across both parents reports. These tactics included displays of threat, personal insult, verbal hostility, defensiveness, nonverbal hostility, marital withdrawal and physical distress by parents. These tactics resulted in general increases in negative emotionality in the children to include anger, sadness and fear. However the tactic of physical distress by parents or defensiveness (for mother) evoked only sadness in the children.

Not surprisingly, the prediction by Cummings et al (2003) that tactics regarded as constructive, such as calm discussion and support, would lead to more positive emotional responding was confirmed here. Coping strategies and other symptoms had also been recorded by employing a Child Behaviour Checklist which included anxiety, depression, withdrawal and somatic complaints, where parents had rated symptoms in their children for the previous 6 months. Correlations were found between levels of negative emotionality

(for example sadness) reported by the mother in the CRR and internalising and externalising in children in the Child Behaviour Checklist. Fear related to internalising only. Interestingly, correlations with internalising and externalising were not found for levels of negative emotionality reported by fathers. In short, this study identified a relationship between emotional responses and the tactics employed by parents during marital conflict and in turn, these emotional responses were related to their adjustment. Both low key and overt tactics were found to affect children in this study, with those more destructive including threat, physical distress, hostility (verbal and non-verbal), personal insult and defensiveness. It is argued here that the destructive nature of such tactics affects not just the parent it is aimed at, but also has a similar impact on children.

In accordance with the emotional security hypothesis, the generalised emotional arousal here appeared to suggest that conflict activates no specific emotion but a range of emotions, which may assist emotional security. However, one specific emotion did appear as a result of parental physical distress and this was sadness. Cummings et al (2003) suggest that future research should examine whether physical distress and symptoms of depression in parents relate to greater adjustment problems. Bullying behaviour is a particular form of aggression which harms some victims more than others and frequent experiences increase the risk for adjustment problems such as depression and anxiety (Kochenderfer-Ladd & Skinner 2002). Evidence from the examination of family processes has identified parental depression as an important contributing factor to the adjustment of children (Du Rocher Schudlich & Cummings 2003). Moreover such studies assist our understanding of phenomenon such as bullying, as they identify factors which are symptomatic of the departure from traditional kinship patterns and the introduction of alternative family structures. The link from modern phenomena to the well-being of children holds important implications for researchers into the problem of bullying which is so pervasive in contemporary society.

A report into family legal disputes by Smart et al (2003) discusses concerns raised following the introduction of the Children Act (1989) due to its lack of reference to domestic violence. Research has highlighted that domestic violence is not considered a valid enough reason for contact to be denied to a violent parent (referring mainly to fathers), “the judges, court welfare officers and solicitors interviewed by Bailey-Harris et al (1999) defined the question of contact in terms of children’s rights and welfare, rather than in terms of safety. Furthermore the professionals could rarely envisage a situation where



they believed that contact in some form or other should not go forward” (Smart et al 2003, p.54).

Attempts have been made to improve the way in which courts handle cases involving domestic violence and these have included the publication of “Guidelines for Good Practice on Parental Contact in Cases where there is Domestic Violence” (2000, endorsed by the government in 2001). However a survey has raised areas of concern regarding the way in which these guidelines were put into practice (The Advisory Board on Family Law 2002). Court cases are highlighted (Smart et al 2003) where a mother’s fears regarding the safety of her children who had contact with their fathers via a contact centre (as opposed to unsupervised contact) were ignored and “the mother was cast in the role of the implacably hostile parent and her allegations tended to fall on deaf or even hostile ears” (Smart et al 2003, p.68). Further, Smart et al discuss several studies (including findings by the Advisory Board on Family Law 2002) that have shown that “because the courts define a ‘good’ mother as one who facilitates contact”, those mothers who for some reason oppose contact are defined as “selfish” (Smart et al 2003, p.70). It is assumed by courts that such mothers are negatively influencing their children to refuse contact and the mother’s awareness of the court’s perception of them makes them reluctant to voice their objections or fears (Smart et al 2003).

From the father’s perspective, many factors may lead to a revival of acrimony or even denial of contact by the mother such as Child Support Payments, whereby a father believes the mother takes the ‘pay per view’ approach to contact permitted. Indeed, “the willingness to provide financial support or to facilitate contact was used by the parents as an indicator of moral worth” (Smart et al 2003, p.83). Important here is the acknowledgement by Smart et al (2003) that not all cases are like those drawn out cases which contribute to the public impression of what a court case constitutes. This report (Smart et al 2003) is part of research carried out by Leeds University on behalf of the Department for Constitutional Affairs and emphasizes that acrimony in courts is less related to issues about the welfare of the children who are involved and more about issues between parents, including much blame and recrimination. The researchers point out that children who are exposed to domestic violence are more likely to suffer from depressive, stress-related and other mental health disorders with additional effects upon their education. This report also offers a useful insight into the reasons why acrimonious parental disputes don’t start and end with separation but are drawn out, as “in so many of

these cases there is so much anger and resentment felt towards the former partner that it is almost impossible to move the relationship onto new terrain” (Smart et al 2003, p.86). Referring to legal policies Smart et al (2003, p.93) suggest that “divorce is a more traumatic and complex process than current images [reflected in policies] often allow”. Current public conceptions of divorce and related maladjustment of children coupled with fears of protracted court cases and escalating legal costs\* may prolong the decision to divorce. Further, childhood experiences of adult relationships contribute to competing ideas about family life which in many cases may act as a deterrent for marriage and long term commitment, evidenced by children experiencing several step-parents and repeated experiences of acrimonious separations.

Du Rocher Schudlich & Cummings (2003) aimed to examine the causal processes and moderators of children’s adjustment, specifically the effects of depressive symptoms upon levels of internalising in children. This follows a body of evidence which supports the popular view that symptoms of depression in parents can lead to a wide range of adjustment problems, both socially and academically. These include problems such as clinical depression and anxiety disorders referred to as internalising problems (which as discussed, both increases vulnerability to and exacerbates the effects of victimisation). Conversely there are also children of depressive parents who do not suffer from adjustment problems (Du Rocher Schudlich & Cummings 2003).

Some researchers have argued that there are stronger links between marital conflict and adjustment problems in children compared to the predictive value of parental depression to adjustment problems. However, as marital conflict is a multi-faceted variable there may be particular aspects which mediate the effects of parental depression on the adjustment of children. In short, it may not be marital conflict per se but dysphoric styles of marital conflict\*. Du Rocher Schudlich & Cummings organised parental conflict tactics into 3 categories; constructive, destructive and depressive, with the latter two both regarded as negative compared to the former. Predictory relationships were examined between both maternal and paternal dysphoria (affect related to anxiety and depression), paternal conflict tactics and internalising in children. No significant differences were found in the predictive value of maternal compared to paternal dysphoria upon constructive conflict.

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\* Legal aid (if awarded as income related) is a loan not a gift which should be repaid out of any financial gain as a result of the court case

\* Equally, it may be argued that poor adjustment in children may also be related to parental dysphoria in general as outlined earlier (Dunn 2004).



Interestingly, paternal dysphoria was found here to be positively related to destructive conflict tactics (for example, aggression) in parents but maternal dysphoria was not. In addition, destructive conflict in parents was not linked to internalising in children once all the constructs were statistically accounted for. Perhaps not surprisingly, both maternal and paternal dysphoria were positively related to depressive conflict tactics (for example, withdrawal, sadness) which were also significantly related to internalising in children, therefore the mediator between dysphoria in parents and internalising in children was identified here as depressive marital conflict.

While my own research project is not attempting to identify the coping strategies or conflict styles in parents, it does examine the order of affects suggested earlier by Fabes et al (2001), that is from the child's emotional response (coping strategy employed) as a reaction to parental distress - to the coping strategies and social competencies employed in peer related situations. Although Fabes posited an order of affects related to social competencies, this study will focus on behavioural issues. Therefore, in addition to emotional impairments, my own study will examine the relationship between children's coping strategies during *conflicts with adults* to the coping strategies employed during *conflicts with peers*. More specifically, it will determine whether predictive relationships exist for bullies and victims.

##### **5. Children's Coping Strategies: Moderators of the effects of Peer Victimization**

Kochenderfer-Ladd and Skinner (2002) were interested in why some children, despite being victimised by peers, were fairly unaffected compared to other children, who were also regularly victimised and who suffered psychological distress. The premise here was that victimisation negatively affects the healthy development of children and that these effects are moderated by the different coping strategies employed by victims. In turn these influence the way in which they appraise and respond to stressors and the inferences they draw about the causes of such treatment by others.

Kochenderfer-Ladd and Skinner distinguish between two types of coping strategies - *approach* and *avoidance* - by referring to the stress and coping paradigm frequently employed by other researchers (for example, Causey & Dubow). The *approach* strategy is employed in order to stop stressors and it includes problem solving (by the individual) and social support (includes other people and is primarily employed by girls). Reference is made here to the socialization process influencing sex-typed expectations relating to gender



differences (Kochenderfer-Ladd & Skinner 2002). Evidence suggests that gender is a potent variable in the employment of some coping strategies. For instance, researchers (for example, Maccoby) have found that the process of socialisation in girls includes a tendency to focus and depend upon their relationships.

*Avoidance* strategies are employed in order to manage negative cognitive or emotional reactions, rather than directly attempting to stop stressors. Three types of avoidance strategies are identified. Firstly, *cognitive distancing*, which refers to strategies which 'save face', for example by not thinking about the incident. Secondly, *internalising*, which is a strategy primarily involving the individual blaming themselves and not unexpectedly, as Kochenderfer-Ladd & Skinner (2002) point out, this coping strategy has been associated with children's anxiety. The final avoidance strategy here is *externalising* which, according to Kochenderfer-Ladd & Skinner (2002), is correlated with lower behavioural esteem as it deals with the negative emotional reactions resulting from the stressor by taking them out on external objects.

Kochenderfer-Ladd & Skinner (2002) review the literature and discuss various findings into the moderating effects of coping strategies on peer harassment (for example Carver et al, Endler & Parker) which differs according to the severity of the victimisation. For example approach strategies, i.e. problem solving and social support seeking, are more likely to reduce the effects for less serious victimisation compared to frequent victimisation, when these strategies were associated with a greater risk. A possible explanation for this may be that this kind of (severe) victimisation is perceived by the victim as being harder to control and difficult to change. More helpful for children suffering from severe victimisation, according to previous research (for example, Carver et al), are avoidance strategies. However this suggestion is not supported by Kochenderfer-Ladd & Skinner's findings which will be discussed later in this section.

Kochenderfer-Ladd & Skinner (2002) offered the proposition that the approach strategies, in particular problem solving, which may be useful for the social development of non-victimised children, may not be effective for those children who are regularly victimised. The employment of ineffective problem solving, whereby the child unsuccessfully tries to change the negative peer interaction, may lead the child to feel isolated and worry about the helplessness of their situation; believing that they will never change their lonely predicament. Although the employment of problem solving may decrease the occurrence



of social problems and is better than no attempt to change their situation, the employment of problem solving strategies for children who are highly victimised may increase the likelihood for anxious-depressed tendencies in addition to loneliness. Moreover, social incompetencies may only aggravate ineffective attempts to resolve problems with peers which may increase the likelihood of future attacks and the corrosion of self-esteem. Conversely, the expectations were that the use of the approach strategy *social support seeking* would be related to a decreased likelihood of anxious-depressed tendencies and loneliness for girls in addition to higher peer preference ratings. This hypothesis results from the view discussed earlier (for example, Maccoby & Jacklin) that peer relationships for girls are more intimate whereas such favourable outcomes would not be expected for boys.

The avoidance strategy 'cognitive distancing' was viewed here as a potential buffer for the negative effects of victimisation by ignoring, re-directing of attention or cognitive reframing of harassment by victims. Another avoidance strategy, internalising, refers to worrying and self-blame whereby the child directs emotional reactions towards the self. Kochenderfer-Ladd & Skinner (2002) argue that despite findings which suggest that this coping strategy leads to negative intrapersonal effects, it is not maladaptive and they suggest that for victims who suffer infrequent harassment, such worrying anticipation may be useful motivators to be proactive in preventing further attacks, or may lead to insightful recognition of their own provocative behaviour. But a negative consequence may be that internalisation may only serve to deter the child from seeking social support – a coping strategy associated with more positive outcomes, as mentioned earlier, for girls. In short, the expectation here was that the employment of an internalising coping strategy by victims might lead to perceptions by peers that they are weak and vulnerable and this may increase the likelihood of further attacks. In short, victims employing internalisation would be more likely to suffer from anxiety and loneliness.

Kochenderfer-Ladd & Skinner (2002) expected that boys would employ externalising, consistent with findings (for example Fabes & Eisenberg among others) that boys are more likely to vent anger compared to girls. However, for boys such a coping strategy was not expected to be related to maladjustment (unless it was employed for minor incidences), as it was more socially acceptable. Interesting here is the suggestion that although externalising is not generally encouraged or employed by girls, it may be possible that by making the child feel less vulnerable emotionally, such a strategy may prevent anxious-



depressed tendencies among other intrapersonal outcomes. Therefore, Kochenderfer-Ladd et al (2002) expected *approach strategies* (problem solving, social support) to be related to *less* positive outcomes for regularly victimised children compared to non-victimised children, while those employing *avoidance coping strategies* (distancing, internalising, externalising) were expected to lead to *more* positive outcomes.

Kochenderfer-Ladd & Skinner (2002) asked teachers to rate both anxious-depressed and social problems, in addition to peer nominations relating to social preference. Findings indicated that problem solving increased the negative effects for children who were victimised (but were beneficial for those who were not). Gender differences were related to social support, which benefited female victims but not male. Results also indicated that victimisation in boys predicted anxious-depressed tendencies but *not* in girls. Interesting here is the finding that 'distancing' and 'externalising' coping strategies (i.e. 'saving face', shouting etc) did not help decrease the effects of being a victim, but that in boys it could be argued that the distancing and externalizing *increased* the effects of being a victim. In short, high employment of distancing and externalising by boys due to frequent victimisation leads to higher anxious/depressed outcomes.

Overall, these findings indicate the negative, exacerbating effects of coping strategies commonly employed by boys when dealing with peer harassment. If distancing and externalising lead to greater anxiety in victims, then clearly this highlights an important new area for researchers in relation to bullies too, who not only employ externalising but also 'saving face' – a distancing strategy maintained by peer groups who encourage this form of coping by teasing expressions such as 'shame!' It is important therefore that the *motivations* for such coping strategies are examined. The expectation for my own research project is that coping strategies employed by children predict a child's bully/victim role and more specifically, that distancing with adults predicts anxiety/depression and also externalizing with peers.

An important issue is that of cognitive development – why is externalizing evident in some children and not others? From a social learning perspective, boys may tend to externalize more than girls as they are engendered into masculinity. In addition, the status of boys within most peer groups often results from notions of power and 'coolness', supporting externalizing and not social support seeking, as expression of feelings is frequently



regarded as 'uncool'. Therefore being popular as a boy is frequently analogous to being 'cool' and all of the necessary requirements for membership within that peer culture.

## **6. Contemporary Contributory Factors to Maladaptive Coping**

Coping strategies in parents influence the coping styles of children and as this implies a learning process, the importance of socio-familial factors must be considered. More specifically, this refers to those factors which may cause distress to a parent. Such factors could range from parental conflict and alcohol/drug abuse to housing and economic factors. As we have discussed, fragmented families and increasing parental separations, which are frequently drawn out as a result of our legal system, only serve to exacerbate such situations. Conversely, social pressure upon parents to remain together to avoid 'damaging' children or factors preventing access to legal assistance (as this system is only freely or cheaply available to a minority), may lead to unresolved conflict over many years.

The effects of such parental distress have been highlighted and provide the necessary link between the coping strategies of parents compared to their children. Harsh responses by parents to stressful situations could increase the levels of tension and conflict within the home, and the parents' coping strategies may influence the child's perception of useful coping strategies. But our present investigation proposes a conceptual distinction, that as a child matures, the reaction of the child to conflict with a harsh parent may not necessarily reflect the learned behavioural response immediately. Rather, this learned behaviour may only be observed when the child is responding to less threatening individuals. In other words, the child learns coping strategies from the parent by observation, but [as they are socialised to regulate their emotions] they may *not* employ such strategies when responding *to* conflict with the harsh parent themselves. This relates specifically to parents who externalise, as a fearful child may not respond in a similar manner, but may employ another coping strategy such as distancing. Important here is the appraisal in terms of resources. The parent may externalise when they consider their resources sufficient to deal with a harmful situation. However, the child may not externalise as their own appraisal leads them to believe they have insufficient resources to deal with the problem itself so they may focus on the emotions arising from the situation instead.

It is suggested here that the conditioned response may not necessarily be learned through immediate imitation of behaviour, rather it may be learned as a result of observation. The alternative coping strategy employed as a result of the appraisal acts as a defence



mechanism – this is itself a learned response when in a powerless situation. However, distancing as a coping strategy only defends the ego partially as the self is corroded and may only be enhanced by obtaining *power* (which influences the secondary appraisal). Further, this is itself a strategy learned from the parent. In other words, negative emotions resulting from a stressful situation (for example conflict with an adult) may be discharged or vented upon those weaker individuals, and until then they are prevented from gaining access to the ego to a greater or lesser degree, according to efficacy of the coping strategy they employed earlier in the powerless situation.

However, a child may not externalise immediately with peers. If they practice internalisation, rather than externalisation, as a coping strategy with peers, they may suffer from a greater corrosion of self-esteem and greater anxiety. This may place them in the vulnerable role of victim for a while, until the child learns a form of defence (having observed this at home), and experiences the beneficial effects to the ego of this style of coping. However, the child who externalises receives further attacks upon his/her ego in the form of degrading remarks, punitive attention and this serves to shame the child, motivating and strengthening the employment of maladaptive defences. The relationship between shame, externalisation and moral development is difficult to measure empirically. However psychoanalytical ideas widen our research perspectives, together with empirical studies which propose a cognitive perspective to understanding the relationship between coping strategies and moral internalisation.

## **7. The Moral Self**

Kochanska (2002) investigated committed compliance in children, the moral self, and internalisation, proposing a *mediational model*. Kochanska identified that there is a wide recognition that “willing compliance with maternal control promotes moral internalisation, whereas their opposition interferes with internalisation”. However the “causal mechanism responsible for those links is unknown” (Kochanska 2002, p.339) Therefore, Kochanska proposed a mediational model based on the ‘moral self’ as regulating a child’s moral conduct. This “view of self on moral dimensions” is influenced by “committed compliance and opposition” (Kochanska 2002, p.339).

Two forms of compliance were examined here, which the researcher describes as “motivationally distinct” (Kochanska 2002, p.339). These are *committed compliance* and *situational compliance*. A definition of the variables and conditions are necessary here:



Committed compliance is employed to define self-regulated compliance when the child is proud, eager, willing and “appears to be embracing the mother’s agenda and her values” (Kochanska 2002, p.339). With this form of compliance maternal control does not appear to be required as the motivation comes from within the child. *Situational compliance* refers to a child who cooperates under maternal control but does not appear to “wholeheartedly” embrace the mother’s agenda and values (Kochanska 2002, p.339). Kochanska states that, in line with other models (for example, Lytton and Kopp), they “view committed compliance as the first step in the emerging internal regulation of behaviour or internalization” (Kochanska 2002, p.339).

Empirical work by Kochanska is stated to have repeatedly shown not just a link between committed compliance and successful internalisation but socialisation too. The moral self, as mentioned, is identified as the mediator, and this is supported by attributional research which highlighted the increased likelihood of embracing and internalising values when it is done *willingly*. Here Kochanska refers to Deci & Ryan’s (and others) description of self determination theory as a continuum for regulation motivation which ranges from external to integrated regulation (proper internalisation). Here, true or proper internalisation of regulations and values take place by the process of incorporating them into the self (Kochanska 2002, p.340). Neo-psychoanalytical research relating to the origins of morality is referred to here in order to explain the way a child’s moral self develops within a secure caregiver-child relationship. Prohibitions and rewards from the caregiver are incorporated to regulate and guide a child’s early moral conduct. Developmental ideas posit the role of the self as a ‘self-guide’ when the child is in early to middle childhood, and this increasingly assists self-regulation due to the incorporation of regulatory values when they become personal standards for the child. Self-evaluation is related therefore to the moral standards and self-regulation of a child (Kochanska 2002).

In short, the relationship between committed compliance and internalised conduct was examined and this research aimed to test the ‘moral self’ as a mediator for this relationship. Observations of young children were made and interactions with their mothers in a naturalistic environment over the first 4 years of their life. Interactive interviews were carried out at the age of 4 relating to their views of their moral selves. Internalised conduct was also measured at the same age, by observations when the children were unsupervised in order to monitor rule-compatible behaviour.

The two contexts involved were the *'do' context* which Kochanska defined as "when children are asked to sustain an unpleasant behaviour" and the *'don't' context* when "they are asked to suppress an attractive behaviour" (Kochanska 2002, p.340). Previous work by Kochanska et al had shown clear differences in the committed compliance of children depending on which context they were in. Previously, committed compliance increased with age in the *'don't' context* compared to the *'do' context*. This suggests that younger children are less able to suppress attractive behaviours or, from a psychoanalytical perspective, their id impulses are less regulated. This would suggest that the *'don't' committed compliance* was related to greater internalisation compared to the *'do' committed compliance*. This supports the idea that the need for motivation to *come from within* is particularly important for a child to be able to suppress attractive behaviour for example, not play with 'forbidden' toys, compared to just continuing with unpleasant behaviour for example, tidying up toys. In addition, 'fearfulness' was also previously found to be related to the *'don't' committed compliance* but not the *'do'*, suggesting that this emotion is also a motivating factor for the suppression of forbidden desires.

Does this mean that both a fully developed internalized frame of reference *and fear* are necessary in order to deter a child from behaving in an undesirable manner and only an internalized frame of reference is required in order to get a child to sustain behaviour (which is desirable to the carer but not the child)? Again, psychoanalytically this points to the necessary requirement of a fully developed super-ego which induces in the child fear, in order to repress ID impulses. This would encompass both fear and moral development.

In short, according to previous research reviewed by Kochanska, fear as well as internalisation (committed compliance), are necessary for the suppression of behaviour which is attractive to the child. Is there a relationship therefore between committed compliance and coping strategies? What kind of coping strategy is related to an externalizing and possibly fearful carer? Conclusions reached by Fabes et al (2001) indicated that distressed parents who employ coping strategies which are harsh when responding to their children's negative emotions have children who express their emotions in an intense manner and as a result this affects their ability to behave in a socially competent way. This implies that the child does not have sufficient coping strategies to deal with this response, hence their emotions are not regulated. The fear-related committed compliance in Kochanska's *'don't' situation* does not necessarily contradict Fabes' social *in*competencies, since the ability to 'fearfully' comply with parents does not



imply social competency (for example, empathy, confidence). Indeed it suggests that research examining the relationship between fear and social *in*competencies would be useful.

As discussed, Kochanska cites previous findings that argue that a fearful temperament is related to the ability to suppress behaviour which is desirable to the child. A fearful temperament seems to suggest anxiety which, according to Kochenderfer-Ladd et al (2002) is related to high employment of distancing and externalising coping strategies in boys. As distancing is a re-directing of attention, is this the strategy employed in boys who were able to resist the toys in Kochanska's 'don't' context? It must be noted however, that the age of the children in Kochenderfer-Ladd's study were school age compared to the *pre*-school children in Kochanska and Fabes' studies who may not have developed coping strategies. Conversely, it could be suggested that children who are fearful are worriers and this may indicate internalisation, another avoidance strategy, and it would be interesting to examine the relationship between internalisation as a coping strategy and the internalisation or 'embracing' of maternal values. In addition, Fabes' study refers to *social competencies* not behavioural conduct, and it cannot be assumed that these two variables are negatively correlated with bullying in adults or children, as this kind of behaviour is frequently observed in the most socially competent individuals (Sutton 2001).

As also pointed out, this harsh parent to emotional child relationship may be specific to younger children as Fabes et al investigated pre-schoolers with an average age of 5. Do older children learn to 'save face'? Can some coping strategies be more clearly understood as defence mechanisms resulting from repeated experiences of shame? Is crying and distress more immediate when the child is younger, as a way of discharging emotions in a helpless situation as the child has not yet learned an effective coping strategy? With boys in particular, is 'saving face' employed when older because socialisation with peers assists the child in learning about coping strategies? Interestingly, previous research according to Kochanska (2002) had also identified *attention* as being a predicting variable in the 'do' context which may suggest that there is a relationship between ADHD and fear.

Let us turn now to Kochanska's *own* study, in which he proposed the moral self and internalisation as a mediating factor for committed compliance in children. This proposition was supported but only for the 'don't' condition in boys. Kochanska suggests that these findings point to the importance of a child's representations of themselves as a



result of repeated responses to parents. Such committed compliant responses included eagerness and enthusiasm that were, according to Kochanska, incorporated into their views of selves in the future as moral and good. Therefore these moral selves became “a guiding regulatory system for moral conduct” (Kochanska 2002, p.347). “In other words, boys who eagerly embrace the caregivers’ norms and rules over the course of the first 4 years of life likely made those norms and standards their own by integrating them with their self-systems.” (Kochanska 2002, p.347). This suggests that the importance of a moral self in order to suppress behaviour is crucial for boys and again, the maternal point of focus is made within Kochanska’s (2002, p.339) “naturalistic mother-child discipline contexts”. While maternal styles of attachment, morals, values and coping strategies are important contributing factors, the influence of gender identification in boys also needs to be considered, more specifically paternal influences upon aggression in boys.

### **8. Parenting Styles and Self Regulation**

Gilliom et al (2002) examined emotion regulation strategies in low income pre-school boys. More specifically, this study examined anger regulation strategies, antecedents and the development of self-control. This study again focused on maternal influences with mother-son laboratory assessments when the boys were 1.5years, 3.5 years and 6 years of age. Various tasks were employed with the number of participants varying between 189 and 310 according to the assessment. Identified strategies and factors found to be positively correlated with anger regulation were: Attention shifting and seeking information about situational constraints and attachment and control both relating to the mother.

Gilliom et al (2002) discuss various self-regulation strategies employed in order to modulate emotional arousal described as being both temporal and intensive. Gilliom et al examine the idea (for example, Fox and Braungart & Stifter) that such regulation of emotions occurs as a result of behavioural strategies which develop as the child develops self-awareness and understands social requirements. Here the *redirecting of attention* is posited as one of these strategies – referring to a child’s ability to look away or to distract them selves in order to decrease anger when toddlers are faced with frustration. Supporting the motivation for this strategy is the view (for example, Grolnick) that we can increase levels of anger if we remain or increase our focus on frustrating stimuli. Other strategies which we may employ in order to reduce arousal include information seeking. Here information is gathered relating to the constraints faced, specifically when these restrictions



will no longer be present. However, previous studies have been limited to adults (for example, Dalgleish & Power). Research in relation to the strategy of comfort seeking (for example, Grolnick et al and Raver) are discussed by Gilliom et al (2002, p.223) and these findings suggest that comfort seeking (for example, requesting to be held) is less apparent as a child enters pre-school age compared to younger children. Comfort seeking is employed when frustration is related to delays in gratification and is also employed less by boys compared to girl toddlers.

How do individual differences account for anger regulatory strategies employed later in life? According to Gilliom et al (2002, p.223) longitudinal studies in this area have been neglected but some useful evidence (and they refer here to Calkins) relates to attachment, parental coping and irritability (negative child emotionality). This evidence suggests that irritability to an extreme level may negatively affect the development of regulatory strategies. Although some distress is useful when faced with frustration in order to call upon useful strategies, extreme levels of irritability may lead children to “become too disorganized when frustrated to self-regulate effectively, or caregivers may take over the regulatory process to prevent the escalation of negative affect” (Gilliom et al 2002, p.223). Relevant here is the idea that the effect of child emotionality upon the early regulation of emotion is moderated by aspects of the environment in which care-giving takes place. In other words the manner in which parenting techniques either support or exacerbate a child’s emotionality may have implications for the regulation of anger.

Gilliom’s discussion turns to attachment and supports the idea that “the quality of the primary attachment relationship and the manner in which caregivers, typically mothers, exert parental control may have long-term implications for the ways children deal with this anger” (Gilliom et al 2002, p.223). Research has shown (for example, Carlson & Sroufe and Matas) that securely attached children have both confidence in themselves and their own abilities to deal with arousing situations. Moreover, they are also confident that in a stressful or over-arousing environment their caregiver will restore calm. Conversely insecure children are characterised by their experience of insensitive (or intermittent) care-giving and therefore they lack trust, both in their own abilities to deal with stress and those of others. Further, Gilliom et al (2002, p.223) point out that attachment security has been identified (for example, Frankel & Bates) as a contributing variable for not just frustration proneness but also problem solving skills. The ability to deal with frustration and resolve

problems with peers are therefore related to the regulation of emotions which is moderated by aspects of early care giving.

Clearly influenced by the ideas of Bowlby (1953) and others, Gilliom et al (2002) infers that the mother is the primary caregiver (which is a justifiable assumption statistically). Gilliom et al (2002, p.223) refer to a variety of findings (for example Kopp) which vary in their focus, from attempts to identify positive *parenting* strategies to specifically, the positive influences of *maternal* practices. For instance, when the demands of socialisation and personal goals of children oppose each other, parents who employ warmth and verbal guidance are able to assist the development of self-regulation in children which is flexible. By comparison other researchers (for example, Calkins & Johnson) found that strategies such as distraction and other constructive coping when faced with frustration were related to positive maternal control. Gilliom et al (2002, p.224) also discuss findings (they refer to Baumrind here) which highlight differences in parenting strategies according to ethnicity, for instance, the finding that compared to European American mothers, African American mothers are more likely to employ authoritarian parenting strategies where there is greater emphasis on authoritarian control than warmth. Conversely, researchers also point out the potential benefits of increased warmth in the relationships between European American boys and their parents. However predictions regarding the impact that these cultural variations in parenting styles will have on anger regulation, cannot be made as “the field lacks theoretical or empirical grounds on which to make specific predictions” (Gilliom et al 2002, p.223).

Gilliom et al (2002) point out that the employment of attentional strategies may have both positive (for example Eisenberg & Fabes) and negative effects (for example Crockenberg & Litman) depending on the situation. For example, children who *least* employ attentional focusing/shifting strategies are more likely to externalise problems and be less constructive when angered. However, effects may be counter-effective in certain situations, for example, shifting attention away may not be a useful strategy in situations which require self-assertion. Here, Gilliom et al refer to peer conflict, by adding that ignoring peer behaviour which is provocative may be less useful compared to information seeking about the motives of the other party.



## **9. Social Competency and the Selection of Anger Regulation Strategies**

From a psychoanalytical perspective, attention shifting and focusing as strategies when faced with frustration may be argued to be defensive behaviours rather than cognitive strategies due to the notion of 'selection'. Such defences (as proposed by cognitive explanations), may be more or less useful. For example, a child who is particularly threat sensitive when faced with a provocative peer may respond defensively by focusing their attention and responding in an impulsive, aggressive way. On the other hand, a child who is not employing unconscious strategies may manage to seek information and negotiate themselves out of confrontational situations with peers. It could be argued that the same child may select, either consciously or unconsciously, either one of these strategies according to their perception of how powerful the object of confrontation is and whether defensive action is called upon to protect the self. The issue of threat sensitivity and self esteem is crucial therefore in the employment of defensive behaviours for example, provocative victims may consistently select strategies which are not useful, rather than *winding their neck in* at appropriate times by seeking information.

It is suggested by Sutton (2001) that bullies are skilled manipulators who are socially competent and popular within the context of the peer group. However, although bullies may indeed be more highly skilled within their peer group, the interactions they experience with family members may influence the self-regulatory strategies they employ in other situations, according to their goal. For example, a child faced with an aggressive (fearful) parent at home may manage to regulate their anger more successfully and avoid aggressive responses in that situation compared to a less threatening situation at school when they may select an externalising coping strategy or more specifically, a bullying response. However according to Gilliom et al (2002) some research findings (for example Lochman et al) have shown that in middle childhood lower rates of aggression in response to peer conflict are predicted by the availability of a selection of pro-social strategies which are available to the child. This idea does not appear to sit entirely comfortably with Sutton's idea that bullies are skilled manipulators however, according to Sutton (2001) bullying is a response to the environment, in another situation they may not choose to bully at all. Therefore, for Sutton there is nothing wrong with bullies intrinsically. This implies that bullies do indeed select a particular strategy in a particular situation but unlike previous ideas discussed by Gilliom et al (for example Lochman) this does not lead to lower aggression for these children. Most importantly, the strategies employed are influenced by the status the child seeks within the peer group, which according to Sutton (2001), awards such bullies with power and

popularity. In short, the selection of regulatory strategies may be dependent upon the perceived outcome in relation to the status of the child.



## **CHAPTER FOUR**

### **A Psychoanalytical Perspective**

#### **1. Anger as a Response to a Non-Threatening Source**

Studies like the ones mentioned have examined the regulation of anger in children faced with frustrating situations, but it is difficult at times to posit such ideas as possible explanations for bullying behaviour as bullies are frequently not faced with frustrating situations. Rather, they seek out weaker, less socially competent children to assist them in raising their status in the peer group by presenting the other child with conflict situations and being externally and internally awarded with power as a result. What do we mean by 'select' when we evaluate the use of regulatory strategies? Regardless of whether we view a child's selection as being due to innate or learned factors it remains that the use of such a term may not relate to freedom of choice or from a psychoanalytical perspective, a conscious choice. Indeed the issue of motivation is crucial here – what motivates such behaviours?

In cases where the source of the problem cannot easily be identified, but regardless of this anger is regulated by externalisation and aimed towards a seemingly innocent peer, we may obtain a more satisfactory explanation by examining defence mechanisms such as displacement and projection. Such internalised phenomena are frequently related to negative object relations and as discussed in a later section, according to Klein (1968) this results in a psychological mechanism, which is cyclical in nature.

Influenced by Bowlby in the 1950s contributions to object relations and attachment theory are frequently influenced by the idea of the category of primary caregiver (for example, Gilliom). Bowlby (1953, p.13) emphasises "that what is believed to be essential for mental health is that an infant and young child should experience a warm, intimate, and continuous relationship with his mother". Therefore, introducing his ideas relating to maternal deprivation he points out the "the absolute need of infants and toddlers for the continuous care of their mothers" (Bowlby 1953, p.18). According to Bowlby under normal circumstances, there exists a single, more powerful attachment between the child and the primary caregiver compared to others and therefore the security of such an attachment is paramount to a child's healthy development. Whilst the security of a child's attachment is widely accepted to be crucial for a child's development, a correlation here does not imply causation. However, research following Bowlby has broadened his view that attachment formations have implications for later love relations to ideas that



attachment security is related not just to love relations, but friendships and other relationships. Indeed many researchers (for example Renken) employ evidence from attachment theories when examining social competences of children.

Kerns (1996, p. 142) discusses the maternal influence while “working on the assumption that children learn within the mother-child relationship ways of thinking, feeling, and behaving that subsequently generalise to their own friendships”. Although Kerns emphasises that “the mother-child relationship is predicted to be the most important attachment relationship” (Kerns 1996, p.143) she acknowledges that the mother is only one possible influence among many other factors. Kerns employs research (Main, Kaplan & Cassidy) to illustrate this point. These findings showed that the mother – child attachment is indeed more related to social development compared to the father but that the attachment between the father and the child is related to pre-schoolers’ peer interaction. The number of secure attachments a child had formed was important for social functioning. However, if a child had two attachments and only one of these was a secure attachment, the more socially competent child would have the secure attachment to the mother. But this doesn’t tell us if other variables have been considered. For example, the social competences of the mother and father themselves. Would a boy with an insecure attachment to his father (who had strong social competences), and a secure attachment to his mother (who had poor social competences), be more socially competent compared to another boy who had a secure attachment only to his socially competent father? Moreover the influences of a secure attachment with the mother may not be strong enough to counter-effect the negative impact of an aggressive, impulsive father.

A move away from Bowlby’s idea that mothers, like other mammals, are programmed to respond (Bowlby 1953), is advocated here. Such ideas only serve to reinforce patriarchal ideologies and remove males from a position of blame. Such frames of reference influence and constrain not only attempts by researchers to understand boys today but it could also be argued that clinical interventions in the form of family therapy may focus on the mother-child relationship in a disproportionate way. This is supported by Loch (1986, p.68) who pointed out that “in family sociology, in developmental psychology, and particularly in psychoanalysis, the significance of the role of fathers in the child’s growth has been overshadowed by the role of mothers”. Clearly, more work needs to be carried out to examine the role of child-father attachments and their relationship to social development (Kerns 1996, p.144). Specifically, studies that examine the influence of secondary



attachments, gender identity and ideologies relating to power and authority need more attention.

From a psychoanalytical perspective the development of self esteem is fundamental to the formation of positive object relations, ego development and other internal mechanisms which aid the healthy development of a child. The introduction of a psychoanalytical framework needs to be expanded in order to understand qualitative differences in the development of the self. Different ideas have been proposed relating to which stage of development the agency of personality namely the superego, separates from, and dominates the ego. For example, some ideas (Kleinian) propose that the formation of the superego takes place earlier and is not heir to the later Oedipus complex, which plays a critical role in the structure of the personality according to classical Freudian ideas. It is also important to understand the role of idealization and narcissism in relation to moral development and collective ideals.

## **2. The Development of the Psychological Apparatus**

Research into bullying outlined by Besag (1989) has identified different personality traits common to victims and bullies (for a discussion of these see 'overview'), for example, obsessive behaviour which, among others, is a personality factor identified in victims of bullying. From a psychoanalytical perspective such traits develop differently according to the development of psychic structures, which vary, according to Klein, between subjects *qualitatively*. Before proceeding further it is necessary to define some terms: The Super-ego is a result of the internalisation of societal prohibitions, values and collective ideals which function as a conscience. The characteristics of the superego reflect the severity of external influences upon it with some harsher agencies leading to internal self-reproaching activities which in turn, corrode the child's sense of self. According to Freud the development of the super-ego arises from the Oedipus complex. This complex is characterised by incestuous oedipal wishes which are both positive (loving) and negative (hostile) in nature. The decline of this complex occurs with the internalisation of prohibitions and subsequent identification with the same sex parent for boys and the desire to receive a baby from the father for a girl. For girls the castration complex (recognition of absence of penis) prepares them for the oedipus complex. Conversely, boys clash with paternal threats of castration (in response to masturbation activities by the boy). These oedipal conflicts contribute towards the development of a severe super-ego. For Klein the super-ego formation arises much earlier, during the first (oral) stage of psychosexual



development. During this libidinal stage sexual excitation occurs orally and therefore, for both Freud and Klein, the first love relationship is linked to this oral experience. But here we distinguish between Freudian and Kleinian ideas. Freud emphasises the relationship between early oral experiences of infantile oral satisfaction to later desires where the sexual instinct becomes autonomous. Whereas Kleinian concepts emphasise a more complex relationship to the object during this stage which is oral-sadistic in nature. In other words, for Klein the whole of the oral stage is sadistic in nature and this aggression arises from the relationship the child has with the breast.

Klein found, in the process of her analysis of small children, that there was evidence of a super-ego (as well as oedipal tendencies) much earlier than classical psychoanalytical ideas allowed. Rather than being originally grounded in the Oedipus Complex, Kleinian followers locate the origins of the super-ego earlier as a result of the introjections of good and bad objects and also the intense sadistic impulses which characterise the oral phase. According to Freud, the development of the super-ego results from the child overcoming the Oedipus Complex (around five years old). Klein (1968, p.268) described the super-ego of the small child (first observed around two) as a great deal harsher than the older child and adult and “of the most incredible and phantastical character”. Klein continues to explain how regular mental images which threaten and influence the fantasies of young children, actually relate to the child’s own parents. The child internalises the images of its parents in a “phantastic light under the influence of its super-ego” (Klein 1968, p268.) This phenomenon produces in the child a fear of objects.

The development of the super-ego is closely related to the development of the ego-ideal and the ideal-ego. The ego ideal is distinguished from the ideal ego by post-Freudians, although Freud (1917, p.479) used these terms indiscriminately. The ego ideal is a term employed to refer to another aspect of the psychical apparatus which represents an ideal object or model based on the lost ‘ideal self’ as a result of a decline of this particular state of narcissism following external criticism. In other words, love for the self as an ideal object is replaced by and measured against another representation. This ego-ideal is closely bound up with the super-ego as it not only represents the ideal of what to be but also what is prohibited; what should not be. For Freud the unconscious formation of the ideal ego arises earlier before the loss of infantile narcissism, and according to post-Freudians (for example Lagache) it is characterised in later life by the idealisation of objects based upon this omnipotent ideal. It is important to understand the internal mechanisms that take place



during the formation of the ideal-ego, super-ego and ego-ideal in order to explore personality differences built upon a combination of models and collective ideals.

Some psychoanalytical theorists assert that although the differences are in *kind* of personality, the psychic structures themselves differ in a quantitative nature. Schwartz (1990) among others, asserted that when the super-ego, or as he termed it the “ ‘obligatory aspect’ gains the upper hand and displaces the fantastical [ego ideal], we speak of the person as an obsessive-compulsive. When the obligatory aspect is very weak as compared to the fantastical, we refer to the person as narcissistic” (Schwartz 1990, p110). In other words the prohibitive super-ego moderates our self-comparison to our ideal model.

The use of the term ‘weak’ implies a lesser amount or quantity, but Klein criticised this analysis stating that this ‘weakness’ is not due to absence of the super-ego but a *difference* in its development during the oral stage, specifically during the first 4 months of life (the paranoid position), whereby the first introjected objects (which for Klein are the beginning of the formation of the super-ego) are bound up with persecutions, anxieties and defences. Put simply, the first object is partial whereby there exists a splitting of the introjected ‘good’ object and introjected ‘bad’ object. This splitting occurs as a result of high levels of anxiety experienced since birth. Here the child is unable to consciously acknowledge the ‘whole’ object. Therefore the ‘good’ object (for example, satisfying breast) is idealised (itself a defence mechanism which provides reassurance), and the ‘bad’ object (for example, frustrating breast) is persecutory in nature and is therefore a threat to the ego.

Following the paranoid position, while still in the anal phase, the child enters the depressive position which is slowly overcome in his first year of life but may be entered again during later childhood or adulthood. According to Klein the depressive position occurs early in the child’s life, around the fourth month, when the child realises that both good and bad experiences come from the same maternal object evoking a depressive form of anxiety. Hence, “splitting” of the object/carer into “good” and “bad” object/breast (often termed Paranoid/Schizoid position) is reduced and the child perceives the mother as a *whole* object (ambivalence). Therefore both hostile and libidinal instincts are focused on the same object. Phantasised dangers of the child’s own sadistic instincts (which may harm the mother) cause anxiety in the child, or ‘depression’. Hence ‘manic defences’ are employed as defence mechanisms to direct or restrict aggressive desires. This phantasised danger and depression are overcome when the child is able to introject a stable object i.e.



the child incorporates ('takes in') the object and all its qualities which symbolise and represent security.

A Freudian notion relating to the destruction and annihilation of the self is the death instinct and this is described as the antithesis to the life instinct, which is characterised by self-preservation. For Klein the death instinct exists from the very beginning of a child's life and in addition to threatening the self with destruction, is externally orientated. In other words the persecutory aspect of the self results from this powerful, primarily innate, death drive which unless averted, threatens to destroy the self. In order to avert this drive the ego employs the defence mechanism 'projective identification', commonly associated with the paranoid-schizoid position. However object relations theorists (for example Fairbairn) argue that poor experiences preceding childhood identifications are the source of this persecutory aspect of the self. Freud also posited the existence of 'primary masochism' which is distinguished from 'secondary' masochism as the former cannot be described as the turning round of sadism so that it is aimed at the self. This turning around of sadism is a description reserved for secondary masochism, as Ernest Jones (1961, p.406) describes "Masochism he had always hitherto regarded as secondary to sadism, a sadistic impulse that had been turned inward against the self. Now he reversed the order, and suggested that there could be a primary masochism, a self-injuring tendency which would be an indication of the death instinct". This is an important idea for researchers who seek explanations for various forms of aggression as Jones points out: "Freud's idea was that the sexual or life instincts - responsible for the "clamour" of life - in their struggle against their opponent endeavour to save life a little longer by diverting the self-destructive tendency outward against other people" (Jones 1961, p.406). Influenced by theories relating to the cellular organism, Freud proposed that the death instinct, as opposed to the life instinct, sought to reduce levels of tension to that of an in-organic state. This concept was first introduced by Freud in his 1920 publication 'Beyond the Pleasure Principle'.

In Freudian terms, 'sadism proper' occurs when the death instinct, which is originally aimed at the self, is to a large proportion forced outwards by the libido onto the external world - becoming the destructive instinct, which is then employed by the sexual function. The remaining portion of the death instinct, which remains inside the organism, also serves a sexual function and is therefore referred to as the original masochism characterised by erotogenic sexual excitation.



Klein may be a neo-Freudian but her explanation of aggression is misinterpreted due to her use of the word 'sadism'. According to both Klein and Freud life and death instincts (or libido and aggression) are fused, and from this sadism arises. However, Freud reserves the use of the term 'sadism' (and here we refer to 'sadism proper' unless Freud himself makes a distinction) for cases where there is an association between sexuality and violence used against others. However, a loose employment of the term 'sadism' is common in psychoanalysis, for example, Klein and her followers, who tend to blend the meaning of sadism with aggressiveness. However, for Freud 'sadism proper' does not arise until the libido pushes the aggression outwards and some of the death instinct is used for sexual fulfilment.

In *Contributions to Psychoanalysis (1921-1945)* Melanie Klein posits a relationship between fear and aggression as a result of innate drives, as a reaction against the aggression which could not be externalised. As mentioned, according to Freudian theory, this becomes 'masochism' when it becomes 'libidinally bound', and is used in a dichotomous sense in relation to sadism. However according to Kleinian theory a defence occurs intrapsychically, "with the task of mobilizing [the] libido against its death instinct" (Klein, 1968, p.269). The fear of this death instinct causes tension in the ego, which is manifested as anxiety. According to Klein this accounts for the severe aggression found in very young children "accounted for by the fact that it is an offshoot of very intense destructive instincts, and contains, along with a certain proportion of libidinal impulses, very large quantities of aggressive ones" (Klein 1968, p269). For Klein this represents the beginning of the early development of conscience in ["normal"] children, or "the foundation-stone of the development of the super-ego" (Klein, 1968, p269). The child perceives his/her anxiety as coming from the objects he relates to, and this in turn, causes and reproduces fear of objects. Therefore, the child "displaces the source of his anxiety outwards" and perceives objects as dangerous (Klein, 1968, p270). Therefore for Klein, the proportion of fear of objects is the same as the degree of the child's sadistic impulses. In addition, the superego begins life when a child is in the oral stage, which is synonymous with oedipal tendencies.

If this idea is loosely interpreted as a defence against anxiety or persecution of the self which leads to high levels of aggression, then we would expect to see higher levels of anxiety in those children who do not employ this defence, and from a Freudian perspective, this would evoke the self-punitive tension so often found in victims, characterised by



obsessive behaviour and nervous habits. Those children who exhibit sadistic impulses as a result of mobilising their libido against the death instinct would not be expected to endure lasting anxiety. From a Kleinian perspective such children would exhibit sadistic\* impulses so often characterised by bullying behaviour, in particular the seeking out and targeting of victims whose vulnerability makes them so attractive.

Although Klein's relationship between fear and aggression is relevant to observations made in this study, it posits the source as innate drives which motivate certain kinds of [object] relations. However, because Klein is often referred to in psychoanalytical literature on object relations, she is often [mis]-interpreted as an object relation theorist. She does place strong emphasis upon 'relationships', objects acting *upon* the child - good, bad, reassuring, persecuting. Although still holistic in her philosophical approach, unlike Freud, Klein does not view the libidinal object solely from the subject's point of view as Ernest Jones states in his introduction of Klein (1968, p.10) "before Mrs. Klein there had been little attempt to confirm these discoveries (Freud's) by the direct study of childhood. To her, therefore, is due the credit of carrying psychoanalysis to where it principally belongs – the heart of the child". Ernest Jones also describes in his introduction Klein's emphasis on the negative aspects of a child's internal world as an "unsparing presentation of the cutting, tearing, gouging, devouring phantasies of infants (which) is apt to make most people recoil with a similar exclamation" (Klein 1968, p.11).

Unlike Freud, Klein focused on the development of the ego from the very beginning of life and posited the development of some aspects of the psychic apparatus (for example, the superego) much earlier than Freud had proposed. Like Freud, Klein still views individuals as pleasure seekers rather than the 'people seeking' perspective that is taken by object relation theorists (Thomas 1996, p.304). Klein also agreed with Freud's view that our unconscious is a motivator for our behaviour (as the unconscious aims to alleviate tension), which originates from instincts, the bodily source of which is derived from erotogenic zones and sexual excitation. These drives (or instincts) seek satisfaction, and determine

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\*It is important to note again, that although Klein's 'loose' employment of the term sadistic may be incompatible with Freud's 'sadism proper', it does not detract from the relevance of her explanation for a child's aggression. Klein's idea that the source of the individual's anxiety is displaced outwards and therefore his objects are turned into dangerous ones, suggests that the danger itself belongs to the individual's own aggressive instincts. It is this reason that justifies Klein's suggestion that a child's fear of objects is always in proportion to his sadistic impulses. Sadism, for Freud, was the aggressive instinct (pushed outwards) and at the service of the 'sexual function' but clearly, Klein has employed the term in order to refer to the (internally) remaining aggressive instincts which have become fused with the libido and produce anxiety.



(through repression, distortion) the formation of personality. Hence the libido is pleasure seeking.

A distinction is made between “the instinctual determinism” of Freud and Klein (Chodorow 1978, p.48) and object relation theorists who, although also emphasising sexuality in respect that it is repressed and distorted during the early years, do not pertain to the view that a bodily source (as a prerequisite for erotogenic zones) determine a child’s object relations. In short, a child is not biologically driven to fixate upon a zone but “the quality of the whole relationship affects both the development of persons generally and the way they experience, manipulate and fixate on bodily zones.....Zones, then, do not become eroticized through a maturational unfolding” (Chodorow 1978, p.48).

It is clear then that for Klein, our innate drives motivate our behaviour and actively seek pleasure. This phenomenon stems from our erotogenic zones. But Chodorow (1978) distinguishes between these instinctual theories and ideas from the object relations school of thought, which argue that a child’s object relations determine the development of their personality. This differs from the instinctual view that a biological source for the erotogenic zone determines the object relations. Here Chodorow (1978, p.48) compares the ideas of Fairbairn (an object relations theorist) who argues that the erotogenic zones are a form of defence (he termed this ‘hysterical conversion’) against negative object relationships, within which the experiences of these disturbed relationships are contained. For Fairbairn, any fixation (of a stage) would be a result of negative object relations not a pre-requisite. In short, the quality of the *whole* of the relationship with the caregiver affects the experience of the zone. As Chodorow (1978, p. 48) explains “zones, then, do not become eroticised through a maturational unfolding. They become libidinised because they become for the growing child vehicles for attaining personal contact”.

Klein’s claim, that a child’s fear of his own aggressive instincts causes anxiety and produce aggressive behaviour, only avoided as a result of positive object relations, cannot be falsified here. Is bullying a result of instinctual, psychic energy and its defence mechanisms, or negative object relations which produce such defence mechanisms? Such unconscious mechanisms cannot be observed, and the answer would have no effect upon the findings here, only the debate as to their source, hence my own research project will continue to refer to, and integrate Kleinian theory.



For the “normal” development of conscience, Klein asserts that although the super-ego contains a large proportion of aggressive instincts and some libidinal, the child develops a positive object relationship and sadistic impulses are overcome, usually in the genital stage. As the genital impulses get stronger, the nature of the super-ego *changes* and issues requirements and commands which are easier to fulfil and are no longer (as in the fear-of-objects stage) self-contradictory or senseless. Positive object relations are based on the imagos which result from fixations in the oral stage and reflect a “generous and kindly mother” (Klein, 1968, p.271). Therefore, as the child develops a positive object relationship, the super-ego arouses less anxiety due to the diminished sadistic impulses, and the defence mechanisms which are drawn upon from the ego, are no longer violent in nature but *moral*. The child begins to have a social nature. For cognitive developmental theorists, this change would be interpreted as an ability to de-centre.

A child who has not developed positive object relations remains fixated in the earlier oral-sadistic stage, and is therefore dominated by unimaginable cruelty from its super-ego and external objects. The child attributes his/her anxiety to outside objects and this leads to further anxiety, calling upon violent defence mechanisms. Again fear is attributed to external objects and therefore to anxiety, leading to aggression. Hence a cycle is in motion “The vicious circle that is thus set up.....constitutes a psychological mechanism which, in my view, is at the bottom of asocial and criminal tendencies in the individual” (Klein, 1968, p270).

According to Kleinian theory the introduction of a ‘moral’ curriculum in schools will have no effect on such individuals as “the repeated attempts that have been made to improve humanity-in particular to make it more peaceable-have failed.....Such efforts do not seek to do more than encourage the positive, well-wishing impulses of the person while denying or suppressing his aggressive ones....They have been doomed to failure from the beginning..” (Klein, 1968, p276). According to Klein, we cannot eradicate aggression but we can break the vicious cycle that exists between fear and aggression as children show a need “to be loved and to love....and what a lessening of anxiety it derives from the fulfilment of this desire...” (Klein, 1968, p277). Such hostile attitudes, asserts Klein, are in all of us and arise from fear and suspicion “which intensifies a hundred-fold in him every impulse of destruction and breaking this cycle will give way to kindlier and more trustful feelings towards his fellow-men” (Klein, 1968, p277).



Despite the rather 'zoom lens' focus upon the mother, the importance of ideas relating to object relations and also to Kochanska's emphasis on repeated and willing compliancy experiences are convincing. However, with increasing numbers of dividing families, the demands placed upon a child may be inconsistent. Boundaries and expectations may differ according to the caregiver and such inconsistencies are not conducive to a child's ability to embrace those norms and values. As increasing numbers of children may reside in more than one home on a regular basis (for example shared residency agreements), the experience of contradictory messages from the external world interrupt the internalisation of a consistent moral frame of reference. This may lead to a decline in the regulatory power of the super-ego, increasing criticisms from the external world and the corrosion of self esteem. However, while it cannot be disputed that the internalisation of caregiver regulations and values are crucial to moral development, the importance of other attachments also needs to be understood, particularly friendships which serve to promote, sustain or corrode our self esteem.

## **CHAPTER FIVE**

### **The Importance of Being Popular**

#### **1. Friendship: Social and Cognitive Aspects**

Cognitive development is generally believed to be a pre-requisite for social competencies, including the ability to form interpersonal relationships. Our sense of self is only developed by a child's understanding that there is a world of "non-self" (Erwin, 1998, p.39). From a cognitive-developmental perspective there is a gradual shift to the ability to de-centre, leading to empathy, role-taking and theory of mind. From a psychoanalytical perspective the development of the ego is as mediating agency (between id, the developing superego and external world). Crucial to personality development is the development of self-esteem (ego-ideal, super-ego) and attachment formations.

More recently the "cognitive development to social competency concept" has been more thoroughly examined, leading to suggestions that this is an interactive relationship. Social interaction can enhance the cognitive development of a child (Erwin 1998, p.7). Therefore, it is fundamental for research into the relationship between bullies and victims to examine the way children form relationships, especially as aspects of a child's social cognitive development may be enhanced by a rewarding friendship and conversely damaged as a result of unhealthy friendships. The ideas presented in this chapter provide a theoretical ground on which we can understand the relationship between a child's inner and outer world and the motivators for friendships. More specifically, we provide some basis for understanding what motivates a child to seek relations with peers who do not promote their cognitive and emotional well-being (sense of self) and more crucially, consider this as a contributing factor to peer rejection and victimisation, as bullying frequently occurs by 'friends'.

According to Erwin (1998, p.6) "we see ourselves reflected in how others react to us". Friendships tell us not just about ourselves, but also about the world and others. Relationships with the same sex when young furnish us with "confidence in intimacy" external to our carers and family; they enhance our development of perception and empathy and our ability to be sensitive to the needs of others (Erwin 1998, p.6 & 16). Therefore they are crucial to happiness both present and for future adjustment. In addition, it has been asserted that they can enhance areas which were damaged previously and serve as an emotional buffer, especially for children whose main source of emotional support has shifted from parents to peers due to life events such as divorce or death. Further, the



importance of such buffers is possibly not recognised when such life events result in the loss of friendships for example, by moving school (Erwin 1998). Unlike other competencies such as physical ones, we cannot measure our own social competencies objectively (Erwin 1998, p.7). Therefore we are motivated to form relationships as a way of making “social comparisons”, of gaining “consensual validation” (Erwin 1998, p.7). Popularity therefore serves as a useful indicator for positive validations.

## **2. Making Bullying ‘Uncool’ - working towards a Common Goal.**

Evidence appears to suggest that victims and bullies share a common feature, that of ‘unpopularity’. Therefore, what does the evidence regarding social competencies tell us? Are all rejected children socially (i.e. behaviourally and cognitively) incompetent? (Dekovic and Gerris 1994). Conversely are all bullies rejected children? What about ‘popular bullies?’ More recently Sutton (2001) challenges this assumption by suggesting that although the behaviour of bullies is socially undesirable they are actually socially competent, popular children, adding that ringleader bullies are characterised by insecure attachment, distrust, a Machiavellian attitude and skilled manipulation which assist less obvious bullying techniques. Conversely for Sutton, victims are socially incompetent, unpopular children for whom, according to Smith (1991, p.246) “the ‘deficit’ approach is perhaps more plausible”. Sutton (2001, p. 533) proposes a “theory of nasty minds” in bullies and suggests that attempts to raise empathy in such children are useless, as they would only employ such understandings to strengthen their bullying strategies, manipulation and generally enhance the competency of their theory of nasty mind.

In order to understand the nature of the bully—victim relationship we need to identify those underlying competencies and traits which place and maintain each child in that dyadic role. The general consensus about bullies and victims is still that of unpopular children, with victims frequently categorised as ‘neglected’ and suffering from anxiety and withdrawal characteristics, especially in situations which involve dyadic interaction. The issue of whether bullies are ‘rejected’ by peers is debatable (for example Sutton). Although frequently regarded as ‘rejected’ and still engaged in much solitary activity, bullies are not withdrawn but are active, and although often characterised by inappropriate behaviour will attempt to approach others socially, seeking opportunities to ‘feel good’ and obtain power and status within the peer group by dominating others. Here, the issue of whether or not we are to believe that such behaviour does indeed lead to popularity in such children is crucial, for if it does the nature of intervention strategies must attack the

agencies which promote such status (Sutton 2001). Regardless however of our view in relation to status, the nature of the bully victim relationship is power, the manipulation of social-cognitive skills to intimidate and dominate a child who is less able to defend themselves or be defended due to a deficit in social competencies and a lack of peer support.

According to Sutton (2001), who argues for the social competency and popularity of some bullies within the context of peer culture, intervention should not focus on targeting the bullies or place emphasis on victims. Instead, they should attack the social system of peer support that surrounds the bully and provides the incentive for bullying behaviour, i.e. the followers and bystanders who enhance the social status of the bully and their perception of power. According to Smith (1991, p.246) in an overview of his work with various colleagues (for example, Boulton, Cowie) “it can also be argued that some children who bully others, rather than lacking social skills in the information processing sense of Dodge et al. (1986) simply have different values and goals for social encounters”. Strategies for intervention considered innovative a decade ago (Smith 1991) included those promoted by the Kidscape organisation such as role-playing and ‘bully courts’ which involved arbitration by peers, and there is now increasing focus on peer censorship and group-work. This approach is evaluated in an assessment (Smith, Boulton & Cowie) of “the impact of a Cooperative Group Work curriculum on bully/victim nominations” and the advantages of leading students to “work together for a common goal...[and] open discussion of difficulties in interpersonal behaviour” (Smith 1991, p.247).

### **3. Intervention without Shaming**

Interventions carried out by schools attempt to assist the moral development of bullies, victims and the control group by increasing the probability of guilt, and a child’s ability to self-govern (i.e. behave in accordance with internal frames of reference). However, it is more difficult to suppress the aggressive behaviour in ‘hardened’ bullies. Intervention studies have concluded that bullying in schools may be reduced but cannot be eradicated due to the origins of such behaviour being in parenting as well as in the schools (Smith et al.1999). So often, schools attempt to enforce punitive techniques that intimidate, or shame the bully. In addition, popular interventions employed to reduce victimisation, such as ‘buddy schemes’ and ‘bus stops’ for those seeking company, frequently fail as they shame the very person they are supposed to help and assist in ‘identifying’ potential targets for bullies.



Positive object relations are crucial for a child's self-esteem as it is that child's capacity to care for or love another which is balanced against the child's love for the self. A child who has not developed positive object relations attributes much anxiety to outside objects and such punitive techniques lead to further anxiety, which leads to aggression and thus a "vicious cycle" is set up (Klein, 1968, p270). If we are to understand bullying as a manifestation of trauma in children, successful interventions may move in a new direction, namely to continue helping and supporting victims but also to assist the bullies in obtaining positive object relations, while young. Primary schools provide a context for early intervention and for nipping the problem in the bud in preparation for life in secondary schools. By building trust and cohesion during peer support or mentoring sessions the child may experience the alleviation of anxiety. The integration of support enables the child's strengthened self-esteem to withstand social inequalities, reducing the likelihood of social conflict and avoiding exclusion. The child will therefore experience a more optimistic and accepting transition into society and develop their ability to form positive relationships as a young adult.

The purpose of our research project is to measure and observe levels of emotional impairment, regulatory strategies and social competencies of primary school children. Following the pilot study, the aims of the group-work will not restrict itself to a moral curriculum but will place more emphasis on facilitating group cohesion and peer support between bullies, victims and children who are neither. The group-work will facilitate shared goals and values (for example, censorship), to enable the emergence of trust and a growing desire to form positive relationships. This research project addresses the following questions: What are the differences and causal connections between the self-esteem, anxiety, trust and aggressive tendencies of bullies, victims and children who are neither? How can we assist with a child's moral development and their ability to move from a purely external reward system to an internal one?

In short, the problem of bullying cannot be dealt with swiftly by punishments and reprimands alone, as these simply serve to 'fan the flames' of bullying by lowering self-esteem even more. The premise underlying this research is that low levels of trust and increased anxiety are a result of negative object relations which threaten to corrode a child's sense of self. Therefore the hypotheses for our proposed research (presented in the next chapter) are based on the concept that bullying is related to defensive self-esteem.

Intervention is not simple. It is not short-term. New, innovative support systems are now available for bullies and victims including peer support groups, publications to assist practitioners (for example, Cowie) and training in peer support projects. Such peer support groups assist victims, and may induce guilt in some bullies, but 'hard-core' bullies require long-term help. However, successful intervention cannot begin until the problem of hardened bullying is recognised. This research will have clear implications for our understanding of the causation of aggression in children. Moreover, it will provide an insight for psychologists and teachers leading to improved strategies aimed at supporting victims and tackling bullying behaviour in schools. It is hoped that our study will also provide some alternative ideas for intervention to the problem of bullying rather than the employment of social exclusion and that these in turn, will also help to reduce levels of failures and facilitate a positive learning experience for both bullies and victims in schools.



## **CHAPTER SIX**

### **Empirical Study: A General Survey**

The following sections will provide a methodological summary of the entire study. Outlined here will be the technical considerations for this research which incorporated both qualitative and quantitative studies.

In order to provide an overall design of these studies the following sections will be presented in this chapter: *The Pilot Study*, which incorporates how this part of the research informed the main study. *An Overview of the Main Study and Predictions* which includes the research questions, hypotheses and general overviews of both qualitative and quantitative methods. In addition this section will provide a rationale for combining both approaches in this research. In the chapter following this general survey the qualitative and quantitative methodologies will be described in more detail.

#### **1. Combining Research Traditions**

Employing quantitative and qualitative research methodology as separate studies can yield complementary and comparative results, which are the products of statistical analysis and a *richer* interpretation. By employing both these methodologies, the resulting analyses are not *just* obtained from self-assessment in the form of questionnaires, but group dynamics and observation; hence we can view *the individual in context*. Emerging concepts may therefore inform quantitative approaches to research carried out with larger groups where findings may be generalised to larger populations. This is clearly illustrated in this report during observations which allowed for the emergence of concepts and the formation of an additional hypothesis for the quantitative study. The analysis of this crucial observation was only possible as the researcher became immersed in the world of the participant (referred to as 'Flipper'). It is crucial to understand the context and shared realities of children and this is only possible through the emergence of trust over a period of time. This report contributes to our understanding of the value of qualitative research when combined with larger studies which incorporate scientific measures.

#### **2. Practical Considerations for Researchers**

It is useful at this point to highlight a few points which are fundamental considerations for researchers working in schools. Firstly, the relationship between the researcher and the school must be mutually beneficial. In other words the school should provide adequate mentoring in order that the researcher can obtain useful information from an experienced teacher. The kind of advice which can be obtained from a mentor with many years of

experience can enrich or expand conceptual understandings and broaden theoretical frameworks. My own research was conducted with a mentor who had over 30 years teaching experience.

The researcher should ensure that the school benefits from the presence of the researcher as this will provide the school with some incentive to provide suitable support. This mutually benefiting relationship assists the school in their own rationale for permitting research to take precedence over the formal curriculum based activities. This is particularly important if the research project involves teaching staff and a useful compromise is to assist the teacher's during the classroom or at other times to be agreed. Assisting the school can also benefit the researcher as it allows them to become familiar with both children and staff who may then be more willing to participate in the completion of questionnaires or other measures. This familiarity is also important for researchers who wish to carry out more intrusive research where greater levels of trust-building are necessary.

Secondly, there are periods of the year when interruption of the syllabus is not possible such as times when the children prepare for SATs or other exams. End of term school productions, nativity plays and fasting also distracts children and may place added burden upon teaching staff. Research which intrudes on the classroom should be suspended during exam periods. Periods of time where absences may occur should also be avoided, especially for the administration of measures. Such periods may include visits to potential secondary schools, days immediately following holiday periods and religious festivals not accounted for by school closure.

The proportion of ethnic representation in schools should also be considered. For example, this study declined an offer to carry out research by an alternative school as it was predominantly British-white compared to the chosen school which represented many ethnic groups and therefore had a reduced majority.

Researchers should be aware of the variations of ability within their sample as this may affect their ability to obtain accurate data, particularly the completion of questionnaires or other measures. Common considerations include children for whom English is a second language, learning, emotional or behavioural problems. In the current research the measures were administered to whole classes at a time and therefore the mentor suggested that children who may have a problem completing the questionnaires should sit at the same



table accompanied by a teaching member of staff. The benefits of the overall research to children can also be emphasized if appropriate in order that the children may be motivated to help the researcher. In addition, the researcher should relay their appreciation and stress the importance of the participant's task. Finally, the validity of the data obtained may be aided by ensuring that the children are confident that no other participants will see their responses. This is possible by instructing all children to shield their answers.

Researchers working with children should also be aware of issues relating to gender and peer culture and previous experience of working with children is useful here. In addition, the researcher should draw upon the experience of teaching staff wherever possible. It is important to understand how the dynamics within groups of children are different according to who is present, for example if the 'coolest' boy is absent the boy immediately below him in terms of peer status will be temporarily promoted and this will in turn, effect the dynamics of the rest of the group. Some quieter members may feel more at ease following an absence or appear to be more relaxed following the presence of a member. However, the interpretation of changes in attitudes within the group should be considered within both the context of the group and the individual differences of the child. For example in this study less confident boys would frequently engage in meaningful conversations when the separation of popular boys was forced due to absences. However, when the most popular boy was present the girls may have been perceived as being more relaxed by the enthusiastic participation in discussions by one or two which were interpreted here as overt and frequently anxious attempts to promote their own popularity. The researcher should therefore be aware that peer status is awarded to boys and girls for a variety of reasons which include their own popularity with the opposite sex. Popularity (particularly popularity within gender groups), is based upon the perception of gender within the peer group. For example, 'what it means to be male'. Therefore, ideals relating to masculinity and femininity vary according to both the age of the child and the context (for example, local authority or independent school). This is illustrated by the enhanced or lowered peer status of a child following transfer to a new school.

Practical and methodological issues like those mentioned here need to be considered during the planning stage of research and therefore a pilot study is a fundamental procedure in order to identify issues which are relevant to specific study which is to be carried out.

### **3. Pilot Study**

#### **3.1 Overview of Pilot Study**

This research project has attempted to measure and observe coping strategies and levels of anxiety, depression and self-concept in identified bullies, victims, children who are neither, and a control group of primary school children. Predictions and intervention strategies for our research were based upon the results of a pilot study. As a result the design for the group-work was modified and a recording device obtained in order to obtain adequate qualitative data. The results also indicated the need for a larger sample from which to obtain quantitative data. In addition, the instructions employed during the administration of questionnaires, required modification. Finally, for practical reasons and to explore age differences, the age of the children in the pilot study were 7 and 10, compared to the main study where the children were 9 and 10.

#### **3.2 Quantitative Measures for the Pilot Study**

The pilot study tested the validity and ease of use of the questionnaires and nomination method, in the context of the same school employed in the main study. The nomination measure was administered across the whole of years 3 and 6 (4 classes in total). As a result of the nomination scores two groups of 6 children were selected (one per year) consisting of Bs (bullies), VNs (victim/neither), Vs (victims) and children who were neither (N). The Beck Inventory was piloted with the 12 children involved in the group-work. Here, nomination scores and those questionnaire results which show elevated scores in measures of anxiety, depression and self-concept were compared to evidence about that child provided by teachers and observations. It was noted that generally teachers supported levels of social competencies obtained from observations and nomination results. However they were less informed regarding the specific emotional impairments of children, particularly those who were more withdrawn.

#### **3.3. Qualitative Measures for the Pilot Study**

The group-work for the pilot study took place over 4 weeks and consisted of the following sessions:

- Trust building activities
- A 'caring class'
- Assertiveness,
- Dealing with strong feelings
- Secrets
- Bullying



- Prejudice & Discrimination
- Displays regarding a story about bullying; our own experiences and how it makes us feel.
- Promoting Self-esteem
- “Magic box”
- Our names eg; why they were chosen

The groups were a mixture of discussions and tasks. In order to ensure that the entire syllabus was covered the group sessions needed to adhere to a fairly rigid time-frame.

Each session involved group discussions in order to obtain meaningful data and the researcher occasionally found it useful to distract a child while talking to them, eg: through the use of a ‘finger technique’ or providing a drawing task. However, although this proved helpful in alleviating anxiety when sharing concerns, embarking on demanding drawing tasks was time consuming and reduced the verbatim obtained overall. The verbatim was recorded by hand due to the expectation by the researcher that a recording device would be objected to by parents and that it may have an effect on the data.

#### **3.4. Grounding the data for the Pilot Study**

Concepts did not emerge following the organization of the limited qualitative data obtained during this pilot study. However, some common themes were identified. ‘Team’ rewards and punishments emerged as being important for the enhancement or corrosion of self-esteem. Joining in and being part of a team was important, particularly if successes resulted from being part of a team and even more so if they obtained status within the team. The meaning of ‘team’ here referred to groups of peers eg: sports teams and peers involved in plays. Negative consequences of team involvement included leaving out or letting the team down (eg: letting in a goal in football). The researcher noted that children also thrived on similar experiences within their peer group in a general setting, whereby leaving out and praise had a similar effect. Regardless of peer experiences children drew readily on memories of positive team experiences when recounting things that made them feel good.

Also referred to by the children was the importance of the relationship to the mother. Issues of love, sharing and trust related to both peers and the mother. Significant moments with family members were also recalled in addition to team experiences. The predominant theme throughout was the importance of *verbal* praise and positive experiences drawn

often included verbal affirmations in cartoons with bubble speech. The richest data was obtained when the researcher did not adhere to the rigid objectives of the sessions and allowed discussions to flow freely.

### **3.5. Informing the main study**

The formation of concepts during the process of employing grounded theory for the pilot study would have raised issues of validity due to the limited data obtained. However, common themes which emerged, especially those relating to being part of a team, did contribute to the methodological changes for the group-work. Consistent between the two groups was the request by the children for the opportunity to put on a play in front of the rest of the school. Frequently, children from both years drew pictures or discussed their participation in school plays and how good this made them feel. The researcher recognised that as the main qualitative study would be over a significantly longer period of time, compared to the pilot study, it would require greater motivation by the children. This was particularly important as it required voluntary participation after school in order to avoid interfering with the school curriculum. As drama was a clear motivation for the children, and the themes; sharing, trust and teamwork had emerged during the pilot study as potentially beneficial, the main study would not employ a prescriptive 'syllabus'. Focused on instead would be the facilitation of peer support, in an appropriate setting based on confidentiality, group cohesion and trust. Here children could share their concerns about issues at home or school, including bullying and parental separation. The motivation for verbally sharing experiences with peers would be to write and perform a group play and song.

Therefore the researcher decided to change the aim of the group-work for the main study to issues surrounding anxiety in children through discussions, plays and singing, hence the formation of the Drama and Communication workshop. The aim of the new study was not to measure the efficacy of such an intervention but to obtain a greater quantity of meaningful data without the restrictions of such a structured syllabus. However, due to the limitations of manually recording data from the group-work it was decided that the employment of a recording device would be essential for group-work in the main study. Letters to parents relating to the pilot study had been issued by the school, however as more information to parents was required in order to obtain informed consent, a pamphlet and letters were produced by the researcher for our main project (see ethical considerations).



The pilot study has offered some conceptual evidence within the context of the current study, which aims to provide an insight into the range of worries affecting children of this age, including the influence of gender upon tools important to their styles of coping, such as football and media. The qualitative approach will place emphasis on facilitating group cohesion by identifying shared goals and values (confidentiality, censorship, group production), enabling the emergence of trust, and a growing desire to love and be loved. From a quantitative perspective the pilot study reinforced the predominance of anxiety and depression in both bullies and victim nominations. Therefore the current research attempts to unravel recent complex and diverse research evidence relating to anxiety, depression and coping strategies in children and identify the relevance of such concepts for the phenomenon of bullying and victimisation in children (see hypotheses and research questions in the following section).

#### **4. Overview of Main Study and Predictions**

The piloted Beck questionnaire and the nomination measure were distributed across the whole of year 5 (56 children). The participants for group-work were selected as a result of these measures and the qualitative study commenced. Following observations and ongoing literature reviews, additional hypotheses were proposed predicting relationships between coping strategies and emotional and social impairments (see below and also the section titled 'Grounding the Data – Further Links'). A measure for coping strategies was piloted separately and the sample for the quantitative study was increased substantially to include the whole of year 6. It was decided that the coping strategy measure in addition to the measures already administered across year 5 would be administered to year 6 following their SATs exams in June. The coping strategy measure would also be administered to year 5 in the same period.

The Drama and Communication Workshop in our main study did not aim specifically to intervene in the coping strategies employed by children; however it did encourage peer support and produce qualitative data for analysis. It was therefore predicted that the impact of this group-work would not have a significant effect upon the results for the coping strategy measure for the group members. In addition, coping strategy results which indicate strong tendencies to seek support in these participants cannot be attributed to the efficacy of the group-work, as no before-measure was obtained. The questions (outlined at the end of chapter four) addressed by this research are: What are the differences and causal connections between the self-esteem, anxiety, trust and aggressive tendencies of bullies, victims and children who are neither? How can we assist with a child's moral

development and their ability to move from a purely external reward system to an internal one?

The following predictions are also made:

1. High employment of distancing with **adults\*** predicts externalising\*\* with **peers**
2. High levels of distancing with adults predicts anxiety
3. High levels of distancing with adults predicts depression
4. High employment of internalisation with adults predicts internalisation with peers
5. (a) Coping Strategies during peer conflict predict a victim role for boys  
(b) Coping Strategies during peer conflict predict a victim role for girls
6. Coping Strategies employed by children during peer conflict predict a bully role
7. (a) Elevated scores in anxiety predict a victim role for boys  
(b) Elevated scores in anxiety predict a victim role for girls
8. Elevated scores in anxiety predict a bully role
9. Elevated scores in depression predict a victim role
10. Elevated scores in depression predict a bully role
11. Elevated scores in anger predict a victim role
12. Elevated scores in anger predict a bully role
13. (a) Low self-concept predicts a victim role for boys  
(b) Low self-concept predicts a victim role for girls

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\* Following the study by R.A. Fabes et al (2001) and in order to minimize extraneous variables this refers to adults at home as it is in this environment that emotions including distress may be more visible, compared to a controlled environment such as school, where adults may be less permanent.

\*\* It is suggested here that such externalising may not take place immediately (as discussed earlier) but is developed as a coping style in order to enhance the self by obtaining peer status and power.



## **CHAPTER SEVEN**

### **Qualitative Study**

#### **1. Data collection and analysis**

Observation and recording during group-work provided the qualitative data here and Grounded Theory\* was employed as the tool for analysis. As stated previously, the group-work took the format of a weekly Drama and Communication club and focused on peer support and group cohesion, while encouraging empathy and social support seeking (see pamphlet issued to parents in Appendix A). This peer support group facilitated shared values and goals between peers. Tasks included group script and song writing in preparation for the following performances: Short plays portraying shared concerns (in this case bullying and parental separation - see scripts Appendix J), a group rendition of a popular song by pop artist 'Pink' ('Family Portrait') and a 'rap' song (performed by girls but lyrics written by two boys regarding their shared fear/experience of father leaving home). The analysis of data obtained from recording the group sessions (see transcriptions Appendix J) took place gradually over the 7 month period that the Drama and Communication club took place (approximately 20 weeks in total due to school holidays).

During the process of Grounded Theory a corpus of data gradually becomes organised (see Appendix J), with the emergence of theoretical concepts, as a result of written observations, memos, and further links during "Initial" and "Core" analysis. Here the Grounded Theorist who has suitable data moves from the process of coding, to the formation of categories to core concepts. A detailed description of the application and subsequent analysis will be incorporated in Chapter Seven.

#### **2. Setting and Participants.**

Participants for the Drama and Communication group were from year 5 (only) of a West London primary school. This school included pupils from a variety of ethnic groups, none of which represented a majority of the population of pupils here. This activity took place after school once a week. Pamphlets and letters with a consent tear-off slip were sent home with every pupil in year 5 (see Appendix A), however some children were 'strongly encouraged' to attend based upon observations by teachers and the results of peer nominations and the Beck Inventory. This was in order to ensure that observations would involve bullies, victims and children who were neither. Participation also relied upon parental consent (see ethical considerations) and some parents were reluctant to return the consent slips. However, once the group commenced its reputation spread and gradually

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\* Grounded Theory is a qualitative research methodology, developed by Glaser & Strauss in 1965 during their investigation of the institutional care of the terminally ill.

the group membership increased to include 14 children. These participants included 4 boys\* and 8 girls who were nominated as follows: 3 victims, 3 bullies and 8 who were neither.\* In order to provide a trustworthy environment and to encourage the sharing of experiences it was important to tackle concerns regarding confidentiality. For this reason the children were asked to choose an animal 'identity' and were then referred to by this name during all recorded support sessions.

### **3. Materials.**

Aims and objectives for the group-work were informed by the pilot study and literature reviews, however some areas were taken from a national curriculum guide employed in another primary school (see timetable below), where work had previously been carried out. In addition the following materials were required:

A recording device designed for group meetings (to be employed overtly) & 12 tapes.

Pencils and paper

Newspaper cuttings

A 'magic box' (with a mirror inside),

Two microphones and a P.A system (obtained from the media department at Brunel University),

Facilities to design and print certificates in colour,

A laminating machine

A CD player

Eminem instrumental version on CD

Pink's song (family portrait) on CD

(Various other instrumental versions).

### **4. Timetable for the Drama and Communication Club**

**Weeks 1-9** Group aim identified: To write songs and plays relating to "the stuff that children worry about". Discussions frequently focused on relating problems portrayed by television programmes like Eastenders to real lives. Repeated assurance and commitments were made regarding shared rules of confidentiality within the group and the importance of listening to others. Discussions were led by the researcher but were unstructured. In

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\* The boys participated during the peer support sessions but when the group-work entailed only rehearsals they gradually failed to attend with no boys participating during the actual performance.

\* Unfortunately it was not possible to obtain the same amount of victims and bullies compared to those who were neither. Of the 8 group members who had elevated scores in the Beck inventory, 5 also had nominations for either victimisation or bullying (see quantitative results section).



addition some tasks were adapted from the National Curriculum in order to promote self esteem such as:

**The 'magic box':** Here a small box is opened by the researcher who looks inside and describes the qualities of the 'very special person' whose image is inside the box. The pupils had great fun attempting to guess the identity of this person with ideas including pop and sporting celebrities such as David Beckham. The box in fact contained a mirror; therefore the image was simply a reflection of the observer which was then passed around to each pupil in turn. The pupils were instructed to look at the image inside the box without revealing to anyone else whose picture it was. Following this the children were asked to say who the special person was with the words; 'I am special'.

**Psychological Stroking** - Pupils were asked to make positive affirmations one at a time about the group-member sitting next to them by using a positive adjective, e.g. 'N is skilled at football', 'A is artistic', 'B is kind' etc. Finally each child was asked to write an affirmative letter to another child. The researcher checked the letters and they were then distributed for each child to take home.

In addition, another task was employed which aimed at exploring cognitive schemas and biases: **Picture appraisals** – here each child was presented with a photo of a scene cut out of a newspaper and asked to tell a story relating to the picture.

Following organisation of the transcribed data obtained during peer support sessions a number of shared concerns emerged for example, parents splitting up (see Table 1 under the section: Organising the Data). This information informed the researcher both in relation to the issues that should be portrayed to the rest of the school and also to potentially confounding influences upon member participation.

**Weeks 10-20** – These weeks focused on the writing of scripts and songs by the pupils based on their own experiences. Each pupil was allocated a role for example, 'music director' or 'costume director'. Rehearsals took place every week with the 'directors' taking responsibility for allocating peers to alternative roles when necessary. Finally the performance took place just before the end of the school year in front of parents and both the lower and upper sections of the primary school. The performance included 2 plays – the first about bullying and the second about parental divorce. The songs included a

rendition (by 8 girls) of 'family portrait' and a rap song written by a group member following the repeated separation of his parents. These rap lyrics were performed to the instrumental version of another rap song by 'Eminem' and portrayed by 3 girls. Certificates were awarded to all group members (see Appendix A)

##### **5. Ethical Considerations.**

Policies within schools and BPS ethical guidelines were considered during several discussions with the both the Deputy Head and the allocated mentor when considering which research tool would be most useful and appropriate. In addition, when designing the research it was important to consider both the needs and desires of the children as this would influence both the quality of data and the motivation of the participants to attend as the researcher was informed by the school that the proposed Drama and Communication Club had to be offered to children after school hours only, on a voluntary basis.

As in the quantitative study, in accordance with BPS guidelines, informed consent was obtained for all children who participated in the group-work. Parents were able to make an informed decision regarding the Drama and Communication group with detailed letters and an explanatory pamphlet (see Appendix A). This pamphlet informed parents of the research nature of this after-school club and the use of tape recording during conversations. Confidentiality was assured to all participants and for this reason as mentioned earlier, they were asked to select the name of an animal to replace their real name during tape-recording. All sessions were non-stressful for the participants, who were informed they could withdraw at any time. Under no circumstances was it possible for children to be aware if they had been identified as either a victim or a bully (or neither). Parents were informed by letter if their child was going to participate in any kind of deviation from the curriculum, particularly as it involved non-teaching staff. The timetable of study was submitted and agreed with the head-teacher prior to the commencement of the research and any deviation from it was discussed with a nominated mentor who was a teaching member of staff.



## **CHAPTER EIGHT**

### **The Application of Grounded Theory**

#### **1. Organising the Data**

During the initial organisation of the data many meanings emerged during line by line analysis of the transcribed data (see Appendix J). Similarities between these meanings enabled the formation of categories. When common themes were identified across several participants as a result of links made between categories, headings were made to identify or group those categories. For example the heading 'stressors' (see Table 1) was identified as the 'link' between the categories listed below. During this process of Grounded Theory constant interplay was necessary between the data and developing concepts.

All of these categories are based on the main worries identified by the participants. Tables 2-4 show further categories under 3 additional headings (now referred to as themes). Further analysis between participants yields variation in responses and differentiation *within* each of these categories. Therefore following this initial organisation of the data, labels to identify each participant will be included next to each category so that links can be made between categories both within and between themes. Those participants who are discussed below are no longer referred to by their chosen animal names as these have been changed (e.g. 'Season' and 'Beach') in order to further protect their real identities. Therefore, for these participants, labels are shortened versions of these new names.

**Table 1****Stressor**

Parents splitting up

Loss

Friendship

Health/Safety

Bullying

Films

Drugs

Privacy/Trust

Drugs

Bullying

Ethnicity

Attachment

Painful memories

Aggression

Rules

Cool/Power



**Table 2****Social skills**

Imagination (story telling)

Reasoning

Group dynamics

Role-play

**Table 3****Result of worry**

Fears/Anxiety-Fantasy

Support

Self-esteem

View of adults

Psychosomatic

**Table 4****Influences**

Favourite TV/Pop stars

Internal/external guidance

## 2. Grounding the Data – Further Links

Following the initial organisation of the data the categories were examined to identify those which were shared by several members in order that comparisons could be made. Aspects of each of these categories were then described which were more closely related to the raw data i.e. individual or shared experiences. As there were many different facets of each category further sub-headings were employed (highlighted in red) for example, ‘support’ (table 5). Labels are included (colour coded for bully/victim nomination) to identify which participants experienced this aspect and whether these were common experiences within this theme or not (see Tables 5-7).

As this process fosters the generation of theory it relies upon both the researcher’s ideas and the actual research experience. The interplay between systems of meanings, gestures and symbols cannot be explored in isolation as they are embedded within the social context in which they occur. Therefore there are two fundamental requirements of the Grounded Theorist; firstly the constant checking and revision of the raw data (for example co-presence, pattern and flow of discourse) and secondly the provision of a ‘paper trail’ in the form of memos to support the commitment of reflexivity in relation to the emergence of concepts.

Green = Victim

Red = Bully/Victim

<b>Table 5</b>	<b>Category:</b>
<b>Label:</b>	<b>Parents Splitting up</b>
	<b><i>Support</i></b>
B, F	Shared concern helps
B	Talking to mum or dad not always possible as they need support
F	Broken confidentiality causes fear of trust
F	Disappointed as wanted to help parents
B, Be	Friendships help
S	Boys can’t talk to friends



	<b><i>Mother</i></b>
F, B	Worry re: mother's needs & worries
B	Mum not jealous
	<b><i>Fear of Father</i></b>
F, B	Memory of father's aggression/jealousy towards mother
	<b><i>Fantastic Coping Strategy</i></b>
F	Nightmare of hitting father
F	Fear of father leads to terror story of father killing
F	Hits father to protect mother
F	Stops dad taking younger sister by pushing
F	Shaky and brave when father came
F	Story of parents fighting & father murdering like soap
F	Brave to protect mother
F	Disappointment at scary dad
F	Extreme fear at parental conflict
F	Violent Fantasies of father
F	Nervousness leads to laughter & shaking
F	Worry of dad beating people up
	<b><i>Missing Father</i></b>
B, T,	Worry of never seeing father again
Be	Sad memory of dad leaving
B	Misses living with father
B	Likes to see dad regularly
T	Contact with dad stopped during dispute
B	Father speaks to mother now
F	Empathy/concern re: father
B	Memory of split remains
	<b><i>Divorce</i></b>
B	Divorce significant
F	Divorce makes angry

	<b><i>Anger</i></b>
Be	Anger from split leads to peer violence
B	Anger from split parental arguments carried over to peers
B,F	Angry parents arguing
	<b><i>Feelings towards parental relationship</i></b>
F	Doesn't want 'real' dad around
B	Arguments less since split
F	Self as real wife may reconcile
F	Excited when see split mum and dad together
Fe,K,Be	Arguments cause worry re: possible/actual split
Be, T	Repeated split (same or step)
F	Pray that mum and dad will reconcile
	<b><i>Emotional response to split</i></b>
T	Split made me cry
Be	Sadness
	<b><i>The future</i></b>
B, T	Life will never be the same again/happier before

<b>Table 6</b>	<b>Category:</b>
<b>Label:</b>	<b>Aggression</b>
Fe	Violent Uncle
E	Fight with sister almost everyday
Be	Aggression leads to violent reprimand
F	Sharing leads to violent retaliation to sister
Be	TV showed physical abuse from adult to child
K	Telly shows truth of abuse by adults to children
E	Attack by other children caused fear for life
E	Screaming and shouting at people makes them cry
Fe	Worries about getting ganged up on distract in class



<b>Table 7</b>  <b>Label:</b>	<b>Category:</b>  <b>Bullying</b>
<p>L T P P P P</p> <p>L,T L P P P</p> <p>P, B</p> <p>SH P (all victims)</p> <p>P P P P</p>	<p><i>Worry</i></p> <p>Worry about bully getting him again Worry about getting bullied again Worry re: name calling Worry re: being left out due to racism Worries about peer threats Worries about sister bullying her</p> <p><i>Siblings</i></p> <p>Siblings getting bullied Ganging up Sister allowed more Sister punches her Tells mum about sister bullying but bullying continues</p> <p><i>Forms of bullying</i></p> <p>Upset at name calling when helping teacher Gets left out by cousins Stressor: Bullying by sister People saying cruel/nasty things</p> <p><i>Peer relationships</i></p> <p><i>Negative</i></p> <p>Stressor: Bullying by peers No peer protection Needs friends to protect Criticisms</p>

P	Mickey taking
P	Wants to be seen as <i>normal</i>
	<b><i>Positive</i></b>
T	Speaks to child because they are a victim
T	Blue & Cheetah support if getting bullied
SH	Friend protects
	<b><i>Experience of Bullying</i></b>
ALL BOYS	(boys don't admit to being bullied)
Be, E	Know what it feels like to be bullied
K	Being bullied feels horrible
P	Picked on in nursery by children
P,B	Nursery teachers horrible led to leaving
P	Bullied by boy and brother outside school
Be	Bullying by boys is fighting
	<b><i>Stopping the bullying</i></b>
	<b><i>Positive</i></b>
K	Telling teacher about name-calling worked
Be	Sticking up for brother using violence worked
E	Friend rescues from strangulation by bullies
All girls	All girls would help non-friend being bullied
Fe	Would help non-friend being bullied only after he was hurt
P	Told mum when bullied
	<b><i>Negative</i></b>
Be	Would find bullying of non-friend funny
Be	Would join in with the bullies of non-friend
E	Trying to stop others complying with bully doesn't work



L	<b>Anger</b>
Be	Anger causes bullying
	Parents splitting at home make angry leads violence to mates
L	Bullies get bullied too & leads to anger
	<b>Power of bullies</b>
L	Bullies gang makes them scary
Fe	Bullies alone don't act strong & afraid
Fe	Older wiser people pick on bullies
Be	Year 6 pick on bullies
ALL BOYS	[All boys:] bullies can be picked on by adults
Be	Telly showed physical abuse from adult to child (said in context of bullying)
P	Gang Attack
	<b>Blame</b>
P	Getting blame by teachers instead of bullies after getting beaten
P	Lies from children led to false accusations from teachers
B	Lie from child almost led to blame
P	Worry about getting in trouble because of being bullied & getting blame

Links between bullying and parental separation were made within the context of the discussion, for example; when the researcher prompted views on bullying by asking "do you think bullies bully because they're...really happy?" (A question worded intentionally to avoid leading to the most obvious reply). Beach immediately responded, "if something at home is like bothering you so if your mum and dad split up or something then you come to school and you like you're sitting down talking or something and then one of your mates come over yeah and then they say you alright and everything and you get angry with them

and then you start beating them up”. Here the link between home, anger and bullying is made. Some inconsistencies were evident also, such as Beach’s statement that he did know what it feels like to be bullied but later on when asked to play the victim-role in the play he stated that he couldn’t as he had didn’t know what it felt like to be a victim, despite being nominated as a victim. In addition, Beach had also been nominated as a bully and expressed a feeling of helplessness at being physically reprimanded at home. These conflicting responses may be due to his attempts to maintain peer status or his perception of himself as being bullied but not being a victim.

The link between parental disputes and the direction of anger towards peers allowed for the emerging theoretical consideration of coping strategies, moreover a significant pattern of fantastical stories from Flipper contributed to the relevance of this factor. At the beginning of the Communication and Drama group the researcher was less familiar with the members, and therefore Flipper’s first contributions were considered to be real events which began with her response to a question about issues that worry children; “my Grandad died – had a heart attack and went into hospital and I saw him and I started crying and I couldn’t stop crying”. Retrospectively, what is interesting here is the comment relating to her inability to stop crying. She then completes her story by detailing how her Grandad died but when the researcher asked her how long ago this happened she appeared to be unsure. Flipper then discusses how she misses her best friend who moved away and in response to another members story of a grandparent dying, she immediately responds with a story of her best friend’s murder: “Once when I was with my friend in my friend’s house – we went to the park and I fell on my back and I went to hospital then my friend – someone who was drunk (drugs?) – they killed my friend and I told the police and then I went home”. Again Flipper appeared to be unsure when she said that this happened 3 months ago. Over the forthcoming sessions Flipper’s stories became more frequent, drawn out and at times incomprehensible for example, “you know my sister when we were doing drama - ...when some guy killed... this girl went to jail because they thought that erm..This guy had poisoned this boy... when she came back she was doing.. The person who was doing the revenge – he put the person in jail....” (Researcher:) “Is this a film you’re talking about?” (Flipper:) “12 o’clock in the middle of the night – we saw.. Taking drugs and stabbing each other, and when he went...I had a nightmare then and I woke up ...” Again, the context of this discussion was introduced by the researcher who, when discussing the forthcoming scriptwriting task focused on T.V. ‘soaps’ such as Eastenders. As a response to the contributions of the other members Flipper’s stories were nearly always fantastical, for example: Blue acknowledged the negative effects of the portrayal of



drug abuse on the television whereas Flipper elaborated with a story about a bad man putting drugs in your water. Shortly afterwards when discussing her father Flipper said “I’m not allowed to tell none of my friends ...but I had to tell because when I was two years old he got a table and dropped in on my mums belly and she had a very bad tummy ache and she went to hospital”. In a subsequent session when Blue was describing her visits to her father’s new family Flipper mentioned her father “I see him nearly every weekend... he told someone to ring my mum up and my mum told me to speak to the girl – it was my birthday....and when I said hello she .. Some nasty .....It hurts me.. She said .. ‘Your granddad died. I’m so happy’.. I told my mother and my sister and she went to the police and .. and my best mate mum from old school stabbed her in the heart..” (Researcher:) “did that happen in real life?” (Flipper:) “Yes, my best mate said why are you being nasty to my friend?”. Further stories continued to include these characters for example, (Flipper:) “.....next door..want them to come and help me ..I said don’t worry he (dad) won’t do anything ..if he does my mum will say something..suddenly my dad looked back and punched my best friend in the heart..chest, and she died and I’m still scared if he comes again because horrible (unclear) people come..”. Two possible motivations for these stories were considered at this point; firstly Flipper may be attempting to ‘outdo’ her peers in terms of gruesome stories or she employs these stories in order to avoid recalling events and affects relating to her real life.

The dynamics between group members were revealing for example, during an observation in one session it was noted that Season’s behaviour had changed from being extremely quiet to rather disruptive – and I noticed that she and Flipper were constantly misbehaving together. This sudden change in Season’s behaviour was assumed to be the influence of Flipper’s presence and they were separated during discussion time as Flipper would go so far as to sit on Season’s lap even though she had a free chair right next to her. During role-play Flipper ran around in a kind of ‘antagonistic play’ with Season and it was difficult to see the dynamics of the relationship except that previously Flipper had always been disruptive and Season hadn’t. When I finally suggested to Season that it would be better if she participated in the other group’s play (so that she wasn’t with Flipper) she suddenly burst into tears – uncontrollable sobs, in front of the rest of the group. I comforted Season and explained to her and the remaining groups that if they sat next to someone who was getting into trouble, they should move rather than join in as they too, would end up getting into trouble. At this point, Flipper came over and apologised to Season. Flipper comforted Season, employing tactile behaviour commonly observed between her and her peers. I therefore reaffirmed that Flipper must avoid bossing Season around and she must make

sure she allows Season to make decisions during play and in the class. It is important to note here that Flipper was identified as suffering from moderate levels of depression and anger compared to Season who was identified as suffering from extremely elevated levels of anxiety, moderate depression and much lower self concept. A memo that was written at the time of observation raised the following point: *[MEMO: As it is recognised that children are often bullied by their friends, even their best friends, could it be that children with very low self-esteem and possibly anxiety feel a need to be befriended by more powerful children despite the risk of being bullied by them? Would the bully also regain some power by being able to control weaker children?]*

The two concepts of coping strategy and power were now raised. If Flipper's fantasies were her way of coping with anxiety provoking thoughts then the following conflict between Season and Flipper revealed interesting phenomenon: During a brief discussion I positioned Season on one side of me and Flipper on the other side so that they were separated but I had closer control over them. Following this, during the rap song rehearsals I split the group into two smaller groups – each with a group leader; Beach and Feline. Feline had Flipper in his group to avoid encouraging interaction between Flipper and Beach, whose relationship during play frequently became antagonistic. It should be noted here that Beach was awarded peer status synonymous with being 'cool' and the macho connotations made appeared to motivate female attention. Flipper was therefore in Feline's group and in a separate group from Season. Season however, stated that she did not want to practise singing with her group at all. She sat to one side and started to play with a hat but soon Flipper had joined her. I separated them again and Flipper constantly behaved in an exaggerated/impulsive manner towards Season and within the group. Flipper also stated that she didn't want to join in. Feline had to ask her to behave during group practise when she made disruptive noises during the song they were performing. I noticed that she appeared to be getting herself into trouble with no other members, except Season, involved.

Following this, Flipper approached me with a slightly tearful expression and when I asked her why she said that her neighbour had been in a car accident and she kept remembering it. I tried to avoid assuming this was true (I was almost certain it must be a fantasy as her neighbour had been mentioned in death stories before) – at first she kept repeating the story about her neighbour but I did not dwell on this story and avoided being drawn into a more in-depth description of the tale. I asked her if it was possible that she was feeling left out or unhappy for another reason and as she started to respond, I restricted her from



entering into another fantasy. Flipper then began to talk starting with “some people don’t want to play with me...” and as we talked she *cried* (SEE MEMO below) with the following prompts and responses as follows: (researcher) “has today been like other days or different?” [Flipper replied that it was worse] (researcher:) “during school time or this club?” (Flipper:) “during school-time..and this club” (researcher:) “why?” (Flipper:) “because people don’t want to play with me”. (Researcher:) “do you get in trouble?” (Flipper:) “yes”, (Researcher:) “who with?” (Flipper:) “teachers”. Flipper also said that she preferred it at home where she said she sat quietly with a book and was good but she didn’t look forward to coming into school. She said that she gets into trouble when playing with others as well as on her own. Gradually the discussion allowed Flipper to realise that others may not want to play with her because they get in trouble. I explained to her that although she was a very warm girl (she agreed with this by stating that her friend calls her ‘cuddly’) she should think a little before doing some things as they may make a child behave in a way that may get them into trouble. I used a previous example of a game that she played with a friend “who doesn’t tell of her” whereby she tells the willing party to “run across the room to push” someone. I advised her to think about it first – is this going to get her into trouble or annoy someone or get them into trouble? If she was unsure, I suggested she count to ten and this will give her brain time to help her make a decision. I suggested she try this. She did not mention her story about the neighbour anymore despite being adamant at the beginning of our talk that this was the reason for her distress. A memo written at the time identified the following: *[MEMO: Could it be that the fantasy was a way of gaining attention?- although she appeared reluctant to ‘leave’ the fantasy. Or could it be that she is able to regulate her emotions by employing a fantasy with replacement objects through which she seeks to resolve her own conflicts by possibly projecting onto fantasised objects – eg; feeling frustrated with a fantasised object who feels frustrated]*. By fantasising Flipper is able to externalise her internal processes in a more hostile manner by locating her own feelings (which she wishes to disown) onto someone else, for example; anger onto her father. Interesting and poignant in the example above (when she began to acknowledge the reason for her restricted friendships) was the explicit discharge of emotions through crying. Whereas initially she was controlling the onset of tears, once she had to leave her fantasy and talk about her non-fantasised reality she sobbed freely. This discharge of emotions indicates that without her usual avoidance strategy of distancing, specifically; the employment of fantasies, similar to ‘wishful thinking’ (Cunningham et al 2000) and without the opportunity to externalise (even through fantasy), she does not have sufficient coping strategies in order to deal with these negative emotions, particularly as her approach strategies are maladaptive. Similarly,

another member also identified as a bully and for whom 'being cool' was particularly important, began to cry when his coping strategy of externalisation could not be employed as follows (Beach:) "I was looking at something in the dictionary and this boy came over and he closed it onto my hand and I got really angry and punched him and I had to go to the head-teacher's room, so I went there yeah, and then she was asking questions and I didn't know what to say and I started crying.....because I didn't say nothing...I didn't say what I had done...I didn't say anything...and I didn't tell my mum and dad.."

The above analysis not only conceptually informed the main study here in the form of an additional quantitative measure for coping strategies, it also highlights the dyadic relationship between victim and bully based on *power*. The influence of the peer group constrained the efficacy of social support on two points; firstly, the readiness of non-bullies to criticise or embarrass peers who they perceive as 'uncool' and in addition, the need for power fundamental to a child's participation. Examples of the latter involve 'Pattern', a severely victimised girl who suffers from levels of anxiety so severe that hospital treatment was necessary after she became unwell at school. During a session Pattern had also exhibited symptoms of anxiety (a feeling of faintness, nausea, dry mouth) when discussing her recent experience of bullying. In addition to anxiety Pattern's Beck Inventory results also showed moderate levels of depression and anger. When the group were asked to volunteer the name of their favourite pop group Pattern responded: "My favourite pop star is S Club Juniors..."(other children: "they're so weak.." - gasps of disapproval).. "on CBBC they went to auditions they really put their emotions to it and they got chosen and they sound really well and I think their music is really good". Here Pattern's opinion was disregarded by peers who, despite offering to support Pattern with her bullying ordeal, did not allow her to be acknowledged sufficiently within the peer group. However on this occasion as the researcher was in close context she did not become overtly upset. On another occasion during stage rehearsals when the researcher was several metres away, Pattern made a suggestion regarding the direction she should enter the stage and despite the usefulness of her suggestion, she was unpleasantly responded to by several of the girls and at this point she began to cry. An individual mentoring session during which peer conflicts were re-enacted by Pattern provided useful information regarding her employment of submissive verbal and body language. This lack of assertiveness allowed peers to identify her vulnerability and anxiety and prevented her from obtaining valuable peer status for example; she would consistently use the word 'sorry' when dealing with peers who had bullied her. This had even occurred if she needed to walk past a bully in a relatively narrow space even though she did not actually touch them. For both boys and



girls participation was sometimes contingent upon popularity within the peer group. For example, Beach would regularly tell his peers that he would probably not be coming to the group but would usually agree to enter the room once his peers and the researcher encouraged him. This also occurred with a female member who, despite participating in other extra-curricular performing arts activities, would sometimes refuse to participate unless the researcher specifically implored her to. The category of cool/power was identified during the organisation of the data here as follows:

Table 8	Category:
Label:	Cool/Power
B	Fear of being picked on if copying
K	Reprimand for copying deterred
Be	May get picked on if don't copy cool person
	Defenceless when reprimanded leads to tears
All boys	People who play up & break rules are cool.
E	People who don't understand cool code think it is rude
K	Leaders are funny and cool
Fe	Cool people are brave
Fe	Cool people not afraid of getting told off
P	Seeks power as script writer

Fears relating to joining in with bad behaviour perceived as 'cool' are clearly divergent between Blue (V) compared to Beach (B/V), whereas Blue has a fear of being picked on if copying, Beach's concern is that he will get picked on if he doesn't copy. Here Blue may not wish to join in as she may not feel that she will be accepted within that peer group and conversely for Beach, he has to live up to expectations. Clearly there is a price to pay for popularity in such a peer culture, or is this pressure more significant for boys?

Table 9	Category:
Label	Rules
Fe	Discipline prevents some children only Some forget discipline

Fe, Ch	Knowing rules written down in head
Fe, Ch	Home-school agreement reminds
Fe	Follow rules as worried about reprimand
Be	Forgetting rules due to head being full
	Problem distracts from rules
	No rules in head
	Cool to break rules
	Mother breaking rules surprises

<b>Table 10</b>	<b>Category:</b>
<b>Label:</b>	<b>Guilt</b>
E	Feels guilt after fight with sister
Fe	Guilty confession leads to beating from mum
R	Fight with brother leads to guilt
Be, Fe	Cannot recall a time when he felt guilty
SH, Be, F	Feels guilt in stomach/heart
SH	Have to confess even if get in trouble
F	Don't like sisters in trouble.
	Cannot confess as mum won't listen
	Guilt leads to confession
	Reward for confession
K, Fe	Sharing leads to refusal, guilt & apology

Links were made here between guilt and anxiety for Beach who despite being unable to recall a time when he felt guilty, expressed his experience of guilt as a pain in the stomach; a common physiological symptom evoked by anxiety. Here the experience of guilt as an attack on the self evokes anxiety, which as discussed in the discussion section, may be defended against by projection. Interestingly those members who expressed clear experiences of guilt and how it guides their behaviour also referred to having rules 'in their head' and this was common with victims (for example, Feline). Victims spoke about a 'need' to confess and the importance of adhering to the 'home school agreement' (a contract of agreement between the pupil and the school) together with fear of reprimands



should rules be broken. This may suggest that externalising may prevent the experience of internal prohibitions and the experience of guilt.

Contradictions were evident throughout the group discussions, for example; following Beach's statement that he hardly ever felt guilty, Feline immediately responded by agreeing that he too, did not experience a feeling of guilt. The popularity of Beach and other group members awarded significant peer status, influenced the responses of others so the context of the conversation needed to be considered. When other members expressed 'uncool' experiences (for example, feeling guilty) those that felt more vulnerable would then contribute honestly. Most importantly and significant here however, was the unrestrained way that both bullies and victims participated\* in the 'uncool' (mainly for boys) strategy of group support in relation to parental conflict and separation. One boy ('Feline') expressed his experience as follows: "When they first split up I was crying and everything and I started to get used to it I just knew I could see my dad and obviously I'm living with my mum and I can see my dad anytime I want....and I'll go stay with him the weekends..." (Researcher:) "What was the worst thing about it?" (Feline:) "When my mum wouldn't let me see my dad no more...and every time I used to go down my aunties he always used to be there". (Researcher:) "Is there anything that you can say that was good about them splitting up...is there less arguing now?" (Feline:) "My brother's dad keeps on coming back to the house and my mums stopped it now and they argue all the time..." Beach also expressed his experience of parental separation the previous year before his parents reunited. A few weeks later, just after Christmas when asked if he enjoyed his holiday he revealed (while on the verge of tears) that his parents had split up again.

The boys also expressed themselves through rapping and one of the most poignant moments for the researcher was at the beginning of this session when without being asked Taylor (a boy nominated as a severe bully) and Beach excitedly produced a rap song they had written together in their spare time. This indicated that the boys had accepted this as a 'cool' way of supporting each other through shared difficulties. A spontaneous performance quickly followed with Taylor 'rapping the words' and Beach making the noises of a beat:

*I was so unhappy when my mum and dad broke up*

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\* The word participated here refers to contributions by group members i.e. sharing their experiences. Interestingly, support i.e. responding to someone's experiences empathically or by sharing similar experiences as a *response* did not come from any of the boys. However, the creation of a rap song outside of school by two 'cool' boys suggests that the group contributions motivated this shared dialogue to continue in an acceptable way within the restrictions of their peer and gender culture.

*But before when they were still together I was so happy*

*But now my dad has gone I can't do nothing about it*

Following this the group listened to the Pink Song 'Family Portrait' which portrays experiences of parental separation. Popular demands were made by the girls to be allowed to perform this song but this was regarded as 'uncool' by 'cool' boys and gradually the boys' participation during rehearsals dropped. The boys appeared to enjoy writing rap songs however, and nearly all of the lyrics below were written by Feline and Beach with minor contributions from the other group members (for example Chorus's contribution of "my Nan died and I cried"). All the lyrics were expressed as a reflection of real experiences but despite being 'directed' by the boys, only the girls performed them.

Feline's Rap Group

My Nan died

And I cried

And I tried

But my parents lied

**CHORUS:**

*That's what life's about*

*Having fun I want to shout*

*I thought you were my mate*

*But it was a bit late.*

When I listen to music I feel better

But then I got a letter

Saying don't be sad

I am your dad

then I got mad

**CHORUS:**

*That's what life's about*

*Having fun I want to shout*

*I thought you were my mate*

*But it was a bit late.*



Beach's Rap Group

**Chorus:**

***When my mum and dad was together***

***I felt so glad***

***but now they split up***

***I feel so mad***

**I want to run away so far**

**I feel so bad I see my dad's car**

**Leaving with the beats in the sky**

**And the streets riding by**

**As I sit up in my bed**

**Dreaming I was dead I feel**

**The beats in my head that**

**My dad was dead**

**Chorus:**

***When my mum and dad was together***

***I felt so glad***

***but now they split up***

***I feel so mad***

Links between aggression and guilt were explored further by comparing Beach and Feline who both suggested that they experienced harsh physical reprimands by a particular parent. (Feline): "*When I was in the house er and I starting playing with my brother when we watched wrestling and then he got in trouble and I didn't and then I felt guilty so I told my mum it was me and then I got beat..from my mum*". During the transcribing procedure a memo reflected emerging ideas: *[MEMO: Are physical punishments more harmful if received from father to son compared to mother to son? Harmful here refers to damage to self leading to aggressive projection? This is noted because Feline does not project compared to Beach who does and is also physically punished by his father (and possibly*

*mother*]). Under the heading power the experience of defencelessness by Beach yielded insufficient coping strategies in the form of the discharging of negative emotions through crying. As Beach is not only mildly bullied but also mildly bullies it would appear that this vulnerability is prevented by his status in the peer group unlike Feline whose status is not awarded with power and he remains in the role of victim.

### **3. The Integration of Pre-existing Psychoanalytical Theory**

Although it cannot be argued here that the corrosion of the self is any greater for boys as a result of physical punitive techniques by the father compared to the mother, the affects may be qualitatively different. Is it possible that attacks, either verbal or physical, by the father may from a young age serve to fortify the importance of male power as he incorporates paternal prohibitions to form his super-ego. The nature of these punitive techniques contributes to the boy's sense of masculinity and self-identification. The severity of such attacks upon the self may be defended by projection as a way of reproducing patriarchal ideals. Conversely, attacks by the mother upon the self may be less likely to be defended against in this way as unlike attacks from the father, they do not reawaken feelings of rivalry and an engendered relational-self. We can seek explanations from psychoanalytical ideas relating to not only the affect and meaning assigned to aggressive interrelationships which are experienced by the object, but also the internal motivations belonging to the aggressor.

Chodorow (1978, p.160 & 162) critically examines contrasting Freudian ideas and interpretations (e.g. Zilboorg, Bakan) from Totem and Taboo (1913) relating to the origins of aggression. Here aggression is argued to originate from the primal father's sexual domination over females made possible by his physical power and interpreted by children as an act of violence upon her. Here earlier and more powerful oedipal fantasies are argued to occur in *fathers* compared to sons, whereby, according to Zilboorg the motives for obtaining sexual control over females are of a sadistic and narcissistic nature and primacy is therefore threatened *by* the child to mother bond. Indeed, it is argued that this explains why instead of children evoking paternal feelings, unconscious hostility is aimed towards them. This view contrasts with Freudian ideas relating to the Oedipus Complex which positions hostility within the boy who aims his aggressive feelings towards the father. In addition to the introduction earlier, contributions from psychoanalysis are also examined in the discussion section in a later section where they are discussed in relation to the low-level concepts below.



#### **4. Low-level Concepts**

No further links between participants and their experiences were made as the wide range of these meanings across the small group limited further conceptualisation. In addition, some areas of discussion prompted more participation and thus the emerging low-level concepts below. However, the richness of the data would be substantially reduced by categorising further experiences, as such categories would not 'fit' the data well, a core analytical commitment by Grounded Theory. The low-level concepts informed the main study both in relation to additional hypotheses for testing and an insight into the co-construction of participants' symbolic worlds and social realities obtained from within the peer context.

<b>Table 11</b> <b>LOW LEVEL CONCEPT 1</b> <b>Bully Motivation</b>
Anger from home directed outwards Peer conformity overrides obedience Dominant seeking weaker for power Coping Strategies maladaptive for regulation

<b>Table 12</b> <b>LOW LEVEL CONCEPT 2</b> <b>Victim Promotion</b>
Internal Guidance provokes anxiety-laden guilt Fear of breaking rules Trying too hard to be liked Self consciousness affects style of interaction Willing to befriend bully to be accepted

The above low-level concepts highlight the way in which the bully-victim relationship is not 'by chance', indeed in some cases the victim may unwittingly engage in a 'friendship' with the bully simply because she/he has not experienced positive rewarding friendships with which to compare. As parents seek to find ways of ensuring that their children are not bullied, they commonly focus on improving areas involving confidence and communication. However, researchers and schools should avoid labelling victims as being deficient in such areas, rather they should aim to promote the positive and indeed, less frequent qualities of such children such as sensitivity to self and others and a strong

internal moral frame of reference. In addition such children at some point in their school years may thrive from the learning environment but as peer pressure mounts over time, academic achievement is steered away from as a form of self protection and a need to fit in. In some state schools there may be alternative peer cultures, often referred to as the 'geeks', but children who suffer from low self esteem who have not yet been accepted within this peer group, may lack the confidence to 'join'. This occurrence is common with the move from primary to secondary schools where the pupil has to form new friendships.



## **CHAPTER NINE**

### **Quantitative Study**

#### **1. Measures.**

The quantitative methodology employed here was the Beck Youth Inventories (Combination Booklet): An emotional and social impairment self report inventory measuring depression, anxiety, anger, and self-concept. Also included in this questionnaire is a measure for disruptive behaviour, but this measure was regarded unsuitable as explained below (see ethical considerations). In addition, a *sociometric nomination* method of bullies and victims was employed in order to group participants and identify those of interest to the researcher and who may benefit from the Drama and Communication club. Finally, a measure for coping strategies based on the format employed by Kochenderfer-Ladd et al (2002), was employed\* (see Appendix B for all 3 measures).

#### **2. Setting and Participants.**

Participants for the questionnaires were years 5 and 6 of the same West London primary school as the remainder of this study. This school included pupils from a variety of ethnic groups, the majority of who came from nearby local authority and housing association estates. Permission for this study had also been obtained from another primary school, however the ethnicity was predominantly British White compared to the much more diverse representation in the chosen school.

As the pilot study had included years 3 and 6 of the previous year, year 4 in the subsequent year could not participate in the main study. There were two classes per year with 56 boys and girls in year 5 and 51 in year 6 totaling a maximum possible number of 107 participants. The numbers varied for each session of questionnaire administration due to absences. A total of 53 boys and 50 girls participated in the study. As the administration of questionnaires involved interrupting the syllabus the school requested that year 6 participation took place after the SATs therefore, the questionnaires were administered in three stages (see below).

#### **3. Timetable for administering questionnaires.**

1. At the beginning of the academic year the Beck Inventory and the nomination measure were administered across the whole of year 5. This informed the qualitative study in

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\* Permission from author obtained.

relation to group members (open to year 5 only) and also contributed to the grouping of respondents for the quantitative group comparisons.

Towards the end of the academic year a series of questionnaires were administered in two stages:

2. The nomination measures and coping strategy questionnaires were administered across the whole of year 6 and the coping strategy to one class in year 5 only.

3/ The Beck questionnaires were administered across the whole of year 6 and the coping strategy measure was issued to the remaining year 5 class.

#### **4. Scoring the questionnaires.**

The scoring was standardised for the Beck Inventory and tables of raw scores and their corresponding T scores were available for each measure in an accompanying manual. Duplicated and missing responses were also handled in accordance with the Beck Youth Inventory Manual which states that up to two missing scores are acceptable and in such cases the mean value for the responses on that inventory should be employed. For instances where there is more than one response the highest score should be counted.

The nomination measure consisted of 4 bully items, 3 victim items and 3 neutral items. Each item had one statement e.g. 'helps the bully...' or 'comforts the victim..' and each respondent is asked to consider whether that statement may be true of their peers, and if so, they are instructed to place a tick below the name of that person on their nomination sheet. A tally chart was devised to facilitate scoring the nomination measures with nominations counted for each criterion: B, V or N (neither bully nor victim). Average scores per criteria assisted the final label for each child eg: B- B, B+, B++ with B- indicating a 'borderline' bully and B++ an extremely high score. As bullying had 4 items compared to the other 2 criteria, which had 3, more weighting (i.e. more scores) for this criterion was expected compared to the victim measures. Also considered here were the overall scores *per criteria* compared to the other criterion. This was necessary as it could not be assumed that an 'above average' score for a particular criteria held the same meaning as an 'above average' score for a different criteria. An 'above average score' if there were particularly *low* scores across the whole of bullying for instance, might only indicate minor social indiscretions and not bullying. Therefore the scorer had to ensure that a minimum number of nominations was agreed in order to be nominated as either a bully or a victim. For example, in year 5 a B++ = a minimum of 21 bully scores which indicates nominations by



a *minimum* of 6 peers. B+ = a minimum of 17 (maximum of 20) scores which indicates nominations by a *minimum* of 5 peers. B = a minimum of 13 (maximum of 16) which indicates nominations by a minimum of 3 peers. B - = a minimum of 8 (maximum of 12) which indicates nominations by a minimum of 2 peers. The range of scores for the bully criteria for year 5 was 1 – 23 with a mean of 7.7 . The labeling of participants was not simply a comparison between individual and mean score per criteria as one peer's perspective could potentially lead to 4 nominations. Therefore mean scores served to guide minimum scores allocated for each criterion only. Teacher observations were also necessary and these supported most cases where there were high bully or victim nominations, although as previously discussed 'socially competent' bullies may not be confirmed in this way.

The range of scores were from 0 to 4 across the scale for the Coping Strategy measure with 0 for 'Never', 1 for 'Hardly ever' , 2 for 'sometimes', 3 for 'Mostly' and 4 for 'Always'. A total of 5 strategies were measured: problem solving, social support seeking, distancing, externalising and internalising. There were 4 items per strategy with a maximum possible score of 16 for each. Missing responses were substituted for the score closest to the average for that strategy. The same rule applied in order to eliminate a response where there was more than one response for an item. (See raw data in Appendix B presented as a table of scores).

### **5. Reliability & Validity.**

The design for the sociometric nomination measure was adapted from similar measures employed in previous research to suit the context of this study. During the pilot study bully/victim nominations were frequently supported by feedback received from teachers and the researcher also received regular complaints of bullying from pupils during both the pilot and particularly the main study. Further supporting the validity of this measure the Varimax Rotation procedure confirmed that the reduction of items for this measure was not necessary (see results section). In addition, the 'averaging out' of nominations across the whole class for each participant ensured that extraneous variables which may affect the results (e.g. one pupil falling out with another just prior to the test), have minimum effect upon the overall results. Measures of reliability also resulted in acceptable alpha levels for this measure (see Appendix D).

The reliability and validity of the coping strategy questionnaire was supported by Kochenderfer-Ladd et al (2002) and this measure was adapted in order to provide an even

number of items across all measures i.e. problem solving, distancing, externalizing, support seeking and internalizing. Alpha levels also confirmed reliability here (see results section). Following the employment of Varimax Rotation the items were reduced (see results section). The validity of this measure is supported following this data reduction.

#### **6. Ethical Considerations.**

Policies within schools and BPS guidelines were considered when questionnaires were discussed with the Deputy Head and the mentor, who was a long serving teaching member of staff (in excess of 30 years). It was decided that the conduct measure on the Beck Inventory would not be administered due to the problem of obtaining parental consent and the view by the researcher that the usefulness of such a measure did not warrant exposing the children to the kinds of questions asked eg: 'I like to hurt animals'. Therefore this measure was not employed. A detailed letter informing parents about the research being carried out and the measures involved was sent to all parents whose children were participating in the completion of the questionnaires (see Appendix A). This was sent out with enough time for parents to make an informed decision prior to the response deadline stated on the letter for the commencement of the quantitative measures. Under no circumstances was it possible for children to be aware if they had been identified as either a victim or a bully (or neither). Children were advised that their answers would be private and confidential and therefore they would not get into any trouble, nor would they get anyone else in any trouble. Bully/victim nominations were not revealed to anyone and teacher confirmations were obtained without revealing nomination scores.



## CHAPTER TEN

### Results

#### 1. Factor Analysis for the Coping Strategy Measure

In order to determine if the 5 types of coping strategies were unique or separate constructs a factor analysis was conducted which allowed us to test for clusters of variables. There were 4 items for each of the 5 coping strategies. The items remained the same for both contexts i.e: adult or peer situations. As there were 2 contexts and 5 coping strategies, 10 underlying factors were expected between the 50 items. Following an extraction process 12 factors were identified with eigenvalues over 1.00. Scree Plots also enabled analysis of eigenvalues to ensure the correct numbers of factors were extracted.

As more than one factor had been identified a Rotation procedure was necessary to simplify the structure so that we can clearly see which items load on each factor extracted. Oblique Rotation was preferable as it would allow for related factors and analysis of differentiation between the extracted factors. The pattern matrix here however, showed zero convergences. Therefore like Kochenderfer-Ladd et al (2002, p.270) a Principal-Components Analysis with Varimax Rotation was employed (See Appendix C).

#### 2. Summary of Loading Analysis Following Varimax Rotation.

The following information was obtained from the Rotated Component Matrix:

##### Component 1 *Externalising*

Item 4 distancing: 'I say I don't care' for peers (only) loaded more strongly with externalising across both conditions (.476) than it did with other distancing items. This item in the adult context did not load with externalising here (see below). In addition item 4 distancing in the adult context loaded with item 4 externalising 'I do something to upset someone' also in the adult context (.643, .685) under component 8. Therefore, although originally conceived as a distancing strategy for the purposes of this study **item 4 distancing was omitted for both contexts** as it loaded more with externalising items compared to other distancing items for both contexts.

##### Component 2 *Internalising*

Item 1 and 2 internalising did not load with other items (.370, .226) for this strategy in the adult context. Item 2 also did not load here in the peer context. However, item 1 and 2 did load onto *component 7* for the adult context (.472, .747) with item 2 also loading in the peer contexts (.739). Therefore all these items were retained.

### Component 3 *Problem Solving - Adult*

Item 4 *social support* 'I get help from someone in my family' in the adult context loaded (.685) with the problem solving adult context therefore **this item will be omitted for the adult context but not for the peer context as it loads against item 1 under component 11.** Item 2 problem solving did not load above .44 however it did load at a value of .408; higher than all the other values therefore it was decided that this item would be retained. Item 4 problem solving adult was also cross-loaded under this component and also onto component 12 (.555) with the same item in the peer context (.731). **Therefore as item 4 problem solving in the peer context did not load with any other problem solving items it was omitted.**

### Component 4 *Distancing - Adult*

Item 1 'I make out nothing happened' was slightly under-loaded in the adult context (.435) but not loaded onto any other factor therefore this item was retained. Item 1 did not load under this factor for the peer context but loaded under another factor (component 9) together with item 2; 'I forget the whole thing' also in the peer context. Item 3 'I say to myself; it doesn't matter' in the peer context loaded under this Adult component (.610) but also loaded slightly (.427) onto component 9. Therefore as .427 is under-loading here, item 3 was retained. Item 4 'I say I don't care' in both contexts has already been omitted due to absence of loading with other distancing items (see component 1). **Item 4 in the adult context was also omitted here as it loaded strongly against component 8 (.643) with externalising item 4 'I do something to upset someone' for both adult and peers.** This would suggest that component 8 is an externalising strategy which involves hurting the feelings of others therefore the externalising item 4 is retained.

### Component 5 *Social Support*

Items 3 and 4 in the adult context did not load here with items 1 and 2 (.731, .762) also in the adult context. Item 3 (adult) 'I get help from a friend' was loaded against item 3 social support (peer, .789) onto *component 10*, and as this item was not loaded against any other social support **item 3 social support was omitted for both contexts.** Item 4 social support in the adult context only has already been omitted (see component 3) but retained for the peer context as it loads against retained item 1 (peer) under component 11 (.444, .709).



### **Component 6 *Problem Solving Peer***

Item 4: 'I go over in my head what to do or say' in the peer context did not load with the remaining problem solving peer items under this component but did load under *component 12*. Here it loaded with the same item in the adult context (which had already loaded with the remaining problem solving items in the adult context under *component 3*.) **Therefore item 4 for problem solving was omitted for the peer context only.**

### **Component 7 *Internalising***

See component 2.

### **Component 8 *Externalising***

See component 1

### **Component 9 *Distancing Peer***

Item 3 under-loaded slightly (.427) but was retained (see component 4). Item 4 has already been omitted (see component 1).

### **Component 10 Single item loaded in both contexts - omitted**

Item 3 social support loaded in both contexts here (.711,.789) but not loaded against other social support items, therefore it has already been omitted (see component 5)

### **Component 11 *Social support peer***

Items 1 and 4 social support peer loaded here (.444, .709) and have already been retained for this context (see component 5).

### **Component 12 Single item loaded in both contexts – omitted**

See component 3.

## **3. Factor Analysis for the Nomination Measure**

This procedure entailed inputting nomination scores by item for each participant. The results of the factor analysis showed that the items specific to individual variables were clustered against one component only. Therefore as only one factor had been identified per variable, all corresponding items were retained and reduction was not necessary.

#### 4. Measures of Reliability

Reliability tests for both the nomination and coping measures showed that standard alpha levels were .6 or above, therefore we concluded that each of these variables were reliable. (See Appendix D)

#### 5. Bully and Victim Nomination Scores by Gender – Descriptive Statistics

The following table (1) shows that there are very few female bullies and these are low level bullies compared to boys:

**Bully category Determined by Nomination Scores**

**Table 1**

male 1, female 2			Frequency	Percent	Valid Percent	Cumulative Percent
1.00	Valid	no bully victim nom	20	37.7	38.5	38.5
		- bully	14	26.4	26.9	65.4
		bully	10	18.9	19.2	84.6
		+ bully	2	3.8	3.8	88.5
		++ bully	6	11.3	11.5	100.0
		Total	52	98.1	100.0	
	Missing	5.00	1	1.9		
	Total		53	100.0		
2.00	Valid	no bully victim nom	41	82.0	85.4	85.4
		- bully	7	14.0	14.6	100.0
		Total	48	96.0	100.0	
		Missing	5.00	2	4.0	
	Total		50	100.0		



The second table (2) shows that there are fewer female victims compared to male:

### Victim Category Determined by Nomination Scores

**Table 2**

male 1, female 2			Frequency	Percent	Valid Percent	Cumulative Percent
1.00	Valid	no victim nom	18	34.0	34.6	34.6
		- victim	13	24.5	25.0	59.6
		victim	15	28.3	28.8	88.5
		+victim	3	5.7	5.8	94.2
		++ victim	3	5.7	5.8	100.0
		Total	52	98.1	100.0	
	Missing	5.00	1	1.9		
	Total		53	100.0		
2.00	Valid	no victim nom	27	54.0	56.3	56.3
		- victim	12	24.0	25.0	81.3
		victim	3	6.0	6.3	87.5
		+victim	4	8.0	8.3	95.8
		++ victim	2	4.0	4.2	100.0
		Total	48	96.0	100.0	
	Missing	5.00	2	4.0		
	Total		50	100.0		

#### 6. Tests for Correlation.

In order to test for correlations between variables a Pearson's  $r$  was employed here to analyse the parametric data. Although the Pearson's  $r$  is often considered robust and therefore able to deal with ordinal level data a Spearman's  $\rho$  was also employed as an inferential test of correlation specifically for non-parametric data. (See Appendix E) These correlation analyses identified relationships between various variables, including their strength and direction, but this correlation does not inform us about the causal relationship.

In order to ascertain if one variable can be said to *predict* another one a *regression analysis* is necessary. The assumptions for this procedure require continuous data but as this test is regarded as robust, violations of these assumptions can include ordinal level data. However for the purposes of this research a regression analysis is performed at present, only between those continuous (interval) variables identified as being significantly related in the Pearson's  $r$ .

## **7. Chi-Square Test**

For relationships between categorical (ordinal) level variables a regression analysis was not possible. Therefore a *Chi-Square test* was carried out to test if observed relationships identified previously occurred by chance, by analysing the frequencies in the data (See Appendix F). During this procedure crosstab counts showed that some levels of variables had frequencies less than 1 which means that the Chi-square test is unsuitable, as the tables here are larger than a 2 by 2. In addition, some frequencies were less than 5 and as they represented more than 20% of the expected frequency, the variables were regarded as unsuitably coded. Therefore the data for the Beck variables and the nomination scores were recoded to include 2 levels; zero or 1. For anxiety, depression and anger zero indicated an average level and 1 indicated a mild to extremely elevated level. For victimisation and bullying, zero indicated no nominations and 1 indicated a slight to very high ('++') level. These recoded variables were employed for the purpose of the Chi-square test only.

As the Spearman rho had identified a relationship between all of the Beck measures; anxiety, depression and anger with the nomination scores for victimisation (hypotheses 7,9 and 11), a Chi-square test was performed which further supported this relationship (see Appendix F). Counts under 5 were still apparent but as these were for missing values only these hypotheses are partially supported. However, following additional statistical analysis only hypothesis 7 (a) is retained (for male victims only) (see later sections on split file regression analysis).

A Chi-square test was also performed to examine the relationship between self-concept and victimisation (HYP 13). The results here were not significant across both boys and girls therefore tests are performed between genders further on in this section. Although not significant for the Spearman rho the results were interesting as self-concept *negatively* correlated (0.73). No relationship was supported here, and the crosstab counts did not suggest that it may be worthwhile recoding the self-concept variable.

## **8. Discriminant Analysis**

In order to examine the relationships identified between continuous and categorical variables a Discriminant Analysis was carried out. Here the variables which discriminate between levels of the dependent variable (or groups) are identified (see Appendix G). The Spearman rho identified a significant relationship between distancing with adults (recoded due to a reduction in items) and anxiety. Also identified to a significant level in



relation to the role of victim, were externalising and internalising coping strategies during conflict with *peers*. Similarly, in relation to bullying, externalising (as expected), problem solving and support seeking (both with peers) were identified as correlated variables. The new variables employed in the Spearman rho (as a result of data reduction) were also employed here for both problem solving with peers and support seeking with peers (referred to in tables as PSPNEW, SSPNEW). However, a Discriminant Analysis, employing more than one IV at a time, was not possible as both Spearman rho and Pearson's *r* had suggested that the predictor variables were highly correlated with each other, i.e.: externalising peer was correlated with problem solving peer and support seeking peer. Therefore 'dummy' variables were employed (variables of no statistical relationship here) in order to identify the value of the dependent variable based on its relationship to the given predictor.

The Discriminant Analysis showed the following:

Distancing with adults did not have a significant predatory value for levels of anxiety (.222). Therefore **hypothesis 2 is rejected** and the null hypothesis retained.

Externalising with peers did not have a significant predatory value for levels of victimisation (.325). (HYP 5) Although this implies that in relation to this coping strategy only hypothesis 5 should be rejected, a multiple regression analysis was also performed as this statistical test is said to be robust for ordinal variables and allows for apportioned variance. Here externalising with peers did not account for significant variance in the dependent variable of victimisation across both genders. Further on in this section tests examine differences between boys and girls.

Internalising with peers did not have a significant predatory value for levels of victimisation across both boys and girls (.220) (HYP 5 a & b)

Externalising with peers did not have a significant predatory value for levels of bullying across both boys and girls (.358) (HYP 6)

Problem solving with peers (new) did not have a significant predatory value for levels of bullying across both boys and girls (.180) (HYP 6)

Support seeking with peers (new) did not have a significant predatory value for levels of bullying across both boys and girls (.239) (HYP 6).

To satisfy the requirements of this study it is necessary to manipulate the data, specifically the bully/victim nomination scores. Here the raw nomination scores are employed as interval level data which permits more powerful analysis (see section 'Split File Regression Analysis' below).

### 9. Regression Analysis

As interval data permits regression analyses, the correlations identified in the Pearson r tests were further examined to assess the predatory value of these variables. Pearson correlations showed significant relationships between externalising with peers and (new) distancing with adults (HYP 1) in addition to internalising with adults and internalising with peers (HYP 4). Simple regression analyses for these relationships showed the following:

Distancing with adults (new) shows a significance level of .037 as a predatory value for externalising with peers. However, multiple regression analysis showed that a unique variance is not explained by distancing with adults when the other coping strategy variables during conflict with adults are taken into account (see Table 3 below):

#### Predictors for Externalising with Peers

**Table 3**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.609	.830		1.939	.056
	DISANEW	.054	.082	.043	.651	.517
	SSANEW	.097	.108	.062	.896	.373
	externalising coping strategy with adults	.840	.071	.798	11.759	.000
	problem solving coping strategy with adults	-.171	.076	-.162	-2.261	.026
	internalising coping strategy with adults	.032	.069	.032	.469	.640

a Dependent Variable: externalising coping strategy with peers

Therefore although a correlation exists in relation to HYP 1, following regression analysis it does not and **hypothesis 1 is rejected.**



The above coefficients table shows that externalising and problem solving with adults both have unique variances with a *negative* coefficient for problem solving. Therefore an unplanned explanation for externalising with peers is a lack of problem solving with adults and externalising during conflict with adults.

Internalising with adults shows a significance level of .000 (less than .001) as a predatory value for internalising with peers, therefore **hypothesis 4 is retained**. A summary for all prediction outcomes are shown later in this section (see Table 2).

#### **10. Regression Analyses for Unplanned Correlations**

As discussed above, unplanned correlations were examined in relation to the predatory value of variables. One of these findings included (as mentioned) a lack of problem solving and externalising during conflict with adults as significant predictors of externalising with peers.

Correlations were also significant between Depression, Anxiety, Self-concept and the coping strategies employed by children, specifically; internalisation, externalisation and problem solving. The strategy of internalisation appeared to be the most related variable. A multiple regression analysis was therefore carried out with internalisation (during conflict with adults) as the dependent variable. The results are shown in table 4 (see also Appendix H).

## Predictors for Internalisation with Adults

**Table 4**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.397	1.276		3.447	.001
	problem solving coping strategy with adults externalising coping strategy with adults externalising coping strategy with peers internalising coping strategy with peers	.166	.100	.164	1.663	.101
	DISANEW	.127	.131	.120	.966	.338
	DISPNEW	-.118	.132	-.115	-.896	.373
	PSPNEW	.564	.079	.664	7.104	.000
	SSANEW	.177	.117	.147	1.508	.136
	SSPNEW	-.229	.114	-.192	-2.017	.048
	Beck standardised level for depression	-.134	.155	-.091	-.867	.389
	Beck standardised level for anxiety	.004	.147	.003	.030	.976
	Beck standardised level for self concept	-.128	.112	-.111	-1.149	.255
		.369	.500	.097	.738	.463
		-.021	.433	-.006	-.049	.961
		-.433	.316	-.114	-1.370	.175

a Dependent Variable: internalising coping strategy with adults

As expected table 4 shows that the same coping strategy during peer conflict accounted for the greatest predatory value (< .001). The other variable identified here as a predictor for internalisation with adults is *distancing with peers* with a *negative* coefficient accounting for .048 of the variance.

The results of multiple regressions across all participants including the Beck measures, indicate some distinction in causal relationships between 'avoidance strategies' (i.e. internalisation, distancing and externalising), which instead of focusing on the stressor



itself focuses on the management of negative emotional responses and 'approach strategies' which aim to manage the problem itself, including problem solving and social support seeking. Results of the multiple regression analyses indicate clusters of causal relationships within either the approach or avoidance strategies.

All coping strategies showed a predictive value between adult and peer context. As expected due to competition with additional variables, results were slightly changed. In addition here, a *negative* causal relationship was shown between internalisation with adults and distancing with peers. In short, children are less likely to distance with peers if they internalise with adults. However, both distancing and internalisation were not shown to be predictors of anxiety, depression or anger. Internalising with peers was found to be a predictor of *problem solving with peers* which was the only common pathway between avoidance and approach strategies here.

Problem solving with peers had predictive value against the greatest number of variables and was related to 3 Beck measures; positively with anxiety and self concept and negatively with depression. This appears to suggest that anxious children with higher self concept are more likely to try and solve problems compared to those who are depressed. Despite the positive predictive value between anxiety and problem solving with peers there was a negative value between anxiety and problem solving with adults. Therefore, children who are anxious may be more likely to attempt to solve problems with peers and be significantly *less* likely to solve problems with adults.

Externalising with peers (.000) and problem solving with adults (.033) predict externalising with adults. However problem solving with adults does not predict externalising with peers directly. Therefore, the mediating variable between problem solving with adults and externalising with peers is the employment of externalising with adults. In short, children who attempt to fix the problem but also externalise will externalise with peers also.

Problem solving with peers appears to be a mediating variable between the emotional impairment of children (anxiety) and problem solving in the adult context. Problem solving with adults is the only pathway to approach coping strategies which are unrelated to emotional impairments but may lead to externalising in the absence of social support seeking. In short, a child will only seek social support from peers if they employ this strategy with adults and this pathway does not extend to emotional impairment. Problem

solving with peers is also predicted by positive self concept. However, problem solving with peers, measured here by the statements: 'I try to think of ways to sort it out', 'I change something so things will be OK' and 'I do something to make up for it' is employed by anxious children but not depressed children. In addition, problem solving by peers is identified as predicting self-concept which has a negative relationship with victimisation. This suggests that self-concept is a mediating variable between problem solving with peers and victimisation. In short, victims' negative experiences of problem solving with peers corrodes their self esteem.

This suggests that further analysis should examine possible causal relationships between coping strategies and anxiety. The results of multiple regressions appear to suggest that anxious children or those that internalise with peers tend to employ a problem solving coping strategy during conflict with peers. This causal relationship excludes children who have low self concept and/or are depressed. However, children who also employ this coping strategy with adults are less likely to be anxious and more likely to seek social support with adults and also with peers. Crucial here is the finding that children who are victims are *less likely to employ problem solving with adults*.

Social support seeking with peers, like distancing here, does not have a causal relationship with emotional impairments. Generally therefore, the ability to problem solve effectively with adults may provide a platform for effective problem solving with peers and also the other useful approach coping strategy of social support seeking. As levels of anxiety increase with levels of problem solving with peers but decrease with adults it may be argued that problem solving with peers specifically, is a strategy which is only useful when combined with problem solving and social support seeking with both adults and children. Obtaining help and advice regarding conflict with peers, whether that advice is from adults or peers, is crucial in order that a child expands their social competencies and reduces the likelihood of becoming a victim.

## **11. Split File Regression Analysis – by Gender**

### **Bully/Victim Nominations**

In order to include victim and bully nomination in the regression as interval level data the raw nomination scores were employed. In addition a split analysis was carried out in order to compare the findings between boys and girls.



The following results (Table 5) show that predictors for victimisation in boys in order of value are anxiety (.011), distancing with peers (.020), low self concept (.035) and low problem solving in adults (.042). Therefore in respect to boys we can retain hypotheses 7 (a), 13 (a) and 5 (a) (in relation to both distancing and low levels of problem solving - see Summary Table for Prediction Outcomes at the end of this section).

### Predictors for Victimization in Boys

**Table 5**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	13.882	4.987		2.784	.010
	Beck standardised level for self concept	-2.840	1.282	-.303	-2.216	.035
	Beck standardised level for anxiety	4.362	1.598	.488	2.729	.011
	Beck standardised level for depression	-1.686	2.082	-.188	-.810	.425
	Beck standardised level for anger	.322	1.622	.042	.198	.844
	PSPNEW	-.629	.620	-.181	-1.014	.319
	DISANEW	.040	.461	.013	.086	.932
	DISPNEW	1.047	.425	.326	2.464	.020
	SSANEW	.393	.543	.099	.725	.475
	SSPNEW	.126	.384	.044	.328	.745
	problem solving coping strategy with adults externalising	-.887	.416	-.363	-2.130	.042
	coping strategy with adults internalising	.741	.404	.332	1.833	.078
	coping strategy with adults externalising	-.267	.517	-.102	-.517	.609
	coping strategy with peers internalising	-.544	.425	-.249	-1.279	.211
	coping strategy with peers	.762	.453	.339	1.683	.104
	INTVBULL	-.225	.132	-.206	-1.712	.098

a Dependent Variable: INTVVICT

b male 1, female 2 = 1.00

These results indicate that the mediating variable between anxiety and the employment of distancing as a coping strategy during conflict with peers is the presence of victimisation. In addition, low self concept and a lack of problem solving with adults predicts victimisation.

The Analysis of Variance (ANOVA, box) produced for girls with the same dependent variable showed no significant difference for the regression statistic (.956). We can therefore conclude that there are no significant predictors for victimisation in girls. In addition, no significant predictors were identified for bullying in either boys or girls. The frequency tables earlier in this section identify the infrequent nominations for both female victims and female bullies which restricts our ability to perform statistical analyses here for girls as a comparative group. The absence of any predictors for the dependent variable bullying may also have been due to the very low frequencies of bully nominations (particularly bully, bully+ and bully++) across *both* genders. In addition, this may have also been because the categories 'bully' and 'victim' are not mutually exclusive. Therefore, later on in this section, further analyses between non-bullies and bullies across both genders are carried out. Here predictors for copings strategies are examined between these groups, although the significance of findings here relates predominantly to boys. Therefore, although we cannot identify predictors for the bully variable directly, we can examine group differences i.e. predictors for externalisation in children identified as bullies compared to non-bullies (which may include victims).

## **12. Common Predictors**

The most frequently identified significant predictors across the variables for boys were problem solving with peers and victimisation. Victims were causally related to anxiety (.011) and low self concept (.035), with co-morbidity between anxiety and depression and also depression and anger (.011).

The most frequently identified significant predictors for girls was externalising with peers and support seeking with adults. Girls who seek support from adults are more likely to seek support from peers (.001) or problem solve with adults (.004) but *not* peers. This would suggest that support seeking with adults may lead to the resolution of the problem with the adult but support seeking with peers does not encourage problem solving with peers. This may be due to the qualitative difference between the support obtained from adults compared to peers and the object of that support.



Anxiety appeared to be a mediating variable for boys only. For *boys* anxiety mediated between problem solving with peers and victimisation suggesting that anxiety predicted by negative experiences while attempting to solve problems with peers is also related to victimisation in that child. For girls however, anxiety predicted externalising with peers (.023) and this predicts both externalising with adults and internalising with peers.

For boys only problem solving with peers was causally related to internalisation with peers (.006), which in turn predicts internalisation with adults for both boys (.000) and girls (.001). Interestingly, it is not internalisation itself but anxiety that is directly causally related to victimisation for boys only. There were no significant links to victimisation for girls at all.

A mediating variable for boys between internalisation with peers and anxiety is problem solving with peers. Boys are *more* likely to internalise with peers if they internalise with adults. They are also more likely to internalise with peers if they problem solve with peers. However those who problem solve with peers are more likely to problem solve with adults.

For boys only, social support seeking was a strategy that was not causally related to any other variable here except between peers and adults (.028). Victimisation was only directly causally related to one coping strategy i.e distancing with peers (.020) and negatively related to problem solving with adults (.042).

Boys are more likely to distance with adults if they distance with peers (.037). Distancing with peers is a mediating variable between distancing with adults and victimisation.

Internalising with adults by boys predicts *low* levels of problem solving with peers and the employment of internalising with peers. However although problem solving with peers predicts internalising with peers, internalising with adults predicts *low levels* of problem solving with peers for boys and *low* levels of anger for girls (-.048) High levels of anger for both girls and boys leads to depression.

However victimisation predicts low levels of problem solving with adults and high levels of distancing with peers. Here it is the variable of victimisation which predicts anxiety. However anxiety in boys is causally linked to problem solving with peers. These results may suggest that negative experiences of problem solving may lead to anxiety which may in turn lead to victimisation.

Externalising with peers is predicted by externalising with adults for both boys and girls. Externalising with adults is predicted by high self concept and problem solving with adults for boys only but there are no other predatory variables for this strategy for girls. This may suggest that boys include externalising with adults as a way to solve problems with them. However, for girls externalising with peers is predicted by anxiety (.023) and also internalising with peers (.013). This suggests that girls externalise as a result of internalisation *or* anxiety but that those who are anxious may also be depressed or angry. Those girls who are angry do not tend to internalise with adults.

### **13. Preliminary Findings**

Overall the predatory relationships between variables were more complex for boys compared to girls. For boys a causal pathway is apparent whereby problem solving with peers, elevated anxiety and victimisation lead to low levels of self concept. This pathway for victimisation extends to the employment of distancing with peers as an avoidance strategy, rather than the approach strategy of problem solving with adults.

Therefore, male victims distance ('save face') but do not tend to problem solve with adults compared to externalisers who have a higher level of self concept and are *more* likely to problem solve with adults. This suggests that externalising with adults for boys maintains their self concept, possibly because it protects the child's ego from *shame* experiences and may raise a child's status within their peer group. A boy who has negative experiences when attempting to solve problems with peers however, may suffer from anxiety, victimisation and low self concept – here, the pathway extends to distancing or 'saving face'; a strategy employed by taunts of 'shame!' by peers which allows the child to retain a 'mask of shame'.

In short, schools and parents should educate boys by providing them with alternative and rewarding problem solving strategies which do not include externalisation. As we have seen, negative experiences of problem solving with peers are related to anxiety and this makes boys vulnerable to becoming a victim. In addition, these boys do not practise problem solving with adults but may employ avoidance strategies.



#### 14. Split File Regression Analysis:

##### Comparing Non-Bullies with Bullies

The frequencies for each level of bully and victim nomination are shown in tables 6 and 7 below:

##### Bully Category Determined by Nomination Scores

**Table 6**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no bully victim nom	61	59.2	61.0	61.0
	- bully	21	20.4	21.0	82.0
	bully	10	9.7	10.0	92.0
	+ bully	2	1.9	2.0	94.0
	++ bully	6	5.8	6.0	100.0
	Total	100	97.1	100.0	
Missing	5.00	3	2.9		
Total		103	100.0		

##### Victim Category Determined by Nomination Scores

**Table 7**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no victim nom	45	43.7	45.0	45.0
	- victim	25	24.3	25.0	70.0
	victim	18	17.5	18.0	88.0
	+victim	7	6.8	7.0	95.0
	++ victim	5	4.9	5.0	100.0
	Total	100	97.1	100.0	
Missing	5.00	3	2.9		
Total		103	100.0		

Here a regression analysis was performed with a split file for bullies (see Appendix I). Two groups were created with a code of 1 for non-bullies and 2 for bullies (ranging from – to ++). There were 61 in group 1, 39 in group 2 with 3 missing scores. The following tables (8 and 9) show the results for groups 1 and 2:

## Regression Results for Non-Bullies

**Table 8**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.005	1.616		2.479	.018
	DISANEW	-.085	.141	-.069	-.604	.549
	DISPNEW	.040	.136	.035	.290	.774
	PSPNEW	-.071	.200	-.045	-.354	.725
	SSANEW	.125	.185	.088	.677	.503
	SSPNEW	-.137	.141	-.131	-.972	.337
	externalising coping strategy with adults	.752	.113	.725	6.673	.000
	internalising coping strategy with adults	-.128	.145	-.133	-.883	.383
	internalising coping strategy with peers	.061	.120	.075	.506	.616
	Beck standardised level for self concept	-.062	.355	-.018	-.175	.862
	Beck standardised level for anxiety	.533	.465	.177	1.148	.258
	Beck standardised level for depression	.669	.720	.190	.930	.358
	Beck standardised level for anger problem solving coping strategy with adults	-.032	.543	-.010	-.060	.953
		-.181	.117	-.187	-1.538	.133

a Dependent Variable: externalising coping strategy with peers

b 1=NO BULL 2= - TO ++ = 1.00



## Regression Results for Bullies

**Table 9**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.448	2.152		1.603	.127
	DISANEW	-.104	.219	-.096	-.475	.641
	DISPNEW	.244	.224	.205	1.089	.291
	PSPNEW	-.122	.303	-.091	-.402	.693
	SSANEW	.130	.214	.078	.608	.551
	SSPNEW	-.045	.203	-.033	-.221	.828
	externalising coping strategy with adults internalising coping strategy with adults	.663	.172	.644	3.859	<b>.001</b>
	internalising coping strategy with adults internalising coping strategy with peers	-.055	.231	-.056	-.237	.816
	Beck standardised level for self concept	.065	.230	.078	.283	.781
	Beck standardised level for anxiety	-.778	.598	-.191	-1.300	.211
	Beck standardised level for depression	-1.083	.937	-.255	-1.156	.264
	Beck standardised level for anger	-1.552	1.251	-.397	-1.241	.231
	problem solving coping strategy with adults	2.616	.991	.694	2.639	<b>.017</b>
		-.076	.207	-.074	-.366	.719

a Dependent Variable: externalising coping strategy with peers

b 1=NO BULL 2= - TO ++ = 2.00

These results show that externalising with peers by bullies and non-bullies is predicted by externalising with adults for both groups of children. Therefore this variable does not distinguish between bullies and non-bullies.

For non-bullies externalisation with peers is related to externalisation with adults with no other predictors. However for bullies, *anger* (.017) in addition to the primary predictor of externalising with adults (.001) also predicts externalising with peers. For boys and bullies across both genders, anger is causally related to depression with a further link to anxiety for *non-bullies only*. Anxiety, as highlighted earlier, may result from negative problem solving experiences and may mediate a link to victimisation. However, for bullies the causal 'pathway for aggression' includes externalisation, anger and depression but anxiety is not causally related to bullying here. However, bullies who suffer from anxiety are less likely to problem solve with adults. Bullies who do problem solve with adults are less likely to internalise with peers or suffer from anxiety and more likely to problem solve with peers. Similarly, bullies who problem solve with peers are less likely to internalise with adults. The negative crossover relationships *for bullies* between problem solving and internalisation from adult to peer contexts indicate that causal relationships exist between: problem solving with adults and internalisation with adults leading to low levels of problem solving with peers. This suggests that worrying when attempting to solve problems with adults makes problem solving with peers unlikely for bullies. Problem solving with adults also leads to problem solving with peers in the absence of internalisation with adults. Problem solving with peers is related to internalisation with peers. In short therefore, if attempting to problem solve at home with an adult leads to rumination and worry, this problem solving strategy will not be practised with peers and *visa versa*, if the problem solving with peers causes rumination the strategy of problem solving will not be practised with adults. This pattern does not appear with children who are not bullies as the approach strategies do not predict any avoidance strategies (even negatively) or *visa versa*. However problem solving with peers is related to anxiety for non-bullies, which predicts victimisation.

If distancing i.e. 'saving face' is practised by bullies it predicts employment of the same strategy with peers but also predicts *low* levels of support seeking with peers. Interestingly the variable of social support seeking with adults is not a predictor for any other variable for bullies compared to non-bullies who are more likely to seek support from peers if they seek support from adults, but less likely to problem solve.

This research has identified the causal relationship between depression and anger and the way in which anger is channelled through externalisation. For non-bullies anger is not channelled through aggression but can lead to anxiety via depression and the child becomes vulnerable to victimisation. Highlighted here also is the importance of positive



experiences during problem solving with peers and adults, with negative experiences with peers leading again, to anxiety and victimisation for non-bullies (who may then employ avoidance strategies) and negative experiences with adults leading to high levels of rumination for bullies making problem solving with peers unlikely. Finally, the common pattern of learned coping strategies from adult contexts to peer contexts is clearly absent for bullies with regard to support seeking.

As the figures in this show just over 1/3 of this sample were nominated as bullies and over 1/2 as victims. However the lowest level of nominations for these categories were by a minimum of 2+ peers leading to 8 – 12 bully nominations and 4-6 victim nominations. Although these nominations may be spread across various peers the lowest levels of bully and victim nominations are the largest as they represent behaviour that may be irregular or not as severe. The low ('-') levels account for 25 of the victims and 21 bullies. Scores for bullies could not be recoded into new variables by omitting low levels of bullying in the bully group as the number of high level bullies was too small and therefore statistical analysis was not possible. However regression analysis of non-bullies which included low level bullies was possible as a comparison.

#### **15. Comparing Higher Level Bullies with Non and Low Level Bullies.**

Nomination scores were grouped for non-bullying to include low level bullies as a comparison. Here causal patterns showed similarity with the non-bullies with the same links between anger, depression and anxiety which was shown earlier for groups of non-bullies, (all) girls and (all) boys. Again, predictors for externalising were between the adult and child context. The results are shown in Table 10.

## Non-bullies and Mild Bullying

**Table 10**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.549	1.325		1.924	.060
	externalising coping strategy with adults	.700	.100	.679	6.997	.000
	internalising coping strategy with adults	-.119	.132	-.132	-.903	.371
	internalising coping strategy with peers	.099	.117	.123	.844	.402
	Beck standardised level for self concept	-.332	.332	-.097	-.999	.322
	Beck standardised level for anxiety	-.067	.432	-.021	-.155	.878
	Beck standardised level for depression	.413	.717	.116	.577	.566
	DISANEW	-.007	.121	-.006	-.059	.953
	DISPNEW	.088	.119	.081	.738	.464
	PSPNEW	.041	.185	.028	.225	.823
	SSANEW	.116	.169	.081	.686	.496
	problem solving coping strategy with adults	-.124	.111	-.134	-1.119	.268
	SSPNEW	-.124	.135	-.111	-.915	.364
	Beck standardised level for anger	.488	.527	.151	.927	.358

a Dependent Variable: externalising coping strategy with peers

b 1 = none or minus 3=b to ++ = 1.00

As expected Table 10 shows that externalising with adults predicts externalising with peers for non-bullies and very mild bullying. There were no other predictors for externalising here, therefore the inclusion of low level bullies did not lead to the inclusion of anger as a predictor. This supports the view here that anger is a predictor for externalisation unique to bullies. Anxiety is a predictor for externalisation with peers unique across all girls. A



predictor for externalisation with adults across all boys however is problem solving with adults.

16. **Summary Table for Prediction Outcomes**

**Table 11**

<b>Hypothesis</b>	<b>Retained</b>	<b>Rejected</b>
<b>1. High Distancing with adults predicts externalising with peers</b>		<b>X</b>
<b>2. High levels of distancing with adults predicts anxiety</b>		<b>X</b>
<b>3. High levels of distancing with adults predicts depression</b>		<b>X</b>
<b>4. High internalising with adults predicts internalising with peers</b>	<b>X</b>	
<b>5 (a). Coping strategies during peer conflict predict a victim role for boys</b> <b>(b) Coping strategies during peer conflict predict a victim role for girls</b>	<b>X</b>	<b>X</b>
<b>6. Coping strategies during peer conflict predict a bully role</b>		<b>X</b>
<b>7 (a) Elevated scores in anxiety predict a victim role for boys</b> <b>(b) Elevated scores in anxiety predict a victim role for girls</b>	<b>X</b>	<b>X</b>
<b>8. Elevated scores in anxiety predict a bully role</b>		<b>X</b>
<b>9. Elevated scores in depression predict a victim role</b>		<b>X</b>
<b>10. Elevated scores in depression predict a bully role</b>		<b>X</b>
<b>11. Elevated scores in anger predict a victim role</b>		<b>X</b>
<b>12. Elevated scores in anger predict a bully role</b>	<b>X<sup>1</sup></b>	
<b>13 (a) Low self concept predicts a victim role for boys</b> <b>(b) Low self concept predicts a victim role for girls.</b>	<b>X</b>	<b>X</b>

The above table shows that hypothesis 4 was retained and this is consistent with the general pattern of adult to peer coping strategies found here (see discussion section). The term externalising is retrospectively considered to be too broad and has therefore not been

<sup>1</sup> This hypothesis is retained for the more specific prediction that elevated scores in anger predict externalising in children identified as bullies.

useful here as a measure across the categories of children and only informed this research following a split file regression analysis. This procedure provided support for a relationship between anger and the externalising behaviour of bullies. Therefore hypothesis 12 was retained (see footnote under table 11).

Hypotheses 1, 2, 3, 5(b), 6, 7 (b), 8, 9, 10, 11 and 13(b) were rejected. The first three of these hypotheses employed the predatory variable of distancing with adults. Hypotheses of this kind (1) which predict a relationship between coping strategies do not inform our understanding regarding the aetiology of coping strategies or their potential buffering effects. Hypotheses 2 and 3 predict a relationship between distancing with adults and anxiety/depression. This hypothesis was not retained as a direct relationship was not found. Hypothesis 6 was rejected as a relationship between coping strategies and bullies was not suggested. However hypothesis 5 (a) was retained in relation to coping strategies associated with male victims but not female (5b). This is consistent with the main findings here which suggest that distancing may buffer the effects of victimisation as it is a strategy employed by victims during conflict with peers. Significantly low levels of problem solving with adults are also associated with male victims here. This may suggest that distancing buffers the effects of poor problem solving skills as it protects against corrosion of the self. The relationship between low self concept and victimisation is supported here for boys therefore hypothesis 13(a) is retained but this relationship was not found for girls therefore hypothesis 13(b) is rejected. Hypothesis 7(a) is also retained in relation to a direct association between anxiety and victimisation for boys but not for girls (7b). As we will discuss later in this report, further associations are made to victimisation including depression with bullying behaviour, itself a buffer to these emotional impairments. The predicted relationship between anxiety and depression to bullying was not supported here therefore hypotheses 8 and 10 were rejected. Finally, no direct relationship was found between depression or anger to victimisation therefore hypotheses 9 and 11 were also rejected.



## **CHAPTER ELEVEN**

### **What Does This Tell us?**

#### **1. 'Like Father Like Son?'**

The results of this study share a common ground with those of Fabes et al (2001) who suggested that the coping strategies of adults influence the coping strategies and social competencies of children. However, the present results do not measure the coping strategies of *adults* in the adult-peer conflict situation, but instead focus on the strategy employed by the child. Therefore the relationship between parental coping and child coping has not been measured directly here. However, the results of our study do provide statistical evidence for the parallel employment by children of the same coping strategies during conflict situations with adults and conflict situations with peers. This suggests the significance of social learning in child development whereby the behaviour of models is imitated. As this model is a child's perception of an 'ideal' standard worth replicating, it is reasonable to assume that parental behaviour is fundamental to modelling in the social learning process. In short, if the predatory variable identified for externalisation across all children is the employment of the same strategy during conflict with adults, the premise here is that a significant adult is likely to be employing this strategy too. While this does not implicitly suggest that the father is the most likely model for maladaptive coping strategies in all children, the implications of these findings do raise fundamental questions in relation to gender influences (discussed further on). Noteworthy here, is the relevance of the growing body of research discussed earlier, which although sometimes inconsistent, generally supports the relationship between child-non-resident paternal contact and adjustment outcome in children (Dunn 2004). Some of these findings also identify qualitative differences in both resident and non-resident paternal relationships by considering personality variables of the father, specifically, the transference of antisocial behaviour from father to child which increases with levels of contact. However, in relation to the gender of the child Dunn (2004) concluded that overall studies appear to suggest that there is no greater benefit for boys compared to girls in relation to the involvement of the father.

The engendering of our offspring is not limited to same-sex parents but the family and wider society. However, a fundamental question remains, i.e. is a model more likely to be replicated by a child if it is a primary source for gender identification? As our understanding of how women and men should be is reproduced within a patriarchal value system, we need to acknowledge the impact of gender biases during the process of

socialisation and how sexual divisions may be expressed through different coping strategies.

In line with the results of Fabes et al (2001) who identified harsh coping strategies by parents when responding to negative emotions in children, our research suggests that if such experiences occur during problem solving attempts by a child they are likely to react in the same manner. In other words, such children, while attempting to fix a problem will externalise and this strategy is passed from adult to peer conflict situations. Crucial here is the predictory variable for externalisation in bullies i.e. *anger*, which distinguishes between the externalising child and the bully. Important also is the understanding that the existence of anger is not a factor exclusively identified for bullies i.e. it is not that bullies suffer from greater anger compared to other children such as victims. Nevertheless anger is identified as a primary contributory factor for the employment of externalisation in children, or to take this argument a step further, their bullying behaviour.

In addition to this, the bully has experienced rumination as a result of their aggressive conflict situations with adults and as mentioned earlier, this discourages attempts at problem solving with peers, therefore the child employs the strategy he is most familiar with, namely externalisation. But why does anger predict externalisation with peers by bullies compared to the externalisation practised by non-bullies for which no link to anger has been found? The following interpretation of the findings provides a thoughtful account for the motivation for bullying. Within this interpretation we are provided with answers to both research questions presented earlier which sought to understand the differences and causal connections between the self-esteem, anxiety, trust and aggressive tendencies of bullies, victims and children who are neither and also, how we can assist with a child's moral development and their ability to move from a purely external reward system to an internal one. A reminder here of the relevance of ideas generated as a result of qualitative data gathered during group-work, which not only contributed to hypothesis formation but also to my understanding of the co-construction of participants' symbolic worlds and social realities obtained from within the peer group.

## **2. Bullying as a Defence against Persecution of the Self?**

It is widely accepted (for example, Olweus) that the bully-victim relationship is one of *power*. While (male) victims are less likely to employ problem-solving strategies with adults compared to a bully, they are more likely to employ avoidance strategies in order to 'save face' and preserve their deteriorating self-esteem. For victims the self-corroding



affect of unsuccessful problem solving with peers continues to elicit anxiety as the child's skills in this area are less likely to be practised with adults. Bullies, however, continue to experience the recurring negative affects of externalising as ways of solving problems with adults but despite this and unlike victims, they appear to maintain self esteem and do not suffer from anxiety.

It is important to remind ourselves at this point of the factors distinguishing externalising non-bullies from bullies. Bullying is predicted by anger, and problem solving by bullies with peers is deterred due to the rumination stemming from adult conflict and problem solving with peers. The nature of bullying is qualitatively distinct from general externalisation. The former is a merciless relationship characterised by an imbalance of power and the latter a strategy employed in order to regulate negative emotions. As the bully's objective is to experience exhilaration through the experience of omnipotence, potential victims tend not to pose any kind of threat to their bullies. Indeed they are appraised for weaknesses and vulnerability. But what internal mechanisms are employed by the bully in order to prevent the low self-esteem and high levels of anxiety prevalent in victims?

The compilation of psychoanalytical ideas introduced earlier may be standardised into the following conceptual system in order to explain both the source and the channelling of anger found in bullies and the anxiety and low self-esteem found in victims. Fundamental for this account is the maintenance of self-esteem, which is essential for a child's psychological well-being, the formation of positive object relations, his developing ego and ability to leave narcissism. His move from a purely external to internal reward system is based upon the formation of his super-ego and ego-ideal. The healthy development of the super-ego is crucial for a child's integration into the society he has been born into, and failure of this produces a child whose fear is so intense that he sets up defence mechanisms in the form of an almost impermeable, aggressive barrier, preventing any intrusion into his emotional space. Bullying is one of the behaviours which a child employs in order to identify with their notion of the ego-ideal as powerful and accommodates the child's aggressive defences. In addition, the child is rewarded for their supremacy by the ego-ideal, allowing some hope to the return to narcissism, and restoration of self-esteem.

Our prediction regarding elevated anxiety, depression and anger predicting victimisation and bullying was partially supported here. As we have discussed bullying behaviour is predicted by anger and anxiety predicts victimisation. Theoretical support for this



prediction was conceptualised from an interpretation of Kleinian ideas outlined in chapter three. Therefore, the source of aggressive tendencies characterised in bullying behaviour can be described as a defence against anxiety or persecution of the self, which leads to high levels of aggression. This may explain why bullies do not suffer from low self-esteem or anxiety, as some researchers have previously predicted, based on the assumption that they have experienced poor object relations. As expected then, we have found higher levels of anxiety in those children who do *not* employ this defence and this supports the Freudian idea described earlier that this may evoke self-punitive tension – characteristics of which are typically found in the obsessive and nervous habits of victims.

### **3. 'I just had to let it out Miss!'**

Identified in the present study is the predictive relationship between depression and anger. The latter is channelled through externalisation for bullies. Depression for other children leads to anxiety and vulnerability to victimisation. As anger was correlated with victimisation (but not a direct predictor) this suggests that anger may either lead to externalisation by bullies or conversely, to depression, anxiety and victimisation. In other words, that anger may lead to 'polarised' responses i.e. depression or externalisation.

Literature relating to the self again provides a valuable tool for interpreting the findings of this study and the theoretical links (outlined in chapter three) between intra-subjective experiences and childhood relationships may be applied to bullying and victimisation. From a Kleinian perspective we may interpret these 'polarised' responses as either a projection or displacement of anger upon the external world or conversely, an attack upon the self which corrodes self-esteem. As depression is characterised by a loathing for the self, some children who enter this position may be unable to make positive comparisons with external objects and therefore continue to widen the gap between their true and ideal self, with ever increasing experiences sustaining this negative conception. This self-loathing position may create anxiety as it continues to threaten destruction upon the self. However, other children who experience anger attempt to retain a narcissistic position, seeking to protect the ideal self by sabotaging all objects which threaten to challenge its position.

According to Klein a child's life is full of introjections and projections, the taking in of 'good' objects or the expelling of 'bad' objects. Here, qualities or even parts of the self (as in projective identification) regarded as 'bad' are 'disowned' by the subject and expelled by being displaced onto an external object. Here the child who has introjected objects



which have threatened the self e.g. 'don't be so stupid' or 'I'll kill you' immediately relocates the part of the self that is perceived as powerless and worthless by projecting them onto external objects, in order to control or harm them. This explains the common observation of 'powerful' bullies who seek 'weak' victims in order to defend the self against the harsh realisation that the self is not omnipotent. Power in bullying behaviour enables the child to regain a sense of mastery and closeness to the ideal self by locating the powerlessness felt internally within an external object.

#### **4. Bullying – A Lack of Positive Object Relations?**

Threats from external sources, particularly figures of authority or models, are defended against by identification with the aggressor. According to Anna Freud (1966, p.110) this defence mechanism "combines with other mechanisms to form one of the ego's most potent weapons in its dealings with external objects which arouse its anxiety". Like the superego, this mechanism "contributes to the mastery of instinct" (Freud 1966, p.109) and works in various contexts whereby symbols of power may be incorporated together with the emulation of the aggressor both in moral and physical terms. Anna Freud illustrates this mechanism with various cases whereby children have identified with the aggressor in order to master anxiety from an experience. As Freud describes each case she endeavours to distinguish between this defence and simple impersonation, "the child was identifying himself not with the person of the aggressor but with his aggression" (Freud 1966, p.112). In another instance where a child appears dressed in armour following a clash with a games master the previous day, Anna Freud not only rejects the idea that the child is impersonating the games master but also discards the idea that the child is imitating the aggression, "the weapons and armour being manly attributes, evidently symbolized the teacher's strength" and further, this "helped the child to identify himself with the masculinity of the adult and so to defend himself against narcissistic mortification or actual mishaps" (Anna Freud 1966, p.113). This provides some theoretical support for the argument in these concluding remarks, that a child's gender role model is a powerful communicator of other traits during the process of socialisation. More specifically, certain characteristics of this defence may be passed from father to son, including bullying tactics which not only safeguard against attack but also assist in the preservation of power and status.

Interestingly, according to Anna Freud this mechanism is most at work in the early period when aggression has not turned on the self in the form of self criticism and is therefore directed towards the external world. Here, the formation of the super-ego is still in its



preliminary stages. However, for Klein, as discussed earlier, the super-ego develops earlier than for Freud, with formation starting during the oral stage as a result of introjections. The introjections of 'good' and 'bad' objects lead to a particularly harsh superego with the existence of significant infantile sadism. It is at this stage therefore that the aggressed *against* turns *aggressor*, as a result of the introjection of the aggressor and the projection outwards of the criticised, guilty 'victim'. Therefore the maturation of the superego is particularly relevant to the self control of children. According to Freud the super-ego is heir to the Oedipus complex which occurs later as a result of the internalisation of parental judgements and values, prohibitions and demands.

As Sigmund Freud (1917) suggested that the super-ego results from aural perceptions of word presentations during instruction and other modes of communication, children may experience contradictory messages for example, a parent may reprimand a child for anti-social behaviour such as hitting his sibling but this reprimand in itself may be in the form of externalisation. The incorporation of moral prohibitions may not sit comfortably with the 'powerful' ideal and this form of criticism motivates the decline of narcissism and the 'ideal self' whereby the ideal ego is replaced by the ego-ideal – influenced by the prohibitions and rewards of the super-ego. As aural perceptions in some cases may include moral prohibitions and also aggression aimed at the child, the character of the superego may incorporate the symbols of power designated to the parent and the value of being 'strong'. Freud (1917, p.479) is especially specific about the importance of parental influence in his General Theory of the Neuroses "we know the self-observing agency as the ego-censor, the conscience" further, Freud adds, "when in delusions of observation it becomes split up, it reveals to us its origin from the influences of parents, educators and social environment – from an identification with some of these model figures" (Freud 1917, p.479). For Freud the child's super-ego is based on the parents' super-ego and it is this structure which transports the same traditions from one generation to another.

##### **5. Unwavering Love: An Optimistic Future**

Turning now to coping styles and emotional security transported from parent to child there are some consistencies between the findings of Cummings et al (2003) and the current study regarding the relationship between the adjustment of children (for example internalising, externalising, anxiety, depression) and their emotional responses as a result of conflict. Despite the contextual variation of conflict between adult and child in the current study and between adult and adult in Cumming et al's study the negative reactions to adult conflict, whether directed at the child or not, consistently appear to be related to



adjustment problems. In the current study negative experiences with adults appear to lead to high levels of rumination for bullies, making problem solving with peers unlikely. Conversely, the importance of positive experiences during problem solving with adults has also been highlighted as it encourages attempts at problem solving with peers. Positive experiences with adults increase levels of self esteem and trust, therefore reducing the employment of destructive defence mechanisms and maladaptive coping strategies.

As Cummings et al (2003) point out, the perceived security of the parental relationship is crucial for a child's development as it's reactions to parental conflict are related to emotional security regarding the family. This is also supported by observations in the current study whereby children whose parents had separated before were concerned that they might split up again and in these cases conflict situations were emotive. Such concerns were also apparent by children whose parents had not separated before and who were exposed to repeated parental conflict. Emotional security is therefore strongly related to both positive and negative developmental outcomes as "children who are more insecure about marital relations are at greater risk for adjustment problems" (Cummings et al 2003, p.1926). Like Smart et al (2003, p.129) who highlighted the complexities and often hostile nature of marital disputes in court, Cummings et al (2003, p.1927) point out that "although some may hold that matters of conflict resolution are common sense, high divorce rates and high discord rates in intact families provide ample real-world evidence that conflict processes in marriages are not well understood".

Evidence from the current study supported the view that the nature of bullying in boys is characterised by greater physical externalising compared to girls whose bullying behaviour may be argued to be more difficult to quantify as it is frequently less overt. The strategies employed by children in order to regulate negative emotions are transmitted within the family and illustrate patterns of relationships experienced by the child. Gender is a potent moderator of particular strategies, for example girls may control negative emotions such as jealousy by social manipulation such as rumour-mongering, whereas boys may employ intimidation and violence.

The findings discussed earlier by Du Rocher Schudlich & Cummings (2003) provide a valuable start to understanding which specific styles of conflict by parents have positive and negative effects upon adjustment outcome and how this relates to parental dysphoria (affect related to anxiety and depression). The current research has discussed the prevalence and impact of parental separation and observed the concerns of children over



parental conflict and in particular, the well being of parents. The impact of parental conflict is of increasing interest to researchers who have pointed out the relationship between certain tactics and the adjustment of children, highlighting the importance of emotional security (Cummings et al 2003, Du Rocher Schudlich & Cummings 2003). An extension to the existing body of research regarding marital conflict examined the relationship between parental depression to positive or negative parental conflict styles and the subsequent adjustment of children (Du Rocher Schudlich & Cummings 2003). As discussed earlier, destructive conflict in parents was not linked to internalising in children once all the constructs were statistically accounted for. Perhaps not surprisingly, both maternal and paternal dysphorias were positively related with *depressive* conflict tactics, which were also significantly related to internalising in children. Therefore the mediator between dysphoria in parents and internalising in children was identified here as depressive marital conflict.

#### **6. Parental Depression - Self-Destruction or the Destruction of Others?**

Gender influences, specifically masculinity are common to both the findings of the current study and those of Du Rocher Schudlich & Cummings (2003) who distinguished between paternal and maternal dysphoria. Here paternal dysphoria was found to be positively related to *destructive* conflict tactics in parents but maternal dysphoria was not. However, we cannot infer from these results that the destructive conflicts were employed by the dysphoric father. Further, Du Rocher Schudlich & Cummings (2003, p.1678) suggest that “one hypothesis to explore is whether destructive conflict rather than depressive conflict mediates parental dysphoria and children’s externalising problems”. Our findings provide some evidence that the former hypothesis warrants further examination as they suggest that boys are motivated to bully by *anger*. It is widely understood that boys, both bullies and non-bullies, have a greater tendency to externalise during play and conflict situations. But bullying behaviour is characterised by *power* and (unlike non-bullies) the nature of this externalising is motivated by anger, high levels of which may lead to depression. This may also account for the cross-over from the role of bully to that of victim. Therefore the link from dysphoric fathers to destructive conflict tactics made by Du Rocher Schudlich & Cummings (2003) is interesting as these styles are characterised by externalising tactics (for example, physical aggression) which may be learnt by children, but whether the influence is same-gender (i.e. father to son) or cross gender has yet to be explored.

Another point of interest relating to the current results has to do with findings related to anger by Cummings et al (2003, p.1923). Here, destructive parental conflict tactics i.e.



threat, personal insult, verbal hostility, non-verbal hostility and the depressive tactic marital withdrawal, all related to anger as a response in the child. Unfortunately as each report includes a record of conflict tactics employed by both parents' inferences regarding maternal or paternal influences cannot be made. However, in Du Rocher Schudlich & Cummings (2003) conflict tactics were measured in a laboratory setting by independent observers who coded the individual tactics of mothers and fathers. In addition, measures of dysphoria were also independent. Unfortunately, as Du Rocher Schudlich and Cummings (2003, p.1669) explain "because we were interested in representing the relationship between dysphoria and conflict in the couple and because conflict occurs in a dyad, rather than within one individual, the dyadic behaviours of the couples were the level of the interest for our study. Therefore, father and mother behaviour were then summed to create one score for each tactic.." Nevertheless, as discussed earlier, some links were made between paternal dysphoria and destructive conflict tactics, although whether the mother or father is employing these tactics remains unclear. Similarly, as mentioned earlier, paternal and maternal dysphoria were shown to be related to depressive conflict tactics, which are both related to internalising problems (Du Rocher Schudlich & Cummings 2003). In line with these findings, the current study has shown that depression in non-bullies may lead to anxiety and for boys, this is related to the onset of victimisation.

In short, for Du Rocher Schudlich & Cummings (2003) both paternal and maternal dysphorias are related to *depressive* conflict styles (for example, withdrawal, physical distress) and subsequent internalising problems in children, which from the perspective of our study may lead to a lack of problem solving with peers and victimisation. Conversely, dysphoria in fathers is also related to *destructive* conflict tactics by parents, but this does *not* lead to internalising, which from the perspective of our study may lead to the externalisation of anger in a situation which awards them with power and status. As this research suggests that externalising and internalising may be learned from parents, the prevalence of depression in parents would clearly exacerbate the prevalence of such learned behaviour. Further research is necessary to examine the idea that externalisation of 'self-hatred' by parents is a strategy passed onto children in relation to three variables: depression, marital separation and gender. Findings which explore the idea that marital separation and depression are related to behavioural and emotional impairments in children need to be more specific. Are fathers' ways of coping with emotional insecurities more destructive compared to mothers?

## **7. Methodological Limitations and Future Research**

The limitations of this study merit consideration here, in particular the employment of a bully/victim nomination measure which may have disregarded indirect, psychological forms of bullying more commonly practised by females (Smith et al 2002). The issue of gender differences in perceptions of bullying are well-established and in addition, there are also cultural variations (Smith et al 2002). The procedure followed in my own study consisted of a verbal explanation of the meaning of bullying (prior to issuing the nomination measure) which included both direct and indirect examples of bullying such as 'leaving out'. However, it is possible that less visible strategies (for example, passing malicious rumours) were not understood as bullying by some children and this may have accounted for greater male nominations compared to female.

Some researchers have not limited themselves to internalisation, including Cummings who in earlier work conceptualized a relationship between negative emotional responses by children (to marital conflict) to both internalisation and externalisation in children. However to widen our understanding of bullying it is insufficient to examine externalisation per se. Rather qualitative distinctions within the category of externalising must be made i.e. bullies and non-bullies.

Regardless of whether a child enters a bully or victim role, the importance of emotional security (Du Rocher Schudlich & Cummings 2003) is evident from research into marital conflict and the adjustment of children. Moreover, the significance of conflict tactics in relation to internalising problems (Du Rocher Schudlich & Cummings 2003) and children's emotional responses (Cummings et al 2003) points to the influence of parental coping strategies upon those employed by children. Thus, the following hypotheses warrant investigation: 'destructive parental conflict tactics relate to bullying in children' and 'depressive parental conflict tactics relate to victimisation in children'. The coping strategies synonymous with depressive and destructive conflict tactics and also bullying and victimisation need to be clarified so that theoretical links may be made. In addition, methodologies need to provide a platform from which to explore possible patterns of gender influences, for example, father to son or mother to son and so on. The following section examines various ideas throughout history regarding the paternal function in relation to the psychosocial development of children.



## **8. The Patriarchal Family – an Abstract Concept?**

Whether externalising or showing other physical signs of sadness or distress, the foundations of a child's world are shaken when it views the parents not as "omnipotent authority figures, but as fallible and fragile as the children themselves" (Du Rocher Schudlich & Cummings 2003, p.1678). The way in which a child perceives the family is constructed through discursive practices and reassurance sought through social comparisons. The findings here related to conflict may provide clues regarding the prevalence of bullying today. This idea may relate to social changes regarding fundamental ideas within society in relation to the paternal role. Are these shifts in ideologies related to increases in juvenile psychosocial and criminal problems? Nobus (2002) examines contradicting and conflicting ideas within social theory and psychoanalysis regarding the issue of fatherlessness. Here Nobus (2002) draws on historical discourses within psychoanalysis related to paternal authority. Assumptions include the idea that social order relates to psychic phenomena. Moreover, it is generally believed that this symbolic order which authorizes the paternal function is fundamental to the healthy development of an individual. Paternal prohibitions relate to both sexual differences and moral development as "the symbolic function of the father guarantees stable rules of kinship and filiation, regulates the sexual traffic amongst the community members, and secures the historical traceability of genealogical descent" (Nobus 2002, p.182) Conversely Nobus outlines the idea that the decrease in paternal function is in direct proportion to the disintegration of these aspects of symbolic order. Trivialisation or absence of the paternal function is traditionally believed to be most harmful during the oedipal stage of psychosocial development as the outcome of psychosexual development relies heavily upon the symbolic order at this time. The lack of symbolic order during the Oedipus stage is held responsible for a number of psychosocial problems and symptoms from "substance to child abuse, from vandalism to racism and from partial body modification to full-blown gender bending" (Nobus 2002, p.182).

Our findings point to conflict but the role of the father can only be inferred here. The coping strategies observed by children may be maternal or paternal. However, the theoretical link to parental conflict, verified by observations raise some questions: Has maternal externalisation increased due to the lack of paternal authority? This point relates to the increase in single female parents who have to provide roles of authority which were traditionally or even formally occupied by males. But from another perspective, children are exposed to destructive coping strategies as a result of parental conflict and separation. Have feminist ideologies promoted a less tolerant generation of females in respect to



traditional paternal roles? Does this emasculate males in relation to their paternal function?

Nobus (2002, p.183) points out that concerns within the social sciences over the “social fragmentation of paternal authority” are not new. Le Play’s ideologically conservative view (1871) stated that paternal authority is a reflection of a ‘divine’ and powerful social order (Nobus 2002, p.184). He argued that a reduction of the paternal function has resulted in the contemporary conjugal family which during this period, was characterised by greater equality; a potential psychological hazard for children. Durkheim, whose ideas are more objective and less embedded in late 19<sup>th</sup> century ideology, also agreed that the conjugal family resulted from a decline in paternal authority however he did not state that this modern structure would predispose its members to unhappiness. However he did argue that children should be raised within the constitution of marriage in order to obtain sufficient moral development.

Different theoretical beliefs within the social sciences since the 70s and 80s are outlined by Nobus (2002, p.186), for example; Federn and Mitscherlich. These ideas promote constructs of family structure and marriage. Some of these ideas remain loyal to paternal ideologies with wider connotations relating to society’s view of paternity and social order. Within the field of psychoanalysis there are sometimes conflicting and contradictory views that the family will eventually adjust to social changes or that the portrayal of constructs which do not emphasise the paternal function will be met with resistance by the family (Federn). Finally there are those (including Federn) who dismiss the idea that there is a major decline in the paternal function. The idea of resistance against the invisibility felt by men during the 20<sup>th</sup> Century is suggested in Nobus’s outline of Mitscherlich’s Freudian ideas in the 1970s. He suggests that in the mid-20<sup>th</sup> century the role of the father became less visible as they spent more time away from home in order to fulfil their role as provider therefore a father became an “estranged, empty authority who rivals his children for his wife’s loving attention” (Nobus 2002, p.186), with the control of education and other domestic affairs gradually being obtained by the mother. As a result men sought the company of other men, increasing the time they spent away from home in a bid to rebuild “their masculine confidence” as a result of “social alienation” (Nobus 2002, p.186). Such views assisted the argument that the marginalization of the paternal function contributed to psychosocial symptoms and further coincides with social and political changes. Such changes fail to ensure the continuity of patriarchal ideologies and create ‘pseudo-



structures' such as the technologising of interpersonal communication and co-habitation agreements.

### **9. 'Invincible' Boys**

Shifting ideas within psychoanalysis regarding the ego-ideal and ideal-ego parallel a perceived decline in the paternal function and therefore theoretical ideas regarding the moral development of a child emerge. The maintenance of self-esteem is essential for a child's psychological well-being, the formation of positive object relations, his developing ego and ability to leave narcissism. His ability to move from a purely external to an internal reward system is based on the formation of his super-ego and ego-ideal. The healthy development of the super-ego is crucial for a child's integration into the society he has been born into, and failure of this produces fear in the child, a fear so intense that he sets up defence mechanisms in the form of an almost impermeable, aggressive barrier whose function it is to prevent any intrusion into his emotional space.

It is useful at this point to return to Kochanska (2002) who proposed that the moral self and internalisation mediated committed compliance in boys, in other words, their ability to suppress undesirable behaviour in the 'don't' condition. According to Kochanska this highlights the importance of a child's view of themselves as moral and good which result from repeated positive responses to parents. These experiences are then incorporated into the child's moral self which therefore became an internal regulatory system. This suggests that for boys in particular, the importance of early positive external guidance is crucial in order to develop and reinforce self-systems and the ability to suppress behaviour. This supports Kleinian ideas that a lessening of anxiety and the formation of positive relationships with others is crucial in order to prevent destructive defences. The reduction of threats to the self and subsequent defences is fundamental for the incorporation of new standards into a child's self-system.

Bullying as discussed earlier, is one of the behaviours which is influenced by the child's notion of the ego-ideal as powerful and which accommodates the child's aggressive defences. The ego ideal is the part of the psychic apparatus in the form of a model to which the child attempts to conform. As a result of conforming the child experiences rewards from the ego-ideal with some hope for their return to narcissism and the restoration of self esteem. A reminder is useful here regarding the differences between the two psychic functions which are discussed here: the ideal ego and the ego ideal. The ideal ego is an ideal model of the self which is constructed upon and closely related to infantile



narcissism, hence the omnipotence which is often associated with later identifications and objects of admiration. The decline of narcissism ensures that aspirations to the ideal ego in normal development disappear and this paves the way to the formation of the ego ideal, which is a psychic apparatus influenced and closely related to the developing super-ego upon which the subject models his self upon and aspires to be. Original conceptualisation in psychoanalysis places the paternal figure as a model reflected in the ego-ideal – a symbol of authority upon which the child models himself. However Nobus (2002) explores this psychic relationship and describes more recent conceptualisation formulated by supporters of Lacan (Slavoj Zizek among others) who suggest that the decline of the paternal function has resulted in the paternal authority figure being represented as an omnipotent ideal ego – in other words the self is bound up with a narcissistic view of paternal authority and therefore competes against the real father. The death of the symbolic father disables the coordination of Freudian psychic structures (prohibitions, identification-itself a necessary requirement for resolution of the Oedipal crisis and entry into the latency period). The internalisation of parental prohibitions and demands placed upon a child are crucial to the developing super-ego, itself regarded as heir to the Oedipus complex. Absence of paternal influence and subsequent identification may prevent the decline of narcissism predicted in normal development and as the paternal imago is not bound up with the super-ego it remains an ideal-ego. Therefore the paternal figure is represented as an omnipotent view of the self (in contrast to the ego-ideal) which is not influenced by the super-ego – indeed it surpasses it. Further, according to Nobus (2002), Lacanians (i.e. Zizek, Verhaeghe) suggest that the child's view of the self as an omnipotent paternal figure (rather than modelling the self on a less powerful ideal), symbolically places the real father in the position of competitor. In short, the regulatory function crucial to a child's normal development is bound up with the paternal function. Therefore, the decline of the paternal function leads to representation of the symbolic father as the ideal-ego – narcissism of the ego drawn from the image of the father. Further ideas have related the departure of the father (as the symbol of patriarchal authority) to a lack of security, psychosocial symptoms (for example, aggression and anxiety) and also wider economic and political concerns (Nobus 2002, p.187-188)

#### **10. Contemporary Fathers – The downfall of society?**

Nobus describes concerns in the Western world by right wing politicians in the 1990s (for example Blankenhorn among others) regarding the contemporary state of 'patriarchy' who attempt to reinstate the father to positions of authority within the family by arguing that this is the reason for increases in social and sexual deviances since the 1960s. According



to these right-wing ideologists the answer to problems of such delinquencies is simple: resurrect the father as a symbol of authority. This position differs from the contemporary paternal figure who is disparagingly condemned by many right wing politicians as the antithesis to the 'good' husband and family man who has a strong moral fibre and does not avoid paternal responsibility. Shifting ideas regarding traditional family structures have also included support and objections to the recent phenomenon of homosexual parenting. Objections identified by Nobus (2002, p.183) include Fainsilber who highlights the effect of the absence of paternity upon the transmission of the symbolic order and Winter, who contentiously argues that the biological maternal role can only function with the biological father. Both argue for the importance of the paternal function for healthy psychosexual development but focus on different facets of this influence namely, linguistic and the symbolisation of a distinctive social role (Nobus 2002, p.183).

Common themes and predictions within social science research have surrounded the detrimental influences of changing paternal roles within the family. However as Nobus (2002) points out, some research findings contradict this idea by suggesting positive emotional benefits in the absence of fathers. He also points out that psychoanalysts are on the one hand criticising right-wing ideologies and on the other hand they are employing the decline of the symbolic father in a new account for psychosocial symptoms which itself functions as support for the return of patriarchal authority. Instead Nobus argues that psychoanalysts could employ contemporary patterns of kinship towards a more positive outcome as Freudian ideas themselves do not foresee or provide the basis for such conceptualisation. Indeed Freud's cases suggest experience of fathers in the position of authority and respect and it is this image of the father which provides Freud's aetiology for psychosocial symptoms or conflict. Nobus points out the methodological limitations of Freudian psychoanalysis, for example Freud's use of patients and absence of analysis regarding areas such as social delinquency among others. This provides support for the argument by Nobus that any conceptual link by Lacan or his followers between the decline of the father and psychosocial symptoms cannot be made within the remit of Freudian psychoanalysis. Contrary to ideas made earlier in this research project, Nobus argues that Freud did not suggest that the dissolution of the Oedipus complex was a 'standard' event – rather it was an 'ideal' event with no great emphasis upon symptomatic effects (Nobus 2002, p.194).

Not only does Nobus suggest that these ideas are outside the remit of Freudian psychoanalysis but he suggests that rather than these ideas 'igniting' new interest in this



doctrine, psychoanalysts are merely defending their territory, as to lose the paternal authority is to lose the explanatory power and authority associated with their own body of knowledge. For Nobus (2002) psychoanalysts appear to assign aetiological responsibility for psychic health onto patterns of kinship and this they do because they confuse the symbolic father in Freudian ideas with the social, moreover the symbolic father does not surrender as a result of changes in social paternal organisation. Therefore, psychoanalysis must not limit itself to kinship patterns in efforts to explain modern psycho-social symptoms but must “reinvent itself” in order to avoid “endist ideas” which promote the right wing eschatological idea which implies that “social chaos” has resulted from the decline of the paternal function – an idea which itself cannot be supported empirically or historically (Nobus 2002, p. 190 & 197). The classical view of symbolic paternity and its associated neurotic symptoms have changed – not disappeared – and as such psychoanalysts are left with the challenge of new formulations with twists and turns to reflect divided loyalties and the hybrid of cases in contemporary society.

With bullying behaviour as a particular form of externalisation or defensive behaviour associated with power and as a buffer for anxiety the question remains: Is it the absence of the father or exposure to parental conflict? If, as Nobus suggests, we cannot make theoretical links between this form of anti-social behaviour and a decline of the paternal function, especially in the light of research which provides evidence that absence of paternal influence can provide positive emotional outcomes, then could it be that it is not the quantity of father but the quality? Is it better for a ‘deadbeat’ father to be absent so that the child may draw images from alternative models that are not surpassed by the influence of the real father or involved in conflict with the mother? The psychosocial symptoms which result from changing patterns of kinship may be interpreted through psychoanalysis but the reinvention of such ideas should not be based on the uprooting of the paternal agency. Instead the tasks of mastering unresolved conflict during the process of identification (which may or may not occur), associated repressions and the mobilisation of later defence mechanisms should be examined.



### **Concluding Remarks**

#### **1. Contributions to Attachment Theory and Psychoanalysis**

In the first chapter ('Psychoanalysis and Attachment Theory – A Common Ground for Understanding Bullying') the theoretical frameworks employed to describe and explain bullying for this research were evaluated together with a rationale for the integration of ideas from different and sometimes opposing schools of thought (for example those relating to Bowlby and Klein). This section will outline the way in which these findings contribute to ideas relating to the development of the self and that these ideas are inextricably linked to ideas relating to attachment and emotional security in contemporary society.

Within the discussion section we have examined the decline in paternal authority (for example, Nobus) and the way that psychoanalysis is confusing the symbolic with the social. This report argues that psychoanalysis should be reformulated in order that we are no longer restricted to the father as transmitter of authority and power. In line with Loch's argument whereby he employs the case of the 'failing father' we should "apose the psychoanalytical example of the father role (made absolute by Freud), of the father and son rivalry in relation to the mother" (Loch 1986, p. 73). As discussed earlier (see section titled 'The Patriarchal Family – An Abstract Concept?') many children in society today experience the absence of a father or at least a stable paternal figure with shifting family structures leading to competing temporary relationships and parental conflict.

The task for psychoanalysts has been to identify each of the roles in the triangular Oedipal structure but as Loch's analysis of autobiographical documents suggests the Oedipal fantasy of murdering the father is not possible in cases where the child has not experienced the father. However, it is argued here that in contemporary family structures where there are, over the course of a child's life, repeated experiences of step-fathers leaving, there is symbolically some fulfilment of this desire to kill the man who represented a boundary between the child and the mother. It could even be argued that this fantasy becomes a reality as the child has succeeded in his wish to 'get rid of' his rival. The child is therefore able to experience some fulfilment of this unconscious desire and some return to narcissism (see also the earlier section titled 'Invincible Boys'), whereby symbolically the paternal role is not bound up with the super-ego and is therefore represented as the ideal-ego. This contributes to our understanding as to why a decline in paternal authority within



contemporary family structures still transmits male gender roles which emphasise the importance of power and further, it supports observations in society today which suggest that power has increasing importance for boys today. The decline of narcissism is crucial for the healthy psycho-social development of a child as he aspires to an ideal influenced by his superego. For these children however, the self is bound up with an omnipotent ideal and this is commonly observed today in the damaging effects of characters in the media whose omnipotent images are created to satisfy this lust for these young admirers.

In short, the explanatory power of psychoanalysis is not affected by the decline of paternal authority but new hybrids of cases need to be examined. Ideas from attachment theory are inextricably linked to the Oedipus complex as it is argued here that the child must have some degree of attachment to the father figure in order to internalise prohibitions and develop some autonomous regulatory system. Those boys who have not experienced this paternal authority and subsequent decline in narcissism aspire to unrealistic, socially incompetent models and do not develop adaptive ways of regulating their emotions. Rather, this anger which threatens the self is directed outwards at targets which are vulnerable and therefore no further threat to the child's ego.

However this report is not suggesting that all bullies are boys who are fatherless narcissists, indeed some may have formed an attachment and identification with a father figure and educator of values and strategies which are maladaptive for instance the father whose authority is associated with aggressive ways of coping with anger. Conversely, a father who worries too much may educate his child to be overly concerned with the feelings of others, their perception of him and so on, all of which are regulated by excessive rumination and place him in the role of victim. It should be pointed out however, that the transmitter of strategies and values is not limited to the proscriptive agency and many children learn strategies from both parents. However, as this report pointed out in an earlier section (see section titled 'Like Father Like Son?') the question remains as to whether a model is a more influential educator if they are a primary source for gender identification? This would also account for the psychological nature of female bullying which relies on attacking the victim's ability to seek social support. Similarly, the increase in mothers as proscriptive agencies may account for the new phenomenon of 'girl gangs'.

In short, the contributions of this research to attachment theory and in particular, psychoanalysis confront the issue of fatherlessness and contemporary family structures.



Children are faced with increasing experiences of marital conflict which threaten a child's emotional security and Loch's (1986 p.73) remarks of a child in such a situation are poignant when he asks "...is it that he misses his father's example that should tell him how to love the mother?" Media sources suggest that there is a general consensus that many children growing up in society today have no respect for teachers in schools or indeed any representative of authority, including the child's own caregivers. No longer can the behaviour of children in classes be controlled by threats from the teacher. In order to understand bullying we need to understand the context it occurs in and in this way we can inform existing ideas like those mentioned above relating to the development of the self. This conceptual process allows us to permeate previous barriers to tackling bullying and steer ideas for interventions in the right direction.

## **2. Why Bullying Resists Change**

The main findings here suggest that researchers interested in the source of bullying behaviour should address wider social concerns which affect the stability and emotional security of kinship patterns. As this research has identified that bullying is driven by anger - a powerful and motivating force expressed by phrases such as 'I just had to let it out Miss' - the reason for the helpless and often vulnerable situation faced by many teachers is more easily explained. School children from previous generations frequently ask why bullying appears to be more prevalent compared to 30 or 40 years ago. Media interest has facilitated the social construction of the category 'bully', increasing awareness and eliciting much public sympathy for the victims involved. However, images from contemporary entertainment (for example, play-station games) and the media (for example, soaps, pop culture) construct powerful models for observational learning by children. As children become increasingly desensitised to frightening images the media industry compete for their attention by creating new ways to satisfy their appetite for thrills. Powerful roles drawn from such images are frequently played out in schools as children seek enhanced peer status. The lack of control teachers experience in the class today contributes to a staff turnover that, particularly in primary schools, reduces the continuity needed by children, particularly those who are most vulnerable. Generations ago teachers employed physical punishment as a way of controlling unruly behaviour or threats such as 'wait till your father hears about this'. Media influences have raised awareness of dangers both outside and inside the home and as a result it is now unacceptable, both socially and legally, to physically punish a child. In addition, attacks upon children outside the home have fuelled fears of paedophiles - a category unheard of by most people more than a



decade or so ago – resulting in a lack of freedom for children, especially those of primary school age.

The social construction of what it means to be a ‘good parent’ now includes protecting our children from potential abuse by chaperoning them during outdoor play. Some fears even extend to a child going to a nearby sweet shop, large or communal gardens and more evidently to a child’s journey to school. The most obvious result of this social change in attitudes is the increase in child obesity, a mass market of ‘indoor entertainment’ and heavy traffic build-ups during school runs. A less obvious side-effect of this lack of freedom, is the build up of energy in children. Here, we refer particularly to high levels of energy fuelled by negative emotions such as anger. Younger children can no longer ‘burn off their anger’ by going out to play regularly and many do not have the luxury of a private garden. Therefore children have to find some other way of occupying themselves and regulating this build up of negative energy. Many employ the coping strategy of distancing by diverting their attention to increasingly thrilling and rousing scenes of indoor entertainment. The findings in this study also suggest that distancing is commonly employed in traumatic situations as it was the only coping strategy identified here which directly related to victimisation. This supports Freyd’s (1996) ideas regarding the short-term benefits of psychic pain blocking and also the suggestion by Kochenderfer-Ladd & Skinner (2002) that distancing only buffers the effects of victimisation *at the time of the stressor* but has an exacerbating effect on anxiety and depression if employed long term.

This study has highlighted the prevalence and importance of social support seeking for girls. As we have seen there are cultural differences in the way social support is obtained by boys within their peer group compared to girls. Nevertheless boys benefit from interventions which provide support, whether it is within the peer group or external to it, and the context of this support is an important methodological consideration for both boys and girls. However, the employment of social support is further prevented by curtailed opportunities, especially for boys, to maintain friendships outside of school unless in the safety of the home. For many children the opportunity to seek support from family members is limited, Grandparents may be dispersed across the country or overburdened by the responsibilities of absent parents. The contemporary family structure and way of life frequently evoke emotions not adequately regulated by the coping strategies employed by parents. We can no longer proclaim that our desires, expectations and negative emotions are regulated by structures in the society to which we belong such as religion, the patriarchal, conjugal or extended family.



The internal reward systems of bullies are influenced by powerful ideals. Therefore activities should avoid placing the bully in a powerless situation such as areas of the curriculum which promotes a sense of shame and failure for the child. Some of Freyd's (1996) ideas regarding betrayal trauma and also psychoanalytical concepts relating to the self allow us to understand why bullying behaviour is driven by anger, compared to non-bullies whose externalisation is not directly related to anger. If children who have experienced some kind of trauma from a trusted adult (for example harsh physical punishments and marital conflict), react harshly to subsequent experiences of shame as a result of evoking repressed feelings, it is not surprising that the continuous re-surfacing of shameful emotions lead to development of an elaborate system of analgesic defences. According to Freyd these pain blocking mechanism are employed because they motivate useful changes in behaviour. It is therefore not unreasonable to argue that when the self is continually threatened a child develops self-preservation tactics which are easy, non-threatening and may become increasingly sophisticated. This pattern of behaviour is only modified when the motivation for repression is no longer necessary. When a child reaches a safe place and remembers.

Self-reward and positive relationships are possible by advocating power through a sense of achievement such as sporting activities, manual skills and mentoring. This provides a safe and productive environment for the channelling of anger and the internalisation of positive role models. However, despite increased awareness and school based interventions, bullying continues.

The ongoing frustration faced by teachers and experienced by pupils (who are not inspired within a learning environment) appears to run counter to government campaigns which aim to reduce social exclusion. The gritty reality of truancy and drop-outs is widely portrayed in the media. Traditionally interventions have been located within schools, where they attempt to inspire children whose only ambition is freedom from the condemned academic environment. Those children whose conduct is a cause for school concern are frequently labelled and as a result of school referrals, external and internal agencies become involved (for example, educational social workers, educational psychologists and special education needs co-ordinators). However, academic failures by 'less visible' children receive much less attention. By providing a single context for learning we fail to meet the individual needs of children and by the time they enter secondary education we are forcing them to attend an environment which is frequently perilous and occasionally physically



uncomfortable. The inclusion of children in an environment which promotes shame not only refers to those who experience shameful reprimands and experiences of failure. Shame is also experienced as a result of bullying. Many children who experience victimisation in schools are unable to learn in a threatening environment. They lose interest and self-belief. Sadly, unlike children who contribute to conduct problems in schools, these children *pre-victimisation*, are frequently motivated to learn and bring with them positive characteristics such as a keen willingness to help others and sensitivity. However, in a hostile environment these traits are 'unfit'. In short, we appear to be providing a breeding ground for the de-motivation of children.

Recent moves by politicians reflect an acknowledgement that in order to inspire and motivate children they need to have goals. For some children these are not academic. By relating the need to achieve basic qualifications to work-related options such children may obtain a sense of achievement and optimism. Since 2002 teenagers have already been able to choose vocational GCSEs, which involve some on-the-job training and courses within further education colleges in addition to our existing Modern Apprenticeship schemes. However recent Government plans include younger children by proposing a new Junior Apprenticeship Scheme (Garner, 2004). Children may choose to participate in this scheme at the age of 14 and although they will still study for qualifications in core subjects, they may see the point of this as they also learn a traditional trade in the form of an apprenticeship for which, after two years, they will receive a certificate. These children will be able to contribute to a much needed force of skilled workers as we fall behind compared to other countries such as Germany, who are proactive in encouraging a technical education. Although for obvious practical reasons, this Apprenticeship scheme will only include children who are 14, the awareness of such opportunities may encourage them to look towards the future with more optimism.

Until now the internal mechanisms for bullying have not been fully understood. Here pre-existing ideas are integrated to provide an explanation for the qualitative differences between the internal processes of bullies and victims, statistically distinguishing between emotional impairments and styles of coping. Research which takes a multi-disciplinary approach to both methodology and theory is not constrained by a single paradigm. Thus it enables the researcher to obtain an understanding of the wider concerns of children in relation to the characteristics of the bully and the trauma of the victim. Moreover such research helps to shed some light as to why bullying occurs and, most importantly, why it



is getting worse, to the extent that journalists have claimed we are now producing 'feral children'.

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# APPENDIX A



*Drama and Communication  
Club –*

*Have fun while you:*

- *Learn to write Scripts*
- *Perform to a live audience*
- *Become a valued group member*

*Teaches you:*

- *To stretch your imagination*
- *To develop confidence & creativity*

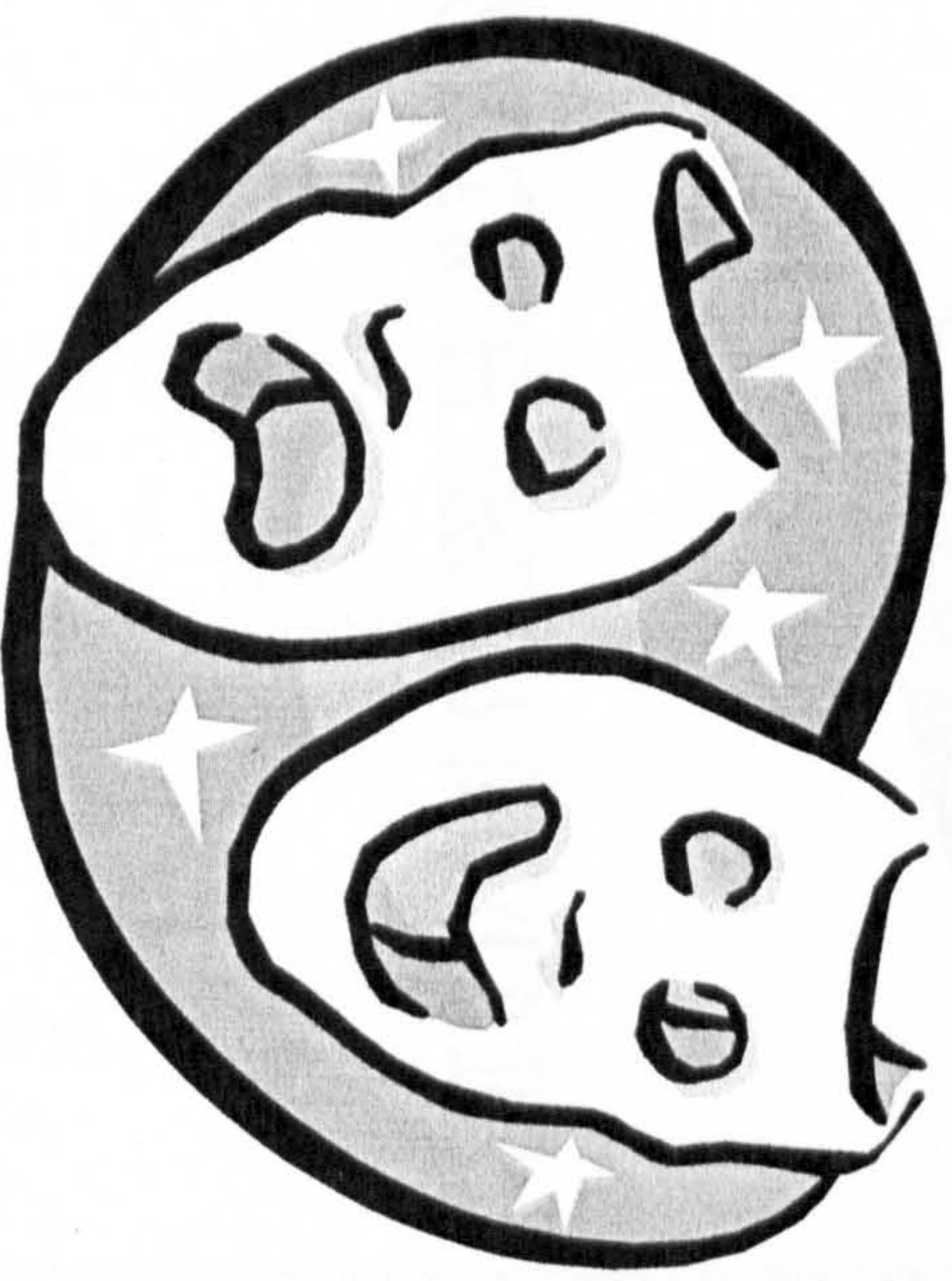
- *To develop empathy and listening skills*

---

**DRAMA AND  
COMMUNICATION  
WORKSHOP FOR  
CHILDREN**

BY MRS S. HENRY  
IN CONJUNCTION WITH  
BRUNEL UNIVERSITY

---





*Congratulations to:*



**For being a valued member of the**

**DRAMA AND COMMUNICATION WORKSHOP  
FOR CHILDREN**

Awarded by Mrs Henry  
in conjunction with  
Brunel University



17<sup>th</sup> October 2002

Dear Parents,

Your child has been invited to participate in an after- school activity for year 5, which will offer your child the opportunity to develop their communication and drama skills. The enclosed leaflet explains the benefits of this club, which aims to end with a school performance prior to Easter.

I am running this club on a Monday after school from 3:30pm to 4:30pm. The first session is the first Monday after the October half-term. As it is now getting darker earlier we request that all children be collected.

Please read the leaflet and return the tear off slip below as soon as possible to ensure a place for your child.

Yours sincerely,

Mrs S. Henry

---

[NAME OF SCHOOL]

I give permission for my son/daughter to attend the communication & drama club on a Monday after school. I agree to ensure my child is collected at 4:30pm when the activity ends.

Pupils Name ..... Form .....

Parent/Guardian ..... Date .....

**13<sup>th</sup> May 2003**

**Dear Parents,**

**As a result of the Drama and Communication after-school club, I am writing to parents to advise them that a short compilation of plays and singing will take place during morning assembly on Friday 6<sup>th</sup> June after we return from the half-term holidays. This will complete my work with the children.**

**If your child is involved in this after-school activity for year 5, please can you ensure that your child attends after-school rehearsals on Tuesday 3<sup>rd</sup> June, Wednesday 4<sup>th</sup> June and Thursday 5<sup>th</sup> June. As usual, please ensure that your child is collected from school after rehearsals at 4.30. It is important that all those children wishing to participate attend sessions on these dates to ensure they secure their part.**

**I have enjoyed working with all the children and I hope many parents are able to come and see the play after half term.**

**Yours sincerely**

**Mrs S. Henry.**



13<sup>th</sup> May 2003

Dear Parents,

As a result of the continued enrichment programme which has included this years Drama and Communication after-school club, I am writing to parents to advise you that questionnaires will be administered to all pupils in years 5 and 6. The questionnaires will be issued to year 6 pupils after they have completed their SATs, after the half term. This work is supported by Brunel University and compliments areas within Personal Development and Social Education. This research may provide valuable information regarding peer relationships, behavioural issues and the emotional well-being of children. Please be assured that the identity of pupils and the results will be made anonymous following collation and all results are therefore treated confidentially. If published, results cannot be identifiable to any child.

Please inform your child's teacher by the half term in May if you do not wish your child to be involved in completing these questionnaires and feel free to contact me if you have any questions at all regarding this research.

I am grateful for your support and for the opportunity to work with all the children who attend my Drama and Communication workshop. The date of the plays will be decided shortly and a separate letter will be sent home to let you know when this is.

Yours sincerely,

Mrs S Henry.

## The Big Change

Mum and dad are arguing.

Lee and Kelly walk in the room.

Lee & Kelly (together): *Hi*

Mum: *Hi kids*

Dad: *How was your day kids?*

Lee: *Fine*

Kelly: *Just the usual....boring*

Lee: *What's for dinner mum?*

Mum: *Ribs and chips*

Kelly: *Can't wait*

Dad: *We will eat at 6*

(Later on during dinner)

Lee: *This is a wicked dinner mum*

Mum: *That's why I made it*

Dad: *Your mum and I have something to say*

Kelly: *What is it?*

Dad: *Well your mum and me have some bad news*



Lee: *Come on tell us, I'll miss the football match on TV!*

Kelly: *Lee stop being stupid*

Lee: *Sorry, but come on, it is a big match!..*

Mum: *Your dad and I are going to get a divorce*

Kelly & Lee (together): *What!*

Dad: *We are just not getting along*

Lee: *OK (and leaves the table)*

Kelly: *I hate my life*

The next day at school.....

Kelly: *Hi Sophie*

Sophie: *What's wrong – you look tired!*

Kelly: *I didn't sleep well last night – my parents told us they're getting a divorce*

Sophie: *That's horrible, but I've been through the same thing*

Kelly: *Have you? I thought me and Lee were the only ones!..*

In the classroom.....

Teacher: *Good morning!*

Kelly: *Morning miss*

Teacher: *Kelly, you look down in the dumps.*

Kelly: *You are so right*

Sophie: *I'll talk to Lee later*

In the playground

Sophie: *Can I talk to you Lee?*

Lee: *Alright Sophie*

Sophie: *I heard about your problem*

Lee: *Thanks for reminding me, I was having a wicked time before you came and reminded me.*

Sophie: *Sorry, but I'm willing to listen to you about your problem if you think it will help?.....(they talk)*

Mum: *Hi kids*

Kelly: *Don't talk to me*

Lee: *Me neither – you caused this*

Mum: *I wished this never happened – but you both need to talk about it.*

(later)

Kelly: *Mum – can I talk to you*

Mum: (busy on the phone arguing with dad) **NOT NOW KIDS!!!**

(later)



Lee: *I can't believe it mum – why do you have to keep on arguing?*

Mum: *Have you seen my mobile?*

Lee: *LISTEN TO ME!!*

Mum: *HAVE YOU GOT IT????!!!!!!*

(Lee sits with his head in his hands).

### RAP SONG

Kelly (to Lee): *Lee, there's this club at school where kids talk about family problems – I might go – Sophies going*

Lee: *I don't want to have two homes – why can't they get back together?*

Kelly: *Sophie said her mum is not living with her real dad anymore - at first she only wanted her real dad and missed him – but now she's happy & she still sees him a lot*

(Puts her arm around her brother)

Lee: *What's this stupid group?*

Kelly: *It's after school - there's quite a few kids going – I thought we were the only ones till I found out.....it'll be alright....*

## Bullying is Bad

Mum: *Remember, I'm picking you up at 3.35*

Maxy: *OK mummy. See you later, bye, bye (walks to school)*

Bully: *Give me your lunch money you little weasel! (Just about to punch)*

Maxy: *W,W,wait, I've got something better*

Bully: *What?*

Maxy: *Um...this yo-yo*

Bully: *I don't think so, if you want to do something for me, be at [REDACTED] park, tomorrow at 3.30.*

Maxy: *Can't it be at any other time?*

Bully: *I said, be there at 3.30 or you're dead meat!!  
(Bully walks away. Maxy walks home. He arrives home).*

Maxy: *Hello mummy, I thought you was going to pick me up today.*

Mum: *I was, but I had a little trouble coming home.. I'll pick you up tomorrow at 3.30.*

Maxy: *3.30! But I have plans!*

Later that evening.

Mum: *OK, so do you want me to pick you up tomorrow or do you want to walk home by yourself?*

Maxy: *I'll walk.*



Mum: *OK, so I'll see you tomorrow, goodnight darling.*

Maxy: *Good night.*

(The next day in the dinner hall the bully walks up to Maxy..)

Bully: *Well look everyone, the little weasel has decided to show up*

Tracy: *You know Maxy, you don't have to do this*

Maxy: *But he said that I'll become 'dead meat' so I have to stand up for myself*

Roh: *That's it, stand up for yourself mate..*

Shelby: *Ron!!!*

Ron: *What?!*

Shelby: *You know Maxy; Tracy's right, you don't have to do this*

Jack: *Listen, just go for it, OK?*

Maxy: *That's what I'm going to do*

Bully: *You're nothing but a skinny little weasel*

Maxy: *Yeah, well you're a no-friended wimp*

Bully: *Hey, that's not nice*

Maxy: *Yeah, well it's not nice what you're doing to me*

Bully: *I only wanted to be your friend – at least I'm cool!*

Maxy: *Listen, a friend is someone who's nice, kind and helps one another not someone who beats up others – and it's definitely NOT cool*

All: Too right! Its UNCOOL IN THIS SCHOOL!

Bully: *Well, I didn't know, sorry*

Maxy: *Well, I guess I can forgive you, friends?*

Bully: Friends (Maxy and the bully shake hands).



## Research Student Research Proposals: Ethical Monitoring Form

### I) DESCRIPTION

Name of proposer: *Sally Henry* Supervisor: *Dr D. Nobus.*

Title of Project: *The Relationship between Defensive Self-esteem, Bullying and Victimization.*

Brief Summary of Project a) aim(s) of the study / research question b) nature of the participants, if applicable, and how accessed or recruited c) the research method(s)

*Q. 2/ - What are the differences and causal connections between a child's self-esteem, anxiety, trust and his/her aggressive tendencies? - How can we assist with a child's moral development and their ability to move from a purely external reward system to an internal one?*

*b/ Participants are Primary School Children (423 26 - ages 7 and 11) - Be boys and girls will participate from 'Three Bridges Primary School' in South Middlesex. c/ Research methods: Beck Youth Inventory, Observation, Grounded Theory during Group-work and individual listening sessions*

### II) SUMMARY OF ETHICAL ISSUES: (to be completed by proposers)

(First complete the section over the page; then turn back to this section to identify any issues and say how they will be addressed):

*In order to avoid children being <sup>made</sup> aware that they have been identified as eg. a bully/victim/neither - they will be informed that their names have been 'pulled out of a hat'. (Deception). The Deputy Head is aware that parental consent is a necessary requirement and has stated she will send out a standard letter the school employs for such purposes. This letter will inform parents that their child has been selected for sessions of this nature (but will not state that their child has been identified as a bully/victim/neither). Research will be carried out in a public space.*

### III) ETHICAL COMMENTS AND REQUIREMENTS OF REVIEWERS (to be completed by reviewers).

Proposal to be resubmitted?

Yes

No

#### IV) REVIEW OF ETHICAL ISSUES CONCERNING PARTICIPANTS

Have you read the documents outlining the ethical guidelines for the relevant discipline(s)? (BPS: Ethical Principles for Conducting Research with Human Participants, 1993; BSA: Statement of Ethical Practice, 1996; ASA: Ethical Guidelines for Good Research Practice, 1999)

Yes      No

Please **CIRCLE** the relevant response to the questions below. If a circle appears in the **RIGHT HAND** column, provide an explanatory note in the Ethical Issues section over the page (precautions, permissions obtained etc).

Will participants be informed of the general objectives of the study, and their consent obtained? BPS3.1, BSA1b, ASA4a-f

Yes      No

Will the research involve any of the following? BPS3.2-3.5, BSA1e

Animals  No      Yes

Persons under the age of 16 years \*      No       Yes

Persons with special needs  No      Yes

Persons with mental disorders  No      Yes

Detained persons  No      Yes

Other persons disadvantaged in any way  No      Yes

Will some sort of deception be practised? (Withholding information or misleading becomes unacceptable if the participants are likely to object or show unease once debriefed). BPS4.1-4.3

No       Yes

Will a debriefing be given to participants, to complete their understanding of the nature of the research or to obtain informed consent where this cannot be obtained in advance? BPS5.1-5.3

Yes      No

Will participants be informed of their right to withdraw from the study at any point? BPS6.1-6.2, BSA1bi

Yes      No

Will research records remain anonymous, and confidential to the researcher concerned? BPS7.1, BSA1bii, 3, ASA4f,5a-e

Yes      No



Will research involve possible harm or stress, physical or mental, to the participants?  
BPS8.1-8.4, BSA1a,1d, ASA2a-b

No

Yes

Will research involve undue intrusion or encroach on privacy? BPS8.3, ASA3a-b

No

Yes

If observation is employed, without the explicit consent of those observed, is this a public place and would they normally expect to be observed here by strangers? BPS9.1, ASA5a

Yes

n/a

No

If observation is employed, without the explicit consent of those observed, will the anonymity of participants be safeguarded? BSA2

Yes

n/a

No

Are there any other matters which might give rise to ethical concern and to which the Department Ethics Committee's attention should be drawn?

No


Yes

Have you submitted or will you submit the proposal to another Ethical Monitoring body? If so, which body?

N/A.

\*When researching children under 16 years of age, it is essential that researchers are accompanied or that research is carried out in a public space. You must ensure that consent is obtained in advance from parents or those in loco parentis.

The researcher should inform interviewees of the use to which the interview will be put and should clarify the extent to which participants will have access to and be able to comment upon the data, and the degree of consultation and feedback in relation to publications. ASA7a-d

Signature of Proposer: 

Date: 5/06/02

Form scrutinised by:

(reviewer 1).....

Date: 5 June 02

(reviewer 2).....

Date: 5/6/02

① Dany  
② Michael  
date  
5 June  
2002

Reviewers: normally supervisor and Head of Discipline. Copy of form to be held on file by the Departmental Research Administrator.

# APPENDIX B



# Combination Booklet

Please read instructions at the top of each inside page.

## Background Information

Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Today's Date: \_\_\_\_\_ Location: \_\_\_\_\_

Sex:  Female  Male Grade: \_\_\_\_\_ ID: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Notes:



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ISBN 015401442-7



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Here is a list of things that happen to people and that people think or feel. Read each sentence carefully, and circle the one word (Never, Sometimes, Often, or Always) that tells about you best. THERE ARE NO RIGHT OR WRONG ANSWERS.

	0	1	2	3
1. I work hard.	Never	Sometimes	Often	Always
2. I feel strong.	Never	Sometimes	Often	Always
3. I like myself.	Never	Sometimes	Often	Always
4. People want to be with me.	Never	Sometimes	Often	Always
5. I am just as good as the other kids.	Never	Sometimes	Often	Always
6. I feel normal.	Never	Sometimes	Often	Always
7. I am a good person.	Never	Sometimes	Often	Always
8. I do things well.	Never	Sometimes	Often	Always
9. I can do things without help.	Never	Sometimes	Often	Always
10. I feel smart.	Never	Sometimes	Often	Always
11. People think I'm good at things.	Never	Sometimes	Often	Always
12. I am kind to others.	Never	Sometimes	Often	Always
13. I feel like a nice person.	Never	Sometimes	Often	Always
14. I am good at telling jokes.	Never	Sometimes	Often	Always
15. I am good at remembering things.	Never	Sometimes	Often	Always
16. I tell the truth.	Never	Sometimes	Often	Always
17. I feel proud of the things I do.	Never	Sometimes	Often	Always
18. I am a good thinker.	Never	Sometimes	Often	Always
19. I like my body.	Never	Sometimes	Often	Always
20. I am happy to be me.	Never	Sometimes	Often	Always



Here is a list of things that happen to people and that people think or feel. Read each sentence carefully, and circle the one word (Never, Sometimes, Often, or Always) that tells about you best, especially in the last two weeks. THERE ARE NO RIGHT OR WRONG ANSWERS.

	0	1	2	3
21. I worry someone might hurt me at school.	Never	Sometimes	Often	Always
22. My dreams scare me.	Never	Sometimes	Often	Always
23. I worry when I am at school.	Never	Sometimes	Often	Always
24. I think about scary things.	Never	Sometimes	Often	Always
25. I worry people might tease me.	Never	Sometimes	Often	Always
26. I am afraid that I will make mistakes.	Never	Sometimes	Often	Always
27. I get nervous.	Never	Sometimes	Often	Always
28. I am afraid I might get hurt.	Never	Sometimes	Often	Always
29. I worry I might get bad grades.	Never	Sometimes	Often	Always
30. I worry about the future.	Never	Sometimes	Often	Always
31. My hands shake.	Never	Sometimes	Often	Always
32. I worry I might go crazy.	Never	Sometimes	Often	Always
33. I worry people might get mad at me.	Never	Sometimes	Often	Always
34. I worry I might lose control.	Never	Sometimes	Often	Always
35. I worry.	Never	Sometimes	Often	Always
36. I have problems sleeping.	Never	Sometimes	Often	Always
37. My heart pounds.	Never	Sometimes	Often	Always
38. I get shaky.	Never	Sometimes	Often	Always
39. I am afraid that something bad might happen to me.	Never	Sometimes	Often	Always
40. I am afraid that I might get sick.	Never	Sometimes	Often	Always



Here is a list of things that happen to people and that people think or feel. Read each sentence carefully, and circle the one word (Never, Sometimes, Often, or Always) that tells about you best, especially in the last two weeks. THERE ARE NO RIGHT OR WRONG ANSWERS.

	0	1	2	3
41. I think that my life is bad.	Never	Sometimes	Often	Always
42. I have trouble doing things.	Never	Sometimes	Often	Always
43. I feel that I am a bad person.	Never	Sometimes	Often	Always
44. I wish I were dead.	Never	Sometimes	Often	Always
45. I have trouble sleeping.	Never	Sometimes	Often	Always
46. I feel no one loves me.	Never	Sometimes	Often	Always
47. I think bad things happen because of me.	Never	Sometimes	Often	Always
48. I feel lonely.	Never	Sometimes	Often	Always
49. My stomach hurts.	Never	Sometimes	Often	Always
50. I feel like bad things happen to me.	Never	Sometimes	Often	Always
51. I feel like I am stupid.	Never	Sometimes	Often	Always
52. I feel sorry for myself.	Never	Sometimes	Often	Always
53. I think I do things badly.	Never	Sometimes	Often	Always
54. I feel bad about what I do.	Never	Sometimes	Often	Always
55. I hate myself.	Never	Sometimes	Often	Always
56. I want to be alone.	Never	Sometimes	Often	Always
57. I feel like crying.	Never	Sometimes	Often	Always
58. I feel sad.	Never	Sometimes	Often	Always
59. I feel empty inside.	Never	Sometimes	Often	Always
60. I think my life will be bad.	Never	Sometimes	Often	Always



Here is a list of things that happen to people and that people think or feel. Read each sentence carefully, and circle the one word (Never, Sometimes, Often, or Always) that tells about you best. THERE ARE NO RIGHT OR WRONG ANSWERS.

	0	1	2	3
61. I think people try to cheat me.	Never	Sometimes	Often	Always
62. I feel like screaming.	Never	Sometimes	Often	Always
63. I think people are unfair to me.	Never	Sometimes	Often	Always
64. I think people try to hurt me.	Never	Sometimes	Often	Always
65. I think my life is unfair.	Never	Sometimes	Often	Always
66. People bully me.	Never	Sometimes	Often	Always
67. People make me mad.	Never	Sometimes	Often	Always
68. I think people bother me.	Never	Sometimes	Often	Always
69. I get mad at other people.	Never	Sometimes	Often	Always
70. When I get mad, I stay mad.	Never	Sometimes	Often	Always
71. When I get mad, I have trouble getting over it.	Never	Sometimes	Often	Always
72. I think people try to control me.	Never	Sometimes	Often	Always
73. I feel people try to put me down.	Never	Sometimes	Often	Always
74. I feel mean.	Never	Sometimes	Often	Always
75. I feel like exploding.	Never	Sometimes	Often	Always
76. I think people are against me.	Never	Sometimes	Often	Always
77. I get angry.	Never	Sometimes	Often	Always
78. When I get mad, I feel mad inside my body.	Never	Sometimes	Often	Always
79. I hate people.	Never	Sometimes	Often	Always
80. I get mad.	Never	Sometimes	Often	Always



Here is a list of things that happen to people and that people think or feel. Read each sentence carefully, and circle the one word (Never, Sometimes, Often, or Always) that tells about you best. THERE ARE NO RIGHT OR WRONG ANSWERS.

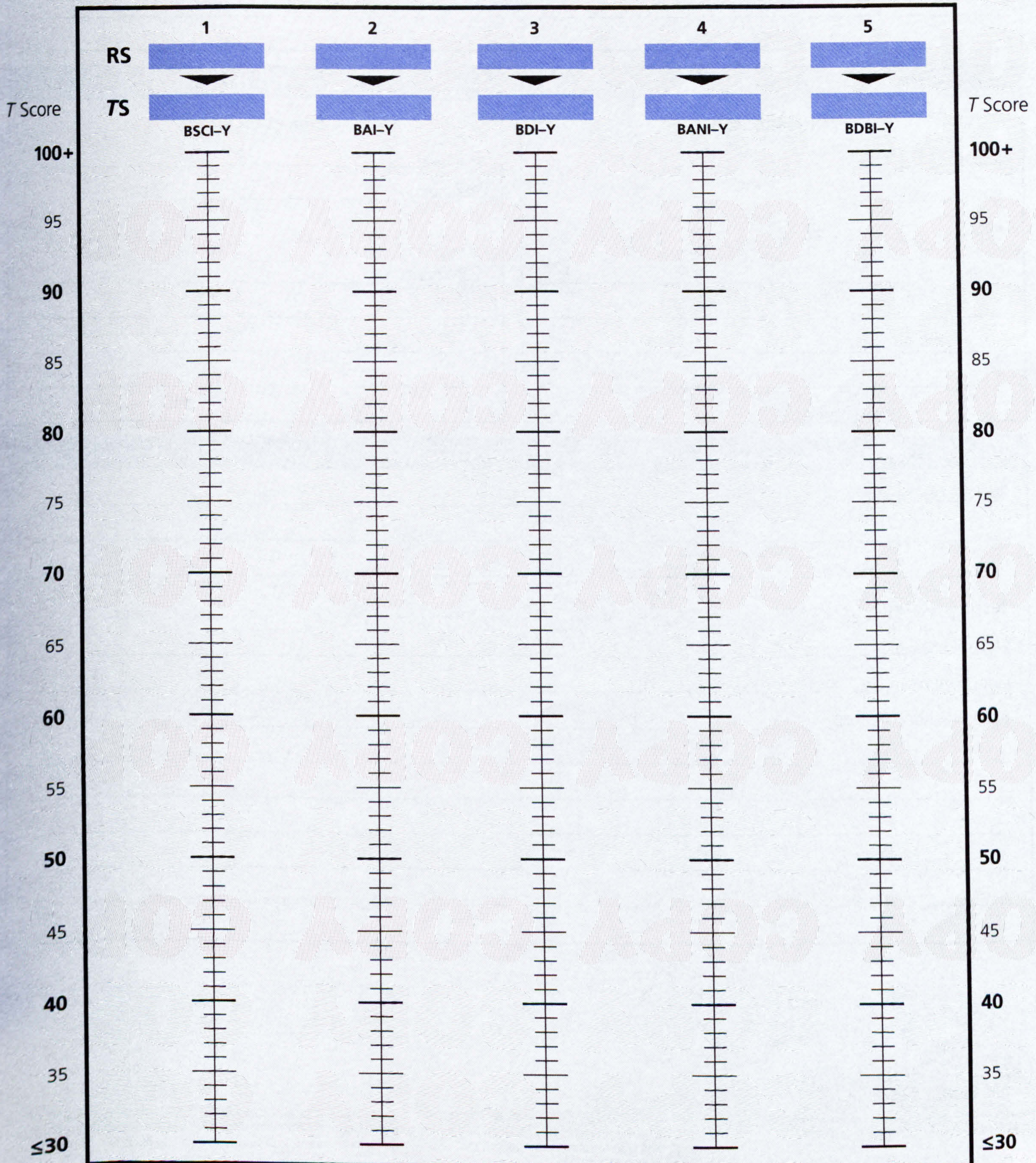
	0	1	2	3
81. I steal.	Never	Sometimes	Often	Always
82. Other people get me into trouble.	Never	Sometimes	Often	Always
83. I think about running away from home.	Never	Sometimes	Often	Always
84. I do mean things.	Never	Sometimes	Often	Always
85. I break into cars, houses, or other places.	Never	Sometimes	Often	Always
86. I fight with others.	Never	Sometimes	Often	Always
87. I like getting people mad.	Never	Sometimes	Often	Always
88. I skip school.	Never	Sometimes	Often	Always
89. I hate listening to other people.	Never	Sometimes	Often	Always
90. I argue with adults.	Never	Sometimes	Often	Always
91. I hurt people.	Never	Sometimes	Often	Always
92. I like being mean to others.	Never	Sometimes	Often	Always
93. I break the rules.	Never	Sometimes	Often	Always
94. I like it when people are scared of me.	Never	Sometimes	Often	Always
95. I like to hurt animals.	Never	Sometimes	Often	Always
96. I like to bully others.	Never	Sometimes	Often	Always
97. I tell lies.	Never	Sometimes	Often	Always
98. I like to trick people.	Never	Sometimes	Often	Always
99. I break things when I am mad.	Never	Sometimes	Often	Always
100. I swear at adults.	Never	Sometimes	Often	Always



# For Office Use Only After All Testing Is Complete

When this booklet is returned, please make sure that all items are completed. Scoring instructions are given below. For more detailed instructions, refer to the *Beck Youth Inventories™* (BYI) manual.

1. Add the responses for all 20 items on each page. Record this number in the Page Total box located at the bottom right-hand corner of each page. Do this for all five pages.
2. Transfer each Page Total to the Raw Score box (RS) below labeled with the matching page number. Each box corresponds to one of the five inventories (see acronyms below).
3. Look up each raw score (RS) by its acronym in one of two norm tables in Appendix A of the BYI manual (Table A.1 for females ages 7-10, males ages 7-10; Table A.2 for females ages 11-14, males ages 11-14).
4. Enter the T score (TS) for each inventory in the corresponding T-Score box below and plot the profile in the space provided.





**For Office Use Only** (Complete after testing and detach)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Sex:  Female  Male

Age: \_\_\_\_\_ Grade: \_\_\_\_\_

**Referral Information**

Referred by: \_\_\_\_\_

Reason for Referral: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Clinical Information**

**Treatment Status**

Intake:

Review:

Other:

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Educational Information**

**Education Status**

School: \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Assessment Information**

Testing Observation: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Testing Results**

Elevated Scores: \_\_\_\_\_

Critical Items: \_\_\_\_\_

Recommended Action: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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## *When I have a problem with an adult..:*

Circle the answer that applies to you like this:

Never      Hardly ever      **Sometimes**      Mostly      Always

I try to think of ways to sort it out

Never      Hardly ever      Sometimes      Mostly      Always

I change something so things will be OK

Never      Hardly ever      Sometimes      Mostly      Always

I do something to make up for it

Never      Hardly ever      Sometimes      Mostly      Always

I go over in my head what to do or say

Never      Hardly ever      Sometimes      Mostly      Always

I tell a friend or someone in my family what happened

Never      Hardly ever      Sometimes      Mostly      Always

I talk to somebody about how it made me feel

Never      Hardly ever      Sometimes      Mostly      Always

I get help from a friend

Never      Hardly ever      Sometimes      Mostly      Always

I get help from someone in my family

Never      Hardly ever      Sometimes      Mostly      Always

I make out nothing happened

Never      Hardly ever      Sometimes      Mostly      Always

I forget the whole thing

Never      Hardly ever      Sometimes      Mostly      Always



I say to myself; it doesn't matter

**Never**            **Hardly ever**            **Sometimes**            **Mostly**            **Always**

I say I don't care

**Never**            **Hardly ever**            **Sometimes**            **Mostly**            **Always**

I shout to let out my anger

**Never**            **Hardly ever**            **Sometimes**            **Mostly**            **Always**

I swear out loud

**Never**            **Hardly ever**            **Sometimes**            **Mostly**            **Always**

I get angry and throw or hit something

**Never**            **Hardly ever**            **Sometimes**            **Mostly**            **Always**

I do something to upset someone

**Never**            **Hardly ever**            **Sometimes**            **Mostly**            **Always**

I worry about what happened

**Never**            **Hardly ever**            **Sometimes**            **Mostly**            **Always**

I feel sorry for myself

**Never**            **Hardly ever**            **Sometimes**            **Mostly**            **Always**

I worry that people will think bad things about me

**Never**            **Hardly ever**            **Sometimes**            **Mostly**            **Always**

I get mad at myself

**Never**            **Hardly ever**            **Sometimes**            **Mostly**            **Always**



I say to myself; it doesn't matter  
**Never**      **Hardly ever**      **Sometimes**      **Mostly**      **Always**

I say I don't care  
**Never**      **Hardly ever**      **Sometimes**      **Mostly**      **Always**

I shout to let out my anger  
**Never**      **Hardly ever**      **Sometimes**      **Mostly**      **Always**

I swear out loud  
**Never**      **Hardly ever**      **Sometimes**      **Mostly**      **Always**

I get angry and throw or hit something  
**Never**      **Hardly ever**      **Sometimes**      **Mostly**      **Always**

I do something to upset someone  
**Never**      **Hardly ever**      **Sometimes**      **Mostly**      **Always**

I worry about what happened  
**Never**      **Hardly ever**      **Sometimes**      **Mostly**      **Always**

I feel sorry for myself  
**Never**      **Hardly ever**      **Sometimes**      **Mostly**      **Always**

I worry that people will think bad things about me  
**Never**      **Hardly ever**      **Sometimes**      **Mostly**      **Always**

I get mad at myself  
**Never**      **Hardly ever**      **Sometimes**      **Mostly**      **Always**



***When I have a problem with another kid at school.:***

**I try to think of ways to sort it out**

**Never            Hardly ever            Sometimes            Mostly            Always**

**I change something so things will be OK**

**Never            Hardly ever            Sometimes            Mostly            Always**

**I do something to make up for it**

**Never            Hardly ever            Sometimes            Mostly            Always**

**I go over in my head what to do or say**

**Never            Hardly ever            Sometimes            Mostly            Always**

**I tell a friend or someone in my family what happened**

**Never            Hardly ever            Sometimes            Mostly            Always**

**I talk to somebody about how it made me feel**

**Never            Hardly ever            Sometimes            Mostly            Always**

**I get help from a friend**

**Never            Hardly ever            Sometimes            Mostly            Always**

**I get help from someone in my family**

**Never            Hardly ever            Sometimes            Mostly            Always**

**I make out nothing happened**

**Never            Hardly ever            Sometimes            Mostly            Always**

**I forget the whole thing**

**Never            Hardly ever            Sometimes            Mostly            Always**



	bullylev	victnlev	probadlt	socsadlt	distadlt	extradlt	intradlt	probpeer	socspeer	distpeer	extrpeer
1	.00	.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00
2	4.00	1.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00
3	.00	.00	10.00	9.00	7.00	1.00	8.00	10.00	8.00	12.00	1.00
4	.00	.00	9.00	11.00	11.00	9.00	15.00	9.00	13.00	7.00	7.00
5	.00	2.00	6.00	5.00	4.00	7.00	4.00	7.00	6.00	7.00	8.00
6	2.00	2.00	11.00	7.00	16.00	10.00	6.00	10.00	11.00	10.00	5.00
7	1.00	1.00	8.00	2.00	6.00	4.00	3.00	8.00	5.00	2.00	5.00
8	.00	2.00	12.00	13.00	6.00	.00	8.00	10.00	14.00	1.00	2.00
9	1.00	1.00	13.00	9.00	.00	6.00	14.00	9.00	14.00	.00	4.00
10	.00	.00	8.00	4.00	8.00	.00	8.00	9.00	7.00	8.00	.00
11	.00	2.00	10.00	10.00	2.00	8.00	3.00	8.00	7.00	9.00	5.00
12	.00	.00	16.00	10.00	5.00	1.00	9.00	14.00	11.00	6.00	.00
13	.00	.00	2.00	6.00	4.00	.00	6.00	4.00	8.00	.00	.00
14	.00	1.00	4.00	3.00	1.00	.00	5.00	10.00	6.00	3.00	.00
15	1.00	3.00	.00	.00	.00	.00	.00	6.00	10.00	3.00	2.00
16	.00	1.00	7.00	4.00	10.00	10.00	10.00	4.00	5.00	4.00	12.00
17	.00	2.00	6.00	7.00	6.00	3.00	9.00	7.00	8.00	6.00	4.00
18	.00	.00	12.00	15.00	1.00	4.00	10.00	11.00	14.00	5.00	1.00
19	.00	1.00	8.00	8.00	9.00	4.00	10.00	9.00	11.00	10.00	4.00
20	.00	.00	11.00	9.00	4.00	4.00	12.00	11.00	14.00	.00	2.00
21	.00	1.00	14.00	6.00	3.00	4.00	14.00	12.00	9.00	8.00	.00
22	5.00	5.00	14.00	13.00	4.00	12.00	13.00	10.00	8.00	6.00	11.00
23	5.00	5.00	12.00	13.00	12.00	11.00	12.00	12.00	11.00	12.00	12.00
24	5.00	5.00	12.00	13.00	2.00	4.00	9.00	16.00	14.00	2.00	5.00
25	4.00	2.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00



	intnpeer	scllevel	anxlevel	deplevel	anglevel	item1psa	item2psa	item3psa	item4psa	item1ssa	item2ssa
1	17.00	2.00	2.00	1.00	.00	17.00	17.00	17.00	17.00	17.00	17.00
2	17.00	2.00	2.00	1.00	.00	17.00	17.00	17.00	17.00	17.00	17.00
3	9.00	5.00	5.00	5.00	5.00	3.00	2.00	3.00	2.00	2.00	3.00
4	14.00	.00	3.00	2.00	1.00	2.00	3.00	2.00	2.00	3.00	2.00
5	4.00	3.00	.00	.00	.00	3.00	2.00	.00	1.00	2.00	1.00
6	8.00	1.00	.00	.00	.00	3.00	2.00	3.00	3.00	.00	2.00
7	1.00	.00	2.00	1.00	1.00	2.00	1.00	3.00	2.00	.00	.00
8	15.00	3.00	3.00	2.00	2.00	2.00	3.00	3.00	4.00	4.00	3.00
9	15.00	2.00	1.00	2.00	2.00	4.00	3.00	2.00	4.00	.00	2.00
10	8.00	1.00	.00	.00	1.00	2.00	2.00	2.00	2.00	1.00	1.00
11	3.00	3.00	.00	.00	.00	2.00	2.00	3.00	3.00	3.00	3.00
12	9.00	3.00	.00	.00	.00	4.00	4.00	4.00	4.00	4.00	3.00
13	5.00	2.00	1.00	.00	1.00	.00	.00	.00	2.00	.00	2.00
14	4.00	2.00	.00	.00	.00	1.00	.00	2.00	1.00	.00	.00
15	3.00	2.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
16	7.00	2.00	.00	2.00	2.00	1.00	1.00	2.00	3.00	1.00	1.00
17	10.00	1.00	.00	.00	.00	2.00	2.00	1.00	1.00	2.00	1.00
18	10.00	1.00	.00	1.00	.00	3.00	3.00	3.00	3.00	4.00	3.00
19	6.00	.00	1.00	1.00	.00	2.00	1.00	3.00	2.00	.00	2.00
20	12.00	2.00	3.00	3.00	3.00	4.00	2.00	3.00	2.00	.00	2.00
21	12.00	5.00	5.00	5.00	5.00	4.00	3.00	4.00	3.00	2.00	.00
22	11.00	5.00	5.00	5.00	5.00	3.00	4.00	4.00	3.00	4.00	3.00
23	14.00	5.00	5.00	5.00	5.00	2.00	4.00	2.00	4.00	2.00	3.00
24	11.00	5.00	5.00	5.00	5.00	4.00	3.00	3.00	2.00	4.00	4.00
25	17.00	2.00	3.00	.00	.00	17.00	17.00	17.00	17.00	17.00	17.00



	item3ssa	item4ssa	item1da	item2da	item3da	item4da	item1exa	item2exa	item3exa	item4exa	item1ina
1	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00
2	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00
3	2.00	2.00	2.00	1.00	2.00	2.00	1.00	.00	.00	.00	3.00
4	3.00	3.00	4.00	3.00	4.00	.00	4.00	3.00	2.00	.00	3.00
5	2.00	.00	1.00	.00	1.00	2.00	2.00	1.00	2.00	3.00	1.00
6	2.00	3.00	4.00	4.00	4.00	4.00	4.00	2.00	2.00	2.00	.00
7	2.00	.00	.00	.00	2.00	4.00	3.00	1.00	.00	.00	2.00
8	4.00	2.00	1.00	2.00	2.00	1.00	.00	.00	.00	.00	3.00
9	3.00	4.00	.00	.00	.00	.00	.00	2.00	2.00	2.00	4.00
10	1.00	1.00	2.00	3.00	2.00	1.00	.00	.00	.00	.00	2.00
11	.00	4.00	1.00	1.00	.00	.00	2.00	2.00	2.00	2.00	2.00
12	2.00	1.00	2.00	.00	1.00	2.00	1.00	.00	.00	.00	3.00
13	.00	4.00	4.00	.00	.00	.00	.00	.00	.00	.00	2.00
14	3.00	.00	.00	1.00	.00	.00	.00	.00	.00	.00	1.00
15	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
16	1.00	1.00	3.00	2.00	3.00	2.00	3.00	2.00	3.00	2.00	4.00
17	2.00	2.00	1.00	2.00	2.00	1.00	1.00	.00	1.00	1.00	2.00
18	4.00	4.00	1.00	.00	.00	.00	2.00	.00	1.00	1.00	3.00
19	2.00	4.00	2.00	2.00	3.00	2.00	.00	.00	4.00	.00	2.00
20	3.00	4.00	4.00	.00	.00	.00	.00	.00	2.00	2.00	2.00
21	2.00	2.00	2.00	1.00	.00	.00	.00	.00	4.00	.00	4.00
22	2.00	4.00	1.00	2.00	1.00	.00	4.00	3.00	3.00	2.00	4.00
23	4.00	4.00	2.00	4.00	2.00	4.00	4.00	2.00	3.00	2.00	2.00
24	1.00	4.00	.00	1.00	2.00	.00	2.00	2.00	.00	.00	3.00
25	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00



	item2ina	item3ina	item4ina	item1psp	item2psp	item3psp	item4psp	item1ssp	item2ssp	item3ssp	item4ssp
1	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00
2	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00
3	2.00	1.00	2.00	3.00	2.00	3.00	2.00	2.00	2.00	2.00	2.00
4	4.00	4.00	4.00	2.00	3.00	2.00	2.00	4.00	3.00	4.00	2.00
5	1.00	1.00	1.00	2.00	3.00	1.00	1.00	.00	3.00	1.00	2.00
6	.00	2.00	4.00	3.00	2.00	3.00	2.00	3.00	2.00	4.00	2.00
7	.00	.00	1.00	4.00	3.00	1.00	.00	2.00	.00	2.00	1.00
8	2.00	1.00	2.00	2.00	3.00	2.00	3.00	4.00	4.00	4.00	2.00
9	4.00	2.00	4.00	4.00	3.00	2.00	.00	4.00	2.00	4.00	4.00
10	2.00	2.00	2.00	3.00	2.00	2.00	2.00	2.00	2.00	1.00	2.00
11	1.00	.00	.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	1.00
12	2.00	2.00	2.00	4.00	4.00	3.00	3.00	4.00	3.00	2.00	2.00
13	2.00	2.00	.00	2.00	.00	2.00	.00	.00	.00	4.00	4.00
14	.00	4.00	.00	4.00	4.00	.00	2.00	1.00	1.00	4.00	.00
15	.00	.00	.00	2.00	2.00	1.00	1.00	3.00	2.00	2.00	3.00
16	.00	3.00	3.00	1.00	1.00	1.00	1.00	2.00	1.00	2.00	.00
17	2.00	2.00	3.00	2.00	2.00	2.00	1.00	2.00	2.00	3.00	1.00
18	2.00	2.00	3.00	4.00	3.00	2.00	2.00	4.00	3.00	3.00	4.00
19	.00	4.00	4.00	3.00	2.00	2.00	2.00	4.00	2.00	3.00	2.00
20	2.00	4.00	4.00	4.00	3.00	2.00	2.00	4.00	4.00	2.00	4.00
21	2.00	4.00	4.00	4.00	4.00	2.00	2.00	3.00	3.00	.00	3.00
22	3.00	2.00	4.00	3.00	2.00	3.00	2.00	4.00	2.00	.00	2.00
23	2.00	4.00	4.00	3.00	4.00	3.00	2.00	2.00	3.00	2.00	4.00
24	1.00	4.00	1.00	4.00	4.00	4.00	4.00	4.00	4.00	2.00	4.00
25	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00



	item1dp	item2dp	item3dp	item4dp	item1ep	item2ep	item3ep	item4ep	item1ip	item2ip	item3ip
1	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00
2	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00
3	3.00	3.00	3.00	3.00	1.00	.00	.00	.00	3.00	2.00	3.00
4	3.00	2.00	2.00	.00	2.00	3.00	2.00	.00	2.00	4.00	4.00
5	1.00	3.00	1.00	2.00	1.00	2.00	3.00	2.00	1.00	2.00	.00
6	2.00	4.00	2.00	2.00	3.00	2.00	.00	.00	2.00	.00	2.00
7	.00	.00	1.00	1.00	.00	2.00	2.00	1.00	.00	1.00	.00
8	1.00	.00	.00	.00	1.00	.00	.00	1.00	4.00	4.00	3.00
9	.00	.00	.00	.00	2.00	.00	.00	2.00	4.00	4.00	3.00
10	2.00	2.00	3.00	1.00	.00	.00	.00	.00	2.00	2.00	2.00
11	2.00	3.00	2.00	2.00	2.00	1.00	2.00	.00	1.00	.00	.00
12	1.00	2.00	1.00	2.00	.00	.00	.00	.00	3.00	2.00	3.00
13	.00	.00	.00	.00	.00	.00	.00	.00	.00	2.00	3.00
14	.00	1.00	2.00	.00	.00	.00	.00	.00	2.00	.00	2.00
15	1.00	1.00	1.00	.00	1.00	.00	.00	1.00	1.00	2.00	.00
16	2.00	.00	1.00	1.00	3.00	3.00	3.00	3.00	1.00	1.00	4.00
17	1.00	2.00	2.00	1.00	2.00	.00	1.00	1.00	2.00	3.00	2.00
18	1.00	1.00	1.00	2.00	.00	.00	.00	1.00	3.00	2.00	2.00
19	2.00	2.00	4.00	2.00	2.00	.00	2.00	.00	1.00	.00	4.00
20	.00	.00	.00	.00	2.00	.00	.00	.00	4.00	.00	4.00
21	4.00	.00	2.00	2.00	.00	.00	.00	.00	2.00	2.00	4.00
22	2.00	.00	2.00	2.00	3.00	2.00	3.00	3.00	2.00	1.00	4.00
23	4.00	2.00	2.00	4.00	4.00	2.00	4.00	2.00	4.00	2.00	4.00
24	.00	1.00	1.00	.00	3.00	2.00	.00	.00	4.00	2.00	4.00
25	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00



	item4ip	var00001	var00002	var00003	var00004
1	17.00	.	.	.	.
2	17.00	.	.	.	.
3	1.00	.	.	.	.
4	4.00	.	.	.	.
5	1.00	.	.	.	.
6	4.00	.	.	.	.
7	.00	.	.	.	.
8	4.00	.	.	.	.
9	4.00	.	.	.	.
10	2.00	.	.	.	.
11	2.00	.	.	.	.
12	1.00	.	.	.	.
13	.00	.	.	.	.
14	.00	.	.	.	.
15	.00	.	.	.	.
16	1.00	.	.	.	.
17	3.00	.	.	.	.
18	3.00	.	.	.	.
19	1.00	.	.	.	.
20	4.00	.	.	.	.
21	4.00	.	.	.	.
22	4.00	.	.	.	.
23	4.00	.	.	.	.
24	1.00	.	.	.	.
25	17.00	.	.	.	.



	bullylev	victimlev	probadlt	socsadlt	distadlt	extradlt	intradlt	probpeer	socspeer	distpeer	extrnpeer
26	.00	.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00
27	.00	1.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00
28	1.00	2.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00
29	1.00	.00	1.00	4.00	4.00	.00	.00	6.00	5.00	5.00	.00
30	.00	1.00	12.00	10.00	9.00	1.00	3.00	12.00	14.00	3.00	1.00
31	.00	.00	14.00	14.00	4.00	2.00	8.00	13.00	14.00	3.00	4.00
32	.00	.00	11.00	6.00	6.00	4.00	8.00	7.00	4.00	8.00	5.00
33	2.00	2.00	13.00	10.00	10.00	3.00	13.00	15.00	9.00	7.00	.00
34	.00	1.00	.00	.00	.00	.00	.00	12.00	16.00	8.00	4.00
35	1.00	.00	11.00	4.00	12.00	4.00	1.00	9.00	6.00	10.00	4.00
36	.00	1.00	7.00	1.00	2.00	1.00	8.00	7.00	5.00	9.00	8.00
37	.00	.00	14.00	10.00	.00	1.00	13.00	12.00	12.00	.00	.00
38	.00	1.00	16.00	13.00	7.00	12.00	8.00	13.00	11.00	8.00	14.00
39	1.00	.00	3.00	4.00	8.00	10.00	16.00	2.00	9.00	7.00	10.00
40	.00	2.00	15.00	10.00	6.00	2.00	15.00	14.00	14.00	.00	3.00
41	.00	3.00	8.00	.00	7.00	4.00	16.00	16.00	12.00	4.00	6.00
42	.00	2.00	5.00	6.00	12.00	1.00	7.00	10.00	11.00	10.00	2.00
43	.00	.00	9.00	4.00	13.00	6.00	9.00	8.00	8.00	12.00	3.00
44	1.00	2.00	7.00	1.00	2.00	9.00	9.00	7.00	6.00	.00	4.00
45	1.00	1.00	10.00	6.00	3.00	1.00	6.00	10.00	13.00	3.00	.00
46	.00	1.00	8.00	3.00	4.00	.00	3.00	9.00	10.00	5.00	.00
47	3.00	1.00	7.00	10.00	10.00	4.00	7.00	6.00	8.00	9.00	5.00
48	1.00	3.00	10.00	10.00	11.00	9.00	10.00	8.00	8.00	12.00	9.00
49	1.00	.00	10.00	3.00	14.00	3.00	10.00	10.00	11.00	13.00	5.00
50	3.00	2.00	7.00	12.00	7.00	4.00	9.00	7.00	7.00	7.00	6.00



	intnpeer	scllevel	anxlevel	deplevel	anglevel	item1psa	item2psa	item3psa	item4psa	item1ssa	item2ssa
26	17.00	.00	.00	.00	.00	17.00	17.00	17.00	17.00	17.00	17.00
27	17.00	5.00	5.00	.00	.00	17.00	17.00	17.00	17.00	17.00	17.00
28	17.00	3.00	.00	.00	1.00	17.00	17.00	17.00	17.00	17.00	17.00
29	.00	3.00	.00	.00	.00	.00	.00	.00	1.00	4.00	.00
30	2.00	2.00	.00	.00	.00	3.00	2.00	4.00	3.00	4.00	2.00
31	11.00	2.00	.00	.00	.00	3.00	4.00	4.00	3.00	4.00	3.00
32	10.00	.00	.00	.00	.00	2.00	3.00	2.00	4.00	2.00	1.00
33	11.00	2.00	2.00	2.00	1.00	4.00	3.00	2.00	4.00	4.00	.00
34	14.00	2.00	2.00	1.00	2.00	.00	.00	.00	.00	.00	.00
35	2.00	3.00	.00	.00	.00	4.00	3.00	2.00	2.00	2.00	.00
36	7.00	2.00	.00	2.00	3.00	.00	3.00	2.00	2.00	.00	.00
37	13.00	3.00	.00	.00	.00	4.00	3.00	3.00	4.00	2.00	2.00
38	8.00	3.00	3.00	3.00	3.00	4.00	4.00	4.00	4.00	2.00	4.00
39	14.00	.00	2.00	2.00	1.00	1.00	1.00	.00	1.00	.00	.00
40	16.00	.00	3.00	3.00	3.00	3.00	4.00	4.00	4.00	3.00	4.00
41	16.00	3.00	3.00	2.00	2.00	.00	4.00	2.00	2.00	.00	.00
42	10.00	3.00	.00	.00	.00	.00	2.00	.00	3.00	4.00	2.00
43	10.00	3.00	.00	.00	.00	1.00	2.00	3.00	3.00	2.00	1.00
44	7.00	2.00	.00	.00	.00	2.00	1.00	1.00	3.00	.00	.00
45	5.00	2.00	.00	.00	.00	2.00	3.00	2.00	3.00	4.00	2.00
46	5.00	2.00	.00	.00	.00	2.00	2.00	1.00	3.00	1.00	1.00
47	8.00	.00	1.00	2.00	1.00	2.00	1.00	3.00	1.00	3.00	2.00
48	9.00	2.00	.00	.00	.00	3.00	4.00	3.00	.00	2.00	3.00
49	12.00	2.00	1.00	.00	.00	2.00	2.00	2.00	4.00	2.00	1.00
50	5.00	2.00	1.00	.00	1.00	2.00	.00	4.00	1.00	4.00	3.00



	item3ssa	item4ssa	item1da	item2da	item3da	item4da	item1exa	item2exa	item3exa	item4exa	item1ina
26	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00
27	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00
28	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00
29	.00	.00	.00	4.00	.00	.00	.00	.00	.00	.00	.00
30	.00	4.00	2.00	3.00	2.00	2.00	1.00	.00	.00	.00	2.00
31	3.00	4.00	2.00	2.00	.00	.00	1.00	.00	.00	1.00	2.00
32	1.00	2.00	1.00	1.00	2.00	2.00	1.00	.00	1.00	2.00	3.00
33	4.00	2.00	4.00	4.00	2.00	.00	2.00	.00	1.00	.00	4.00
34	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
35	.00	2.00	3.00	4.00	4.00	1.00	2.00	2.00	.00	.00	.00
36	1.00	.00	1.00	.00	1.00	.00	.00	.00	1.00	.00	1.00
37	3.00	3.00	.00	.00	.00	.00	.00	.00	1.00	.00	4.00
38	3.00	4.00	3.00	2.00	2.00	.00	4.00	4.00	3.00	1.00	4.00
39	2.00	2.00	4.00	.00	.00	4.00	4.00	1.00	4.00	1.00	4.00
40	.00	3.00	.00	4.00	2.00	.00	.00	.00	.00	2.00	4.00
41	.00	.00	.00	4.00	2.00	1.00	2.00	2.00	.00	.00	4.00
42	.00	.00	4.00	4.00	3.00	1.00	.00	1.00	.00	.00	2.00
43	1.00	.00	4.00	4.00	3.00	2.00	4.00	.00	.00	2.00	3.00
44	.00	1.00	.00	.00	1.00	1.00	3.00	1.00	3.00	2.00	1.00
45	1.00	3.00	2.00	.00	1.00	.00	1.00	.00	.00	.00	2.00
46	.00	1.00	1.00	1.00	2.00	.00	.00	.00	.00	.00	2.00
47	2.00	3.00	4.00	3.00	1.00	2.00	2.00	.00	1.00	1.00	2.00
48	1.00	4.00	2.00	4.00	3.00	2.00	4.00	.00	2.00	3.00	3.00
49	.00	.00	4.00	4.00	4.00	2.00	2.00	.00	.00	1.00	3.00
50	2.00	3.00	1.00	2.00	2.00	2.00	1.00	1.00	1.00	1.00	2.00



	item2ina	item3ina	item4ina	item1psp	item2psp	item3psp	item4psp	item1ssp	item2ssp	item3ssp	item4ssp
26	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00
27	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00
28	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00
29	.00	.00	.00	2.00	2.00	.00	2.00	2.00	2.00	1.00	.00
30	1.00	.00	.00	4.00	3.00	3.00	2.00	4.00	4.00	3.00	3.00
31	1.00	2.00	3.00	4.00	3.00	3.00	3.00	4.00	3.00	4.00	3.00
32	3.00	1.00	1.00	2.00	2.00	1.00	2.00	1.00	1.00	1.00	1.00
33	3.00	4.00	2.00	4.00	4.00	3.00	4.00	4.00	.00	3.00	2.00
34	.00	.00	.00	4.00	4.00	.00	4.00	4.00	4.00	4.00	4.00
35	1.00	.00	.00	3.00	4.00	2.00	.00	3.00	1.00	.00	2.00
36	.00	3.00	4.00	1.00	1.00	1.00	4.00	1.00	.00	3.00	1.00
37	1.00	4.00	4.00	3.00	3.00	2.00	4.00	3.00	3.00	3.00	3.00
38	.00	.00	4.00	4.00	4.00	2.00	3.00	4.00	2.00	3.00	2.00
39	4.00	4.00	4.00	.00	.00	1.00	1.00	3.00	.00	4.00	2.00
40	4.00	4.00	3.00	4.00	3.00	3.00	4.00	4.00	4.00	2.00	4.00
41	4.00	4.00	4.00	4.00	4.00	4.00	4.00	2.00	4.00	2.00	4.00
42	2.00	2.00	1.00	4.00	.00	3.00	3.00	4.00	3.00	2.00	2.00
43	1.00	2.00	3.00	1.00	2.00	3.00	2.00	1.00	2.00	3.00	2.00
44	3.00	2.00	3.00	2.00	2.00	1.00	2.00	2.00	.00	1.00	3.00
45	1.00	2.00	1.00	2.00	3.00	3.00	2.00	3.00	4.00	4.00	2.00
46	1.00	.00	.00	3.00	3.00	1.00	2.00	3.00	3.00	2.00	2.00
47	3.00	1.00	1.00	1.00	2.00	2.00	1.00	2.00	3.00	1.00	2.00
48	4.00	2.00	1.00	2.00	3.00	2.00	1.00	4.00	2.00	.00	2.00
49	.00	4.00	3.00	3.00	2.00	3.00	2.00	3.00	3.00	2.00	3.00
50	3.00	3.00	1.00	3.00	1.00	2.00	1.00	2.00	2.00	2.00	1.00



	item1dp	item2dp	item3dp	item4dp	item1ep	item2ep	item3ep	item4ep	item1ip	item2ip	item3ip
26	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00
27	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00
28	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00
29	2.00	2.00	1.00	.00	.00	.00	.00	.00	.00	.00	.00
30	1.00	1.00	1.00	.00	1.00	.00	.00	.00	1.00	.00	1.00
31	2.00	.00	1.00	.00	2.00	1.00	1.00	.00	3.00	2.00	3.00
32	2.00	2.00	3.00	1.00	1.00	1.00	1.00	2.00	2.00	4.00	3.00
33	3.00	.00	4.00	.00	.00	.00	.00	.00	4.00	4.00	3.00
34	4.00	4.00	.00	.00	4.00	.00	.00	.00	4.00	4.00	4.00
35	1.00	3.00	4.00	2.00	2.00	2.00	.00	.00	1.00	1.00	.00
36	4.00	2.00	.00	3.00	3.00	4.00	1.00	.00	1.00	.00	2.00
37	.00	.00	.00	.00	.00	.00	.00	.00	4.00	1.00	4.00
38	4.00	.00	2.00	2.00	4.00	4.00	4.00	2.00	2.00	3.00	.00
39	3.00	4.00	.00	.00	4.00	1.00	4.00	1.00	3.00	4.00	3.00
40	.00	.00	.00	.00	.00	.00	.00	3.00	4.00	4.00	4.00
41	.00	.00	.00	4.00	4.00	2.00	.00	.00	4.00	4.00	4.00
42	3.00	4.00	2.00	1.00	1.00	.00	1.00	.00	3.00	2.00	3.00
43	3.00	4.00	3.00	2.00	2.00	.00	.00	1.00	3.00	1.00	3.00
44	.00	.00	.00	.00	1.00	1.00	1.00	1.00	1.00	2.00	2.00
45	.00	1.00	2.00	.00	.00	.00	.00	.00	1.00	2.00	2.00
46	1.00	1.00	2.00	1.00	.00	.00	.00	.00	2.00	2.00	1.00
47	3.00	2.00	1.00	3.00	1.00	1.00	1.00	2.00	2.00	2.00	1.00
48	3.00	4.00	3.00	2.00	2.00	3.00	3.00	1.00	1.00	4.00	4.00
49	4.00	4.00	4.00	1.00	3.00	.00	.00	2.00	2.00	3.00	4.00
50	1.00	2.00	2.00	2.00	1.00	2.00	2.00	1.00	1.00	1.00	2.00



	item4ip	var00001	var00002	var00003	var00004
26	17.00	.	.	.	.
27	17.00	.	.	.	.
28	17.00	.	.	.	.
29	.00	.	.	.	.
30	.00	.	.	.	.
31	3.00	.	.	.	.
32	1.00	.	.	.	.
33	.00	.	.	.	.
34	2.00	.	.	.	.
35	.00	.	.	.	.
36	4.00	.	.	.	.
37	4.00	.	.	.	.
38	3.00	.	.	.	.
39	4.00	.	.	.	.
40	4.00	.	.	.	.
41	4.00	.	.	.	.
42	2.00	.	.	.	.
43	3.00	.	.	.	.
44	2.00	.	.	.	.
45	.00	.	.	.	.
46	.00	.	.	.	.
47	3.00	.	.	.	.
48	.00	.	.	.	.
49	3.00	.	.	.	.
50	1.00	.	.	.	.



	bullylev	victmlev	probadlt	socsadlt	distadlt	extrnadlt	intrnadlt	probpeer	socsppeer	distppeer	extrppeer
51	2.00	.00	10.00	2.00	9.00	5.00	9.00	5.00	4.00	8.00	5.00
52	.00	4.00	7.00	6.00	9.00	1.00	6.00	8.00	14.00	4.00	5.00
53	.00	.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00
54	1.00	4.00	5.00	5.00	12.00	8.00	12.00	5.00	5.00	14.00	5.00
55	4.00	.00	8.00	6.00	10.00	10.00	5.00	5.00	3.00	8.00	10.00
56	.00	.00	11.00	3.00	7.00	9.00	4.00	11.00	14.00	8.00	10.00
57	.00	1.00	4.00	9.00	4.00	.00	14.00	8.00	15.00	1.00	.00
58	1.00	.00	13.00	7.00	8.00	2.00	8.00	5.00	5.00	3.00	3.00
59	.00	4.00	13.00	4.00	7.00	.00	7.00	13.00	11.00	12.00	.00
60	.00	.00	12.00	2.00	.00	.00	8.00	14.00	6.00	.00	.00
61	.00	1.00	12.00	11.00	6.00	.00	7.00	11.00	15.00	2.00	.00
62	.00	1.00	12.00	11.00	9.00	2.00	2.00	9.00	8.00	7.00	1.00
63	1.00	2.00	10.00	5.00	11.00	5.00	10.00	7.00	7.00	8.00	13.00
64	.00	.00	15.00	12.00	11.00	2.00	8.00	12.00	12.00	8.00	1.00
65	2.00	1.00	7.00	10.00	7.00	12.00	10.00	1.00	14.00	4.00	14.00
66	.00	1.00	12.00	12.00	8.00	2.00	8.00	11.00	10.00	7.00	.00
67	.00	2.00	12.00	10.00	6.00	1.00	6.00	9.00	15.00	7.00	3.00
68	.00	1.00	12.00	4.00	7.00	11.00	5.00	9.00	4.00	9.00	7.00
69	4.00	.00	11.00	8.00	7.00	1.00	9.00	9.00	11.00	7.00	4.00
70	.00	.00	12.00	1.00	7.00	3.00	5.00	8.00	1.00	10.00	2.00
71	2.00	2.00	4.00	2.00	6.00	2.00	12.00	14.00	.00	1.00	.00
72	2.00	2.00	12.00	8.00	14.00	7.00	14.00	.00	8.00	.00	12.00
73	1.00	3.00	7.00	8.00	7.00	7.00	9.00	8.00	12.00	6.00	8.00
74	2.00	.00	12.00	7.00	6.00	1.00	7.00	8.00	8.00	3.00	.00
75	.00	.00	10.00	10.00	5.00	3.00	7.00	8.00	8.00	6.00	5.00



Bully Victim SPSS.sav

	intnpeer	scllevel	anxlevel	deplevel	anglevel	item1psa	item2psa	item3psa	item4psa	item1ssa	item2ssa
51	4.00	2.00	.00	.00	1.00	2.00	1.00	3.00	4.00	.00	.00
52	3.00	.00	2.00	2.00	2.00	1.00	3.00	2.00	1.00	4.00	1.00
53	17.00	2.00	.00	.00	.00	17.00	17.00	17.00	17.00	17.00	17.00
54	12.00	.00	3.00	3.00	3.00	1.00	.00	4.00	.00	.00	2.00
55	7.00	2.00	.00	.00	.00	1.00	2.00	3.00	2.00	2.00	1.00
56	7.00	2.00	1.00	.00	.00	3.00	.00	4.00	4.00	2.00	1.00
57	11.00	2.00	.00	.00	.00	2.00	2.00	.00	.00	4.00	2.00
58	2.00	.00	.00	.00	.00	4.00	3.00	3.00	3.00	2.00	2.00
59	4.00	2.00	2.00	.00	.00	4.00	4.00	3.00	2.00	.00	.00
60	8.00	2.00	.00	.00	.00	4.00	2.00	2.00	4.00	.00	.00
61	5.00	3.00	.00	.00	.00	3.00	4.00	3.00	2.00	3.00	2.00
62	1.00	2.00	.00	.00	.00	3.00	2.00	3.00	4.00	4.00	3.00
63	10.00	.00	.00	2.00	3.00	3.00	2.00	2.00	3.00	1.00	1.00
64	10.00	2.00	1.00	.00	.00	4.00	3.00	4.00	4.00	3.00	2.00
65	8.00	2.00	2.00	2.00	3.00	1.00	2.00	.00	4.00	3.00	1.00
66	7.00	2.00	.00	.00	.00	3.00	2.00	3.00	4.00	3.00	3.00
67	6.00	2.00	1.00	.00	2.00	3.00	3.00	2.00	4.00	1.00	3.00
68	.00	2.00	.00	.00	2.00	3.00	2.00	4.00	3.00	1.00	.00
69	8.00	1.00	.00	.00	.00	2.00	2.00	3.00	4.00	1.00	2.00
70	1.00	.00	.00	.00	.00	3.00	3.00	2.00	4.00	.00	.00
71	16.00	2.00	1.00	.00	.00	2.00	.00	.00	2.00	.00	.00
72	14.00	5.00	5.00	5.00	5.00	2.00	3.00	3.00	4.00	4.00	.00
73	11.00	5.00	5.00	5.00	5.00	1.00	2.00	3.00	1.00	3.00	1.00
74	.00	2.00	.00	.00	.00	3.00	3.00	3.00	3.00	2.00	1.00
75	4.00	2.00	.00	.00	.00	2.00	3.00	3.00	2.00	3.00	2.00



	item3ssa	item4ssa	item1da	item2da	item3da	item4da	item1exa	item2exa	item3exa	item4exa	item1ina
51	.00	2.00	3.00	2.00	2.00	2.00	1.00	3.00	1.00	.00	2.00
52	1.00	.00	2.00	3.00	3.00	1.00	.00	1.00	.00	.00	2.00
53	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00
54	1.00	2.00	4.00	3.00	4.00	1.00	4.00	.00	4.00	.00	4.00
55	.00	3.00	4.00	1.00	1.00	4.00	4.00	2.00	3.00	1.00	4.00
56	.00	.00	3.00	.00	3.00	1.00	4.00	3.00	.00	2.00	1.00
57	.00	3.00	.00	2.00	2.00	.00	.00	.00	.00	.00	2.00
58	1.00	2.00	3.00	1.00	2.00	2.00	1.00	.00	.00	1.00	3.00
59	4.00	.00	3.00	4.00	.00	.00	.00	.00	.00	.00	4.00
60	.00	2.00	.00	.00	.00	.00	.00	.00	.00	.00	3.00
61	3.00	3.00	2.00	2.00	2.00	.00	.00	.00	.00	.00	2.00
62	.00	4.00	2.00	2.00	2.00	3.00	1.00	.00	1.00	.00	1.00
63	.00	3.00	2.00	4.00	2.00	3.00	3.00	.00	.00	2.00	2.00
64	3.00	4.00	2.00	4.00	3.00	2.00	2.00	.00	.00	.00	2.00
65	4.00	2.00	3.00	2.00	1.00	1.00	4.00	4.00	3.00	1.00	2.00
66	3.00	3.00	1.00	2.00	3.00	2.00	2.00	.00	.00	.00	2.00
67	2.00	4.00	1.00	2.00	2.00	1.00	1.00	.00	.00	.00	2.00
68	.00	3.00	2.00	2.00	1.00	2.00	4.00	2.00	3.00	2.00	2.00
69	2.00	3.00	2.00	2.00	3.00	.00	1.00	.00	.00	.00	2.00
70	.00	1.00	2.00	1.00	3.00	1.00	1.00	2.00	.00	.00	1.00
71	.00	2.00	2.00	2.00	2.00	.00	.00	.00	.00	2.00	4.00
72	.00	4.00	4.00	4.00	4.00	2.00	2.00	2.00	1.00	2.00	2.00
73	2.00	2.00	3.00	.00	2.00	2.00	3.00	.00	2.00	2.00	1.00
74	1.00	3.00	1.00	2.00	2.00	1.00	1.00	.00	.00	.00	2.00
75	3.00	2.00	2.00	1.00	2.00	.00	1.00	.00	2.00	.00	2.00



	item2ina	item3ina	item4ina	item1psp	item2psp	item3psp	item4psp	item1ssp	item2ssp	item3ssp	item4ssp
51	1.00	3.00	3.00	2.00	1.00	.00	2.00	2.00	2.00	.00	.00
52	2.00	1.00	1.00	2.00	2.00	2.00	2.00	4.00	3.00	4.00	3.00
53	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00
54	4.00	.00	4.00	2.00	.00	.00	3.00	4.00	.00	1.00	.00
55	.00	.00	1.00	2.00	1.00	2.00	.00	.00	3.00	.00	.00
56	.00	.00	3.00	4.00	1.00	2.00	4.00	4.00	3.00	3.00	4.00
57	4.00	4.00	4.00	3.00	2.00	2.00	1.00	4.00	4.00	3.00	4.00
58	2.00	1.00	2.00	1.00	1.00	1.00	2.00	2.00	1.00	1.00	1.00
59	.00	.00	3.00	3.00	4.00	4.00	2.00	4.00	3.00	4.00	.00
60	1.00	2.00	2.00	4.00	2.00	4.00	4.00	2.00	1.00	1.00	2.00
61	2.00	2.00	1.00	4.00	3.00	2.00	2.00	4.00	3.00	4.00	4.00
62	.00	.00	1.00	3.00	2.00	2.00	2.00	1.00	2.00	1.00	4.00
63	4.00	1.00	3.00	1.00	2.00	1.00	3.00	1.00	1.00	4.00	1.00
64	2.00	2.00	2.00	2.00	3.00	3.00	4.00	3.00	2.00	3.00	4.00
65	2.00	4.00	2.00	.00	.00	.00	1.00	3.00	3.00	4.00	4.00
66	.00	4.00	2.00	4.00	3.00	2.00	2.00	4.00	3.00	2.00	1.00
67	2.00	1.00	1.00	2.00	2.00	2.00	3.00	4.00	3.00	4.00	4.00
68	2.00	1.00	.00	2.00	2.00	3.00	2.00	.00	.00	3.00	1.00
69	2.00	2.00	3.00	2.00	2.00	3.00	2.00	3.00	2.00	3.00	3.00
70	2.00	.00	2.00	2.00	2.00	3.00	1.00	.00	.00	1.00	.00
71	.00	4.00	4.00	4.00	4.00	4.00	2.00	.00	.00	.00	.00
72	4.00	4.00	4.00	.00	.00	.00	.00	2.00	.00	4.00	2.00
73	1.00	3.00	4.00	4.00	2.00	2.00	.00	3.00	4.00	4.00	1.00
74	2.00	2.00	1.00	3.00	2.00	1.00	2.00	3.00	2.00	2.00	1.00
75	2.00	2.00	1.00	3.00	2.00	1.00	2.00	3.00	1.00	3.00	1.00



	item1dp	item2dp	item3dp	item4dp	item1ep	item2ep	item3ep	item4ep	item1ip	item2ip	item3ip
51	2.00	1.00	2.00	3.00	1.00	4.00	.00	.00	1.00	.00	2.00
52	.00	1.00	1.00	2.00	1.00	1.00	2.00	1.00	1.00	1.00	.00
53	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00
54	4.00	4.00	2.00	4.00	.00	4.00	1.00	.00	4.00	.00	4.00
55	4.00	.00	.00	4.00	4.00	2.00	3.00	1.00	4.00	.00	.00
56	2.00	1.00	2.00	3.00	4.00	3.00	2.00	1.00	3.00	.00	2.00
57	.00	.00	.00	1.00	.00	.00	.00	.00	3.00	3.00	4.00
58	1.00	.00	1.00	1.00	.00	.00	2.00	1.00	.00	1.00	1.00
59	4.00	4.00	4.00	.00	.00	.00	.00	.00	.00	.00	.00
60	.00	.00	.00	.00	.00	.00	.00	.00	4.00	1.00	2.00
61	1.00	1.00	.00	.00	.00	.00	.00	.00	2.00	1.00	2.00
62	1.00	2.00	2.00	2.00	.00	.00	1.00	.00	1.00	.00	.00
63	2.00	2.00	2.00	2.00	4.00	4.00	2.00	3.00	2.00	2.00	2.00
64	.00	3.00	3.00	2.00	1.00	.00	.00	.00	4.00	2.00	2.00
65	.00	.00	1.00	3.00	4.00	4.00	3.00	3.00	2.00	1.00	3.00
66	1.00	2.00	2.00	2.00	.00	.00	.00	.00	1.00	1.00	3.00
67	2.00	1.00	2.00	2.00	1.00	1.00	1.00	.00	2.00	2.00	2.00
68	2.00	2.00	2.00	3.00	2.00	2.00	2.00	1.00	.00	.00	.00
69	2.00	2.00	2.00	1.00	2.00	.00	1.00	1.00	2.00	3.00	2.00
70	4.00	1.00	2.00	3.00	1.00	1.00	.00	.00	.00	.00	.00
71	1.00	.00	.00	.00	.00	.00	.00	.00	4.00	4.00	4.00
72	.00	.00	.00	.00	4.00	3.00	3.00	2.00	2.00	4.00	4.00
73	3.00	.00	1.00	2.00	2.00	2.00	3.00	1.00	2.00	2.00	4.00
74	.00	.00	2.00	1.00	.00	.00	.00	.00	.00	.00	.00
75	2.00	1.00	2.00	1.00	1.00	1.00	2.00	1.00	1.00	2.00	1.00



	item4ip	var00001	var00002	var00003	var00004
51	1.00	.	.	.	.
52	1.00	.	.	.	.
53	17.00	.	.	.	.
54	4.00	.	.	.	.
55	3.00	.	.	.	.
56	2.00	.	.	.	.
57	1.00	.	.	.	.
58	.00	.	.	.	.
59	4.00	.	.	.	.
60	1.00	.	.	.	.
61	.00	.	.	.	.
62	.00	.	.	.	.
63	4.00	.	.	.	.
64	2.00	.	.	.	.
65	2.00	.	.	.	.
66	2.00	.	.	.	.
67	.00	.	.	.	.
68	.00	.	.	.	.
69	1.00	.	.	.	.
70	1.00	.	.	.	.
71	4.00	.	.	.	.
72	4.00	.	.	.	.
73	3.00	.	.	.	.
74	.00	.	.	.	.
75	.00	.	.	.	.



	bullylev	victimlev	probadlt	socsadlt	distadlt	extradlt	intradlt	probpeer	socspeer	distpeer	extrpeer
76	1.00	.00	11.00	12.00	3.00	2.00	6.00	9.00	15.00	7.00	2.00
77	.00	.00	9.00	7.00	3.00	5.00	6.00	6.00	6.00	3.00	7.00
78	2.00	.00	4.00	5.00	4.00	.00	8.00	6.00	12.00	5.00	2.00
79	2.00	.00	10.00	8.00	5.00	1.00	7.00	9.00	8.00	4.00	1.00
80	4.00	.00	8.00	7.00	7.00	3.00	6.00	8.00	5.00	4.00	5.00
81	.00	3.00	10.00	7.00	3.00	8.00	7.00	6.00	10.00	.00	6.00
82	4.00	.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00
83	.00	.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00
84	1.00	.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00
85	1.00	1.00	14.00	11.00	3.00	2.00	9.00	11.00	10.00	7.00	3.00
86	.00	1.00	10.00	2.00	5.00	.00	8.00	9.00	8.00	2.00	.00
87	1.00	3.00	8.00	12.00	5.00	7.00	5.00	8.00	12.00	4.00	7.00
88	.00	.00	8.00	12.00	5.00	.00	6.00	6.00	12.00	8.00	5.00
89	.00	4.00	10.00	10.00	4.00	.00	8.00	9.00	13.00	2.00	3.00
90	.00	.00	10.00	11.00	3.00	2.00	6.00	9.00	11.00	3.00	3.00
91	.00	1.00	14.00	10.00	3.00	5.00	14.00	10.00	7.00	2.00	3.00
92	.00	.00	7.00	11.00	9.00	.00	8.00	9.00	13.00	7.00	1.00
93	.00	1.00	11.00	8.00	7.00	2.00	8.00	5.00	11.00	3.00	.00
94	.00	.00	9.00	10.00	6.00	1.00	4.00	10.00	14.00	7.00	.00
95	2.00	2.00	6.00	7.00	7.00	3.00	9.00	5.00	3.00	6.00	4.00
96	1.00	.00	7.00	3.00	3.00	.00	8.00	10.00	10.00	8.00	3.00
97	.00	4.00	4.00	.00	4.00	1.00	12.00	8.00	4.00	.00	7.00
98	.00	3.00	8.00	7.00	5.00	2.00	6.00	6.00	8.00	5.00	.00
99	.00	.00	10.00	4.00	8.00	1.00	2.00	12.00	3.00	7.00	1.00
100	.00	.00	11.00	13.00	6.00	6.00	10.00	9.00	9.00	6.00	4.00



	intnpeer	scllevel	anxlevel	deplevel	anglevel	item1psa	item2psa	item3psa	item4psa	item1ssa	item2ssa
76	7.00	2.00	.00	.00	.00	3.00	2.00	3.00	3.00	3.00	2.00
77	5.00	2.00	.00	1.00	.00	2.00	2.00	3.00	2.00	2.00	1.00
78	.00	1.00	.00	.00	.00	2.00	2.00	.00	.00	2.00	2.00
79	5.00	2.00	.00	.00	.00	2.00	2.00	2.00	4.00	2.00	2.00
80	4.00	2.00	.00	.00	.00	2.00	2.00	3.00	1.00	2.00	1.00
81	8.00	2.00	.00	1.00	2.00	3.00	2.00	2.00	3.00	2.00	1.00
82	17.00	2.00	.00	.00	.00	17.00	17.00	17.00	17.00	17.00	17.00
83	17.00	2.00	.00	.00	.00	17.00	17.00	17.00	17.00	17.00	17.00
84	17.00	3.00	.00	.00	.00	17.00	17.00	17.00	17.00	17.00	17.00
85	7.00	1.00	.00	.00	.00	4.00	3.00	3.00	4.00	4.00	3.00
86	8.00	.00	.00	1.00	.00	2.00	2.00	2.00	4.00	.00	1.00
87	6.00	1.00	.00	.00	.00	2.00	1.00	2.00	3.00	4.00	3.00
88	9.00	1.00	2.00	1.00	1.00	2.00	2.00	1.00	3.00	4.00	4.00
89	11.00	.00	.00	.00	.00	2.00	3.00	2.00	3.00	2.00	3.00
90	5.00	2.00	.00	.00	.00	3.00	2.00	2.00	3.00	3.00	2.00
91	14.00	2.00	.00	2.00	1.00	4.00	4.00	4.00	2.00	2.00	2.00
92	8.00	2.00	.00	.00	.00	3.00	2.00	2.00	.00	2.00	2.00
93	11.00	2.00	2.00	2.00	3.00	3.00	3.00	3.00	2.00	3.00	1.00
94	.00	3.00	.00	.00	.00	3.00	2.00	2.00	2.00	2.00	2.00
95	8.00	2.00	.00	.00	.00	2.00	2.00	2.00	.00	3.00	3.00
96	4.00	2.00	.00	.00	.00	2.00	2.00	2.00	1.00	.00	2.00
97	12.00	1.00	3.00	1.00	.00	1.00	1.00	2.00	.00	.00	.00
98	5.00	1.00	.00	.00	.00	2.00	1.00	2.00	3.00	1.00	2.00
99	6.00	2.00	.00	.00	.00	3.00	2.00	3.00	2.00	.00	1.00
100	7.00	5.00	5.00	5.00	5.00	3.00	2.00	3.00	3.00	4.00	3.00



	item3ssa	item4ssa	item1da	item2da	item3da	item4da	item1exa	item2exa	item3exa	item4exa	item1ina
76	4.00	3.00	1.00	.00	1.00	1.00	1.00	1.00	.00	.00	2.00
77	1.00	3.00	2.00	.00	1.00	.00	2.00	.00	2.00	1.00	2.00
78	.00	1.00	.00	2.00	2.00	.00	.00	.00	.00	.00	4.00
79	2.00	2.00	1.00	1.00	2.00	1.00	.00	.00	.00	1.00	3.00
80	2.00	2.00	1.00	2.00	2.00	2.00	1.00	1.00	.00	1.00	1.00
81	.00	4.00	.00	2.00	1.00	.00	4.00	.00	4.00	.00	2.00
82	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00
83	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00
84	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00
85	.00	4.00	.00	2.00	1.00	.00	1.00	.00	1.00	.00	4.00
86	.00	1.00	3.00	2.00	.00	.00	.00	.00	.00	.00	3.00
87	3.00	2.00	1.00	1.00	1.00	2.00	3.00	.00	3.00	1.00	2.00
88	.00	4.00	.00	2.00	3.00	.00	.00	.00	.00	.00	1.00
89	3.00	2.00	.00	.00	2.00	2.00	.00	.00	.00	.00	2.00
90	4.00	2.00	1.00	.00	1.00	1.00	1.00	1.00	.00	.00	2.00
91	2.00	4.00	1.00	2.00	.00	.00	1.00	.00	2.00	2.00	4.00
92	4.00	3.00	3.00	4.00	2.00	.00	.00	.00	.00	.00	4.00
93	1.00	3.00	2.00	1.00	2.00	2.00	2.00	.00	.00	.00	2.00
94	3.00	3.00	2.00	1.00	2.00	1.00	1.00	.00	.00	.00	1.00
95	1.00	.00	2.00	1.00	3.00	1.00	1.00	.00	1.00	1.00	3.00
96	.00	1.00	1.00	2.00	.00	.00	.00	.00	.00	.00	4.00
97	.00	.00	4.00	.00	.00	.00	1.00	.00	.00	.00	4.00
98	2.00	2.00	1.00	1.00	2.00	1.00	1.00	.00	.00	1.00	2.00
99	2.00	1.00	3.00	2.00	3.00	.00	1.00	.00	.00	.00	.00
100	4.00	2.00	2.00	.00	2.00	2.00	2.00	.00	2.00	2.00	3.00



	item2ina	item3ina	item4ina	item1psp	item2psp	item3psp	item4psp	item1ssp	item2ssp	item3ssp	item4ssp
76	.00	2.00	2.00	3.00	2.00	2.00	2.00	4.00	3.00	4.00	4.00
77	1.00	2.00	1.00	2.00	1.00	1.00	2.00	3.00	1.00	1.00	1.00
78	2.00	2.00	.00	1.00	.00	2.00	3.00	4.00	2.00	4.00	2.00
79	2.00	1.00	1.00	2.00	2.00	1.00	4.00	2.00	2.00	2.00	2.00
80	2.00	2.00	1.00	2.00	2.00	2.00	2.00	2.00	2.00	1.00	.00
81	4.00	.00	.00	2.00	1.00	1.00	2.00	4.00	2.00	.00	4.00
82	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00
83	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00
84	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00
85	2.00	1.00	2.00	4.00	2.00	2.00	3.00	4.00	1.00	2.00	3.00
86	1.00	4.00	.00	2.00	2.00	2.00	3.00	3.00	3.00	2.00	.00
87	1.00	1.00	1.00	1.00	2.00	2.00	3.00	3.00	3.00	3.00	3.00
88	2.00	3.00	.00	2.00	1.00	1.00	2.00	4.00	4.00	1.00	3.00
89	2.00	4.00	.00	1.00	3.00	2.00	3.00	4.00	3.00	4.00	2.00
90	.00	2.00	2.00	3.00	2.00	2.00	2.00	3.00	2.00	4.00	2.00
91	4.00	4.00	2.00	3.00	1.00	3.00	3.00	2.00	1.00	2.00	2.00
92	2.00	2.00	.00	2.00	2.00	2.00	3.00	3.00	2.00	4.00	4.00
93	2.00	2.00	2.00	2.00	1.00	.00	2.00	3.00	3.00	2.00	3.00
94	2.00	1.00	.00	3.00	2.00	2.00	3.00	4.00	3.00	3.00	4.00
95	3.00	3.00	.00	2.00	2.00	1.00	.00	.00	1.00	2.00	.00
96	2.00	2.00	.00	3.00	2.00	2.00	3.00	4.00	1.00	4.00	1.00
97	4.00	4.00	.00	.00	4.00	3.00	1.00	.00	4.00	.00	.00
98	2.00	1.00	1.00	2.00	1.00	1.00	2.00	3.00	2.00	1.00	2.00
99	2.00	.00	.00	3.00	3.00	3.00	3.00	1.00	1.00	.00	1.00
100	1.00	3.00	3.00	2.00	2.00	3.00	2.00	2.00	2.00	3.00	2.00



	item1dp	item2dp	item3dp	item4dp	item1ep	item2ep	item3ep	item4ep	item1ip	item2ip	item3ip
76	2.00	3.00	1.00	1.00	1.00	1.00	.00	.00	3.00	1.00	2.00
77	.00	1.00	1.00	1.00	2.00	2.00	2.00	1.00	1.00	1.00	2.00
78	.00	1.00	2.00	2.00	2.00	.00	.00	.00	.00	.00	.00
79	1.00	1.00	1.00	1.00	1.00	.00	.00	.00	2.00	1.00	1.00
80	1.00	1.00	1.00	1.00	.00	2.00	1.00	2.00	1.00	1.00	1.00
81	.00	.00	.00	.00	4.00	.00	.00	2.00	2.00	4.00	2.00
82	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00
83	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00
84	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00
85	2.00	2.00	2.00	1.00	3.00	.00	.00	.00	2.00	2.00	3.00
86	2.00	.00	.00	.00	.00	.00	.00	.00	2.00	1.00	3.00
87	1.00	1.00	1.00	1.00	2.00	1.00	2.00	2.00	2.00	1.00	2.00
88	1.00	4.00	2.00	1.00	3.00	2.00	.00	.00	3.00	2.00	3.00
89	1.00	.00	.00	1.00	2.00	.00	.00	1.00	2.00	4.00	3.00
90	.00	1.00	1.00	1.00	1.00	2.00	.00	.00	2.00	.00	2.00
91	2.00	.00	.00	.00	2.00	.00	1.00	.00	4.00	4.00	4.00
92	3.00	2.00	2.00	.00	1.00	.00	.00	.00	2.00	2.00	2.00
93	2.00	.00	.00	1.00	.00	.00	.00	.00	3.00	2.00	4.00
94	2.00	2.00	2.00	1.00	.00	.00	.00	.00	.00	.00	.00
95	.00	3.00	.00	3.00	2.00	2.00	.00	.00	2.00	2.00	3.00
96	4.00	1.00	2.00	1.00	2.00	.00	1.00	.00	1.00	1.00	2.00
97	.00	.00	.00	.00	4.00	3.00	.00	.00	4.00	4.00	4.00
98	1.00	1.00	2.00	1.00	.00	.00	.00	.00	1.00	2.00	1.00
99	2.00	1.00	2.00	2.00	1.00	.00	.00	.00	2.00	2.00	2.00
100	1.00	2.00	1.00	2.00	1.00	1.00	.00	2.00	2.00	1.00	2.00



	item4ip	var00001	var00002	var00003	var00004
76	1.00	.	.	.	.
77	1.00	.	.	.	.
78	.00	.	.	.	.
79	1.00	.	.	.	.
80	1.00	.	.	.	.
81	.00	.	.	.	.
82	17.00	.	.	.	.
83	17.00	.	.	.	.
84	17.00	.	.	.	.
85	1.00	.	.	.	.
86	2.00	.	.	.	.
87	1.00	.	.	.	.
88	1.00	.	.	.	.
89	2.00	.	.	.	.
90	1.00	.	.	.	.
91	2.00	.	.	.	.
92	2.00	.	.	.	.
93	2.00	.	.	.	.
94	.00	.	.	.	.
95	1.00	.	.	.	.
96	.00	.	.	.	.
97	.00	.	.	.	.
98	1.00	.	.	.	.
99	.00	.	.	.	.
100	2.00	.	.	.	.



	bullylev	victimlev	probadit	socsadit	distadit	extradit	intradit	probpeer	socspeer	distpeer	extrpeer
101	.00	.00	8.00	10.00	2.00	.00	5.00	6.00	6.00	2.00	.00
102	.00	.00	4.00	4.00	9.00	.00	2.00	6.00	3.00	5.00	.00
103	1.00	2.00	10.00	10.00	4.00	4.00	5.00	6.00	14.00	6.00	5.00



	intnpeer	scllevel	anxlevel	deplevel	anglevel	item1psa	item2psa	item3psa	item4psa	item1ssa	item2ssa
101	6.00	5.00	5.00	5.00	5.00	3.00	2.00	1.00	2.00	4.00	2.00
102	3.00	5.00	5.00	5.00	5.00	1.00	.00	2.00	1.00	.00	.00
103	8.00	5.00	5.00	5.00	5.00	2.00	3.00	2.00	3.00	4.00	3.00



	item3ssa	item4ssa	item1da	item2da	item3da	item4da	item1exa	item2exa	item3exa	item4exa	item1ina
101	1.00	3.00	.00	.00	2.00	.00	.00	.00	.00	.00	2.00
102	2.00	2.00	1.00	3.00	3.00	2.00	.00	.00	.00	.00	1.00
103	.00	3.00	1.00	3.00	.00	.00	3.00	.00	.00	1.00	1.00



Bully Victim SPSS.sav

	item2ina	item3ina	item4ina	item1psp	item2psp	item3psp	item4psp	item1ssp	item2ssp	item3ssp	item4ssp
101	1.00	2.00	.00	2.00	2.00	1.00	1.00	2.00	1.00	1.00	2.00
102	1.00	.00	.00	2.00	.00	2.00	2.00	.00	.00	2.00	1.00
103	1.00	2.00	1.00	4.00	1.00	.00	1.00	4.00	3.00	3.00	4.00



Bully Victim SPSS.sav

	item1dp	item2dp	item3dp	item4dp	item1ep	item2ep	item3ep	item4ep	item1ip	item2ip	item3ip
101	1.00	.00	1.00	.00	.00	.00	.00	.00	2.00	2.00	2.00
102	1.00	2.00	2.00	.00	.00	.00	.00	.00	1.00	1.00	1.00
103	3.00	1.00	.00	2.00	2.00	2.00	.00	1.00	3.00	1.00	3.00



	item4ip	var00001	var00002	var00003	var00004
101	1.00	.	.	.	.
102	.00	.	.	.	.
103	1.00	.	.	.	.



# APPENDIX C



Looking @ the strength of each variable in defining the factor

Obtained using var rotation.

> .44 loading included in order to define factor

Rotated Component Matrix<sup>a</sup>

	Component (or factor)									
	1	2	3	4	5	6	7	8	9	10
item 1 prob solv adult	-.105	-.062	.775	.027	.066	.338	.071	.011	-.079	.049
item 2 prob solv adult	.152	.039	.408	.110	.319	.369	.346	-.062	-.092	.189
item 3 prob solv adult	.128	.088	.676	.088	.207	.161	-.163	.024	.086	-.054
item 4 prob solv adult	.094	.067	.458	.143	-.033	.051	-.142	.195	-.296	.096
item 1 soc support adult	.002	-.088	.195	.127	.731	-.012	.095	.028	-.149	.119
item 2 soc support adult	-.043	.062	.384	-.028	.762	-.042	.054	.038	.085	.075
item 3 soc support adult	-.042	.138	.284	-.070	.162	.191	-.079	.082	.075	.711
item 4 soc support adult	.057	.111	.685	-.011	.304	-.175	.151	.043	-.071	.017
item 1 distancing adult	.225	.245	.044	.435	-.154	-.099	-.051	.072	.251	.130
item 2 distancing adult	.073	.008	-.003	.721	.036	.067	.262	-.010	.210	-.017
item 3 distancing adult	.112	.035	.017	.845	.084	-.091	-.068	.065	-.031	-.105
item 4 distancing adult	.197	.023	-.001	.304	.047	-.138	-.283	.643	.107	-.009
item 1 externalising adult	.711	.058	.176	.158	.029	-.068	.008	.323	.192	-.070
item 2 externalising adult	.830	.011	.057	.130	-.097	.092	-.122	-.017	-.185	.041
item 3 externalising adult	.544	.207	.340	-.233	-.153	-.208	.103	.166	.281	.020
item 4 externalising adult	.366	.150	.135	-.083	-.051	.033	.156	.685	.046	-.054
item 1 internalising adult	.032	.370	.296	-.146	.002	.073	.472	-.072	.102	.090
item 2 internalising adult	.061	.226	.114	.098	.107	-.190	.747	-.002	-.074	-.153
item 3 internalising adult	-.020	.719	-.024	.056	.051	.031	.166	-.088	-.293	.196
item 4 internalising adult	.312	.685	.262	.090	-.203	.081	-.062	.137	.040	.221
item 1 prob solv peer	-.162	.145	.304	-.090	.039	.579	-.269	-.252	.060	-.094
item 2 prob solv peer	-.083	.061	.053	-.069	.033	.898	.038	-.067	-.006	.062
item 3 prob solv peer	-.177	.182	.197	.177	.068	.572	.065	.099	.056	-.013
item 4 prob solv peer	-.171	.123	.078	-.052	.079	.106	-.001	-.267	.165	.025
item 1 soc support peer	.046	.099	.231	.024	.373	.066	.096	.447	.144	.346
item 2 soc support peer	.005	.201	-.195	-.093	.670	.361	-.096	-.119	-.017	.089
item 3 soc support peer	-.017	.082	-.166	.004	.138	-.107	-.048	-.068	-.007	.789
item 4 soc support peer	-.027	.159	.101	.057	.359	.044	.071	-.031	-.074	.128
item 1 dist peer	.225	.059	.014	.123	-.134	.056	-.035	-.051	.774	.055
item 2 dist peer	-.083	-.080	-.198	.140	.101	-.042	-.123	.147	.688	-.004
item 3 dist peer	-.017	-.298	.221	.610	-.121	.184	-.080	-.066	.421	.103
item 4 dist peer ~ #	.476	.008	.038	.196	.213	-.052	-.339	.137	.268	-.283
item 1 externalising peer	.700	.191	-.225	-.006	.062	-.050	.185	.115	.142	-.065
item 2 externalising peer	.817	.088	-.087	.119	.021	-.143	-.076	-.009	-.022	-.103
item 3 externalising peer	.721	-.040	.073	-.044	-.009	-.152	.111	.317	.143	.170

Extraction Method: Principal Component Analysis.  
Rotation Method: Varimax with Kaiser Normalization.

disc (A)  
Pax Soc Supp (1)  
Prob Solv (A)

exp = conceptually the same/similar  
# = conceptually linked to externalisation?  
A - Not " " " A " ?



Rotated Component Matrix<sup>a</sup>

Crossloadings

	Component									
	1	2	3	4	5	6	7	8	9	10
item 4 externalising peer	.507	-.032	.008	-.058	.056	-.069	.295	.580	-.117	.139
item 1 internalising peer	-.021	.712	-.012	-.147	.196	.214	.156	.032	.071	-.154
item 2 internalising peer	-.038	.335	-.159	.018	.016	.203	.739	.121	-.079	-.016
item 3 internalising peer	.005	.849	.004	.030	.106	-.004	.256	-.070	-.004	-.056
item 4 internalising peer	.265	.678	.040	-.031	-.068	.091	.049	.228	.186	.195

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

Cross L



Rotated Component Matrix<sup>a</sup>

	Component	
	11	12
item 1 prob solv adult	.073	.113
item 2 prob solv adult	-.102	.291
item 3 prob solv adult	-.255	.150
item 4 prob solv adult	.172	.555
item 1 soc support adult	.063	-.031
item 2 soc support adult	.100	.060
item 3 soc support adult	-.088	-.130
item 4 soc support adult	.296	-.101
item 1 distancing adult	-.281	-.147
item 2 distancing adult	.017	.161
item 3 distancing adult	-.006	-.045
item 4 distancing adult	-.142	-.110
item 1 externalising adult	.050	-.089
item 2 externalising adult	.038	.053
item 3 externalising adult	.015	-.280
item 4 externalising adult	.042	-.098
item 1 internalising adult	-.410	.207
item 2 internalising adult	-.053	-.068
item 3 internalising adult	-.125	-.143
item 4 internalising adult	.020	.104
item 1 prob solv peer	.324	.028
item 2 prob solv peer	.026	-.023
item 3 prob solv peer	-.149	.274
item 4 prob solv peer	.081	.731
item 1 soc support peer	.444	.102
item 2 soc support peer	.184	.070
item 3 soc support peer	.177	.166
item 4 soc support peer	.709	.176
item 1 dist peer	-.126	.112
item 2 dist peer	.095	-.064
item 3 dist peer	-.020	-.041
item 4 dist peer	-.301	.085
item 1 externalising peer	.178	.149
item 2 externalising peer	-.203	-.076
item 3 externalising peer	-.104	-.186

Extraction Method: Principal Component Analysis.  
 Rotation Method: Varimax with Kaiser Normalization.



**Rotated Component Matrix<sup>a</sup>**

	Component	
	11	12
item 4 externalising peer	.059	.042
item 1 internalising peer	.167	.232
item 2 internalising peer	.218	-.039
item 3 internalising peer	.122	-.069
item 4 internalising peer	-.033	.231

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 14 iterations.



Rotated Component Matrix showing loading against 3 factors identified as bullying, victimisation and neutral<sup>a</sup>

	Component		
	1	2	3
BULLNOM1	.854	.008	-.234
NEUNOM2	-.232	.204	.830
VICNOM3	.006	.931	.044
NEUNOM4	-.307	-.163	.817
BULLNOM5	.927	.017	-.108
BULLNOM6	.896	-.072	-.139
NEUNOM7	-.047	.004	.938
VICNOM8	-.090	.905	-.059
BULLNOM9	.897	-.077	-.159
VICNOM10	-.011	.949	.063

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 4 iterations.



# APPENDIX D



RELIABILITY ANALYSIS - SCALE (ALPHA)

		Mean	Std Dev	Cases
1.	ITEM1PSA	2.3441	1.1180	93.0
2.	ITEM2PSA	2.1720	1.1192	93.0
3.	ITEM3PSA	2.3333	1.1547	93.0
4.	ITEM4PSA	2.4731	1.2734	93.0

Covariance Matrix

	ITEM1PSA	ITEM2PSA	ITEM3PSA	ITEM4PSA
ITEM1PSA	1.2499			
ITEM2PSA	.6467	1.2527		
ITEM3PSA	.6667	.4964	1.3333	
ITEM4PSA	.5746	.5264	.4601	1.6216

Correlation Matrix

	ITEM1PSA	ITEM2PSA	ITEM3PSA	ITEM4PSA
ITEM1PSA	1.0000			
ITEM2PSA	.5168	1.0000		
ITEM3PSA	.5164	.3841	1.0000	
ITEM4PSA	.4036	.3694	.3129	1.0000

N of Cases = 93.0

Statistics for Scale	Mean	Variance	Std Dev	N of Variables
	9.3226	12.1992	3.4927	4

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
ITEM1PSA	6.9785	7.1734	.6305	.4124	.6202
ITEM2PSA	7.1505	7.6075	.5408	.3111	.6709
ITEM3PSA	6.9892	7.6194	.5093	.2932	.6881
ITEM4PSA	6.8495	7.4554	.4490	.2068	.7282

*only relevant if  
Stand. alpha is  
v. low & this figure  
goes up*



RELIABILITY ANALYSIS - SCALE (ALPHA)

Reliability Coefficients

4 items

Alpha = .7368

Standardized item alpha = .7412

= 26% measurement error

670 or higher  
Poss - 60 or higher  
← .50 = wrong

as more than 1/2  
variance scores  
due to measurement  
error



RELIABILITY ANALYSIS - SCALE (ALPHA)

- 1. ITEM1SSA item 1 soc support adult
- 2. ITEM2SSA item 2 soc support adult

		Mean	Std Dev	Cases
1.	ITEM1SSA	2.0215	1.4962	93.0
2.	ITEM2SSA	1.6129	1.1706	93.0

Covariance Matrix

	ITEM1SSA	ITEM2SSA
ITEM1SSA	2.2387	
ITEM2SSA	.9541	1.3703

Correlation Matrix

	ITEM1SSA	ITEM2SSA
ITEM1SSA	1.0000	
ITEM2SSA	.5447	1.0000

N of Cases = 93.0

Statistics for Scale	Mean	Variance	Std Dev	N of Variables
	3.6344	5.5171	2.3488	2

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
ITEM1SSA	1.6129	1.3703	.5447	.2967	.
ITEM2SSA	2.0215	2.2387	.5447	.2967	.



RELIABILITY ANALYSIS - SCALE (ALPHA)

Reliability Coefficients      2 items

Alpha =    .6917                      Standardized item alpha =    .7053

## Reliability

\*\*\*\*\* Method 2 (covariance matrix) will be used for this analysis \*\*\*\*\*



RELIABILITY ANALYSIS - SCALE (ALPHA)

Reliability Coefficients 3 items

Alpha = .6193

Standardized item alpha = .6243

## Reliability

\*\*\*\*\* Method 2 (covariance matrix) will be used for this analysis \*\*\*\*\*



RELIABILITY ANALYSIS - SCALE (ALPHA)

- 1. ITEM1EXA item 1 externalising adult
- 2. ITEM2EXA item 2 externalising adult
- 3. ITEM3EXA item 3 externalising adult
- 4. ITEM4EXA item 4 externalising adult

		Mean	Std Dev	Cases
1.	ITEM1EXA	1.4301	1.4096	93.0
2.	ITEM2EXA	.5806	1.0143	93.0
3.	ITEM3EXA	.9032	1.2603	93.0
4.	ITEM4EXA	.6667	.8764	93.0

Covariance Matrix

	ITEM1EXA	ITEM2EXA	ITEM3EXA	ITEM4EXA
ITEM1EXA	1.9869			
ITEM2EXA	.7584	1.0288		
ITEM3EXA	.9986	.4481	1.5884	
ITEM4EXA	.5906	.2391	.4457	.7681

Correlation Matrix

	ITEM1EXA	ITEM2EXA	ITEM3EXA	ITEM4EXA
ITEM1EXA	1.0000			
ITEM2EXA	.5305	1.0000		
ITEM3EXA	.5621	.3506	1.0000	
ITEM4EXA	.4781	.2690	.4035	1.0000

N of Cases = 93.0

Statistics for Scale	Mean	Variance	Std Dev	N of Variables
	3.5806	12.3331	3.5119	4



RELIABILITY ANALYSIS - SCALE (ALPHA)

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
ITEM1EXA	2.1505	5.6510	.7006	.4929	.6014
ITEM2EXA	3.0000	8.4130	.4914	.2854	.7256
ITEM3EXA	2.6774	6.9600	.5691	.3429	.6845
ITEM4EXA	2.9140	9.0143	.4847	.2551	.7339

Reliability Coefficients

4 items

Alpha = .7526

Standardized item alpha = .7528

**Reliability**

\*\*\*\*\* Method 2 (covariance matrix) will be used for this analysis \*\*\*\*\*



RELIABILITY ANALYSIS - SCALE (ALPHA)

- 1. ITEM1INA item 1 internalising adult
- 2. ITEM2INA item 2 internalising adult
- 3. ITEM3INA item 3 internalising adult
- 4. ITEM4INA item 4 internalising adult

		Mean	Std Dev	Cases
1.	ITEM1INA	2.3333	1.1547	93.0
2.	ITEM2INA	1.7312	1.2695	93.0
3.	ITEM3INA	2.0108	1.4103	93.0
4.	ITEM4INA	1.8065	1.4615	93.0

Covariance Matrix

	ITEM1INA	ITEM2INA	ITEM3INA	ITEM4INA
ITEM1INA	1.3333			
ITEM2INA	.5036	1.6117		
ITEM3INA	.5399	.4268	1.9890	
ITEM4INA	.5435	.2300	.8391	2.1360

Correlation Matrix

	ITEM1INA	ITEM2INA	ITEM3INA	ITEM4INA
ITEM1INA	1.0000			
ITEM2INA	.3435	1.0000		
ITEM3INA	.3315	.2384	1.0000	
ITEM4INA	.3220	.1240	.4071	1.0000

N of Cases = 93.0

Statistics for Scale	Mean	Variance	Std Dev	N of Variables
	7.8817	13.2359	3.6381	4



RELIABILITY ANALYSIS - SCALE (ALPHA)

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
ITEM1INA	5.5484	8.7286	.4652	.2228	.5141
ITEM2INA	6.1505	9.3032	.2997	.1365	.6199
ITEM3INA	5.8710	7.6353	.4634	.2269	.5018
ITEM4INA	6.0753	7.8747	.3932	.2060	.5601

Reliability Coefficients

4 items

Alpha = .6211

Standardized item alpha = .6253

**Reliability**

\*\*\*\*\* Method 2 (covariance matrix) will be used for this analysis \*\*\*\*\*



RELIABILITY ANALYSIS - SCALE (ALPHA)

- 1. ITEM1PSP item 1 prob solv peer
- 2. ITEM2PSP item 2 prob solv peer
- 3. ITEM3PSP item 3 prob solv peer

		Mean	Std Dev	Cases
1.	ITEM1PSP	2.5699	1.1073	93.0
2.	ITEM2PSP	2.1613	1.1160	93.0
3.	ITEM3PSP	1.9247	1.0240	93.0

Covariance Matrix

	ITEM1PSP	ITEM2PSP	ITEM3PSP
ITEM1PSP	1.2260		
ITEM2PSP	.6136	1.2454	
ITEM3PSP	.3803	.4797	1.0486

Correlation Matrix

	ITEM1PSP	ITEM2PSP	ITEM3PSP
ITEM1PSP	1.0000		
ITEM2PSP	.4966	1.0000	
ITEM3PSP	.3354	.4197	1.0000

N of Cases = 93.0

Statistics for Scale	Mean	Variance	Std Dev	N of Variables
	6.6559	6.4673	2.5431	3

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
ITEM1PSP	4.0860	3.2534	.4977	.2662	.5897
ITEM2PSP	4.4946	3.0353	.5623	.3188	.5012
ITEM3PSP	4.7312	3.6987	.4367	.1976	.6636



RELIABILITY ANALYSIS - SCALE (ALPHA)

Reliability Coefficients      3 items

Alpha =    .6836                      Standardized item alpha =    .6823

## Reliability

\*\*\*\*\* Method 2 (covariance matrix) will be used for this analysis \*\*\*\*\*



RELIABILITY ANALYSIS - SCALE (ALPHA)

- 1. ITEM1SSP item 1 soc support peer
- 2. ITEM2SSP item 2 soc support peer
- 3. ITEM4SSP item 4 soc support peer

		Mean	Std Dev	Cases
1.	ITEM1SSP	2.6989	1.3004	93.0
2.	ITEM2SSP	2.1290	1.2179	93.0
3.	ITEM4SSP	2.1290	1.3370	93.0

Covariance Matrix

	ITEM1SSP	ITEM2SSP	ITEM4SSP
ITEM1SSP	1.6910		
ITEM2SSP	.7458	1.4832	
ITEM4SSP	.8327	.7006	1.7875

Correlation Matrix

	ITEM1SSP	ITEM2SSP	ITEM4SSP
ITEM1SSP	1.0000		
ITEM2SSP	.4709	1.0000	
ITEM4SSP	.4790	.4303	1.0000

N of Cases = 93.0

Statistics for Scale	Mean	Variance	Std Dev	N of Variables
	6.9570	9.5199	3.0854	3

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
ITEM1SSP	4.2581	4.6718	.5616	.3155	.5998
ITEM2SSP	4.8280	5.1440	.5236	.2761	.6476
ITEM4SSP	4.8280	4.6657	.5309	.2833	.6394



RELIABILITY ANALYSIS - SCALE (ALPHA)

Reliability Coefficients      3 items

Alpha =    .7182                  Standardized item alpha =    .7188

**Reliability**

\*\*\*\*\* Method 2 (covariance matrix) will be used for this analysis \*\*\*\*\*



RELIABILITY ANALYSIS - SCALE (ALPHA)

- 1. ITEM1DP item 1 dist peer
- 2. ITEM2DP item 2 dist peer
- 3. ITEM3DP item 3 dist peer

		Mean	Std Dev	Cases
1.	ITEM1DP	1.5806	1.3132	93.0
2.	ITEM2DP	1.3656	1.3087	93.0
3.	ITEM3DP	1.3871	1.1135	93.0

Covariance Matrix

	ITEM1DP	ITEM2DP	ITEM3DP
ITEM1DP	1.7244		
ITEM2DP	.6985	1.7127	
ITEM3DP	.5445	.7374	1.2398

Correlation Matrix

	ITEM1DP	ITEM2DP	ITEM3DP
ITEM1DP	1.0000		
ITEM2DP	.4064	1.0000	
ITEM3DP	.3724	.5060	1.0000

N of Cases = 93.0

Statistics for Scale	Mean	Variance	Std Dev	N of Variables
	4.3333	8.6377	2.9390	3

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
ITEM1DP	2.7527	4.4273	.4499	.2026	.6662
ITEM2DP	2.9677	4.0533	.5450	.3112	.5374
ITEM3DP	2.9462	4.8340	.5236	.2894	.5779



RELIABILITY ANALYSIS - SCALE (ALPHA)

Reliability Coefficients      3 items

Alpha =    .6878

Standardized item alpha =    .6921

## Reliability

\*\*\*\*\* Method 2 (covariance matrix) will be used for this analysis \*\*\*\*\*



RELIABILITY ANALYSIS - SCALE (ALPHA)

- 1. ITEM1EP item 1 externalising peer
- 2. ITEM2EP item 2 externalising peer
- 3. ITEM3EP item 3 externalising peer
- 4. ITEM4EP item 4 externalising peer

		Mean	Std Dev	Cases
1.	ITEM1EP	1.4624	1.3638	93.0
2.	ITEM2EP	.9785	1.2596	93.0
3.	ITEM3EP	.8172	1.1605	93.0
4.	ITEM4EP	.6452	.9046	93.0

Covariance Matrix

	ITEM1EP	ITEM2EP	ITEM3EP	ITEM4EP
ITEM1EP	1.8600			
ITEM2EP	.9231	1.5865		
ITEM3EP	.7594	.8221	1.3467	
ITEM4EP	.4811	.4162	.5866	.8184

Correlation Matrix

	ITEM1EP	ITEM2EP	ITEM3EP	ITEM4EP
ITEM1EP	1.0000			
ITEM2EP	.5374	1.0000		
ITEM3EP	.4798	.5625	1.0000	
ITEM4EP	.3899	.3653	.5588	1.0000

N of Cases = 93.0

Statistics for Scale	Mean	Variance	Std Dev	N of Variables
	3.9032	13.5884	3.6862	4



RELIABILITY ANALYSIS - SCALE (ALPHA)

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
ITEM1EP	2.4409	7.4014	.5831	.3501	.7397
ITEM2EP	2.9247	7.6791	.6192	.4094	.7138
ITEM3EP	3.0860	7.9056	.6645	.4750	.6908
ITEM4EP	3.2581	9.8022	.5239	.3316	.7665

Reliability Coefficients

4 items

Alpha = .7827

Standardized item alpha = .7884

**Reliability**

\*\*\*\*\* Method 2 (covariance matrix) will be used for this analysis \*\*\*\*\*



RELIABILITY ANALYSIS - SCALE (ALPHA)

- 1. ITEM1IP item 1 internalising peer
- 2. ITEM2IP item 2 internalising peer
- 3. ITEM3IP item 3 internalising peer
- 4. ITEM4IP item 4 internalising peer

		Mean	Std Dev	Cases
1.	ITEM1IP	2.0538	1.2456	93.0
2.	ITEM2IP	1.7204	1.3381	93.0
3.	ITEM3IP	2.2366	1.3784	93.0
4.	ITEM4IP	1.6667	1.4621	93.0

Covariance Matrix

	ITEM1IP	ITEM2IP	ITEM3IP	ITEM4IP
ITEM1IP	1.5514			
ITEM2IP	.7652	1.7906		
ITEM3IP	1.0741	.9255	1.9000	
ITEM4IP	.8877	.4493	.8949	2.1377

Correlation Matrix

	ITEM1IP	ITEM2IP	ITEM3IP	ITEM4IP
ITEM1IP	1.0000			
ITEM2IP	.4591	1.0000		
ITEM3IP	.6256	.5018	1.0000	
ITEM4IP	.4874	.2296	.4441	1.0000

N of Cases = 93.0

Statistics for Scale	Mean	Variance	Std Dev	N of Variables
	7.6774	17.3731	4.1681	4



RELIABILITY ANALYSIS - SCALE (ALPHA)

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
ITEM1IP	5.6237	10.3677	.6799	.4736	.6568
ITEM2IP	5.9570	11.3025	.4757	.2890	.7583
ITEM3IP	5.4409	9.6840	.6748	.4745	.6512
ITEM4IP	6.0108	10.7716	.4651	.2720	.7700

Reliability Coefficients

4 items

Alpha = .7670

Standardized item alpha = .7717

**Reliability**

\*\*\*\*\* Method 2 (covariance matrix) will be used for this analysis \*\*\*\*\*



RELIABILITY ANALYSIS - SCALE (ALPHA)

- 1. BULLNOM1
- 2. BULLNOM5
- 3. BULLNOM6
- 4. BULLNOM9

		Mean	Std Dev	Cases
1.	BULLNOM1	2.7100	2.5238	100.0
2.	BULLNOM5	1.5500	1.7487	100.0
3.	BULLNOM6	1.5000	1.9254	100.0
4.	BULLNOM9	1.1800	1.4729	100.0

Covariance Matrix

	BULLNOM1	BULLNOM5	BULLNOM6	BULLNOM9
BULLNOM1	6.3696			
BULLNOM5	3.4439	3.0581		
BULLNOM6	3.3384	2.7727	3.7071	
BULLNOM9	2.8305	1.9707	2.2323	2.1693

Correlation Matrix

	BULLNOM1	BULLNOM5	BULLNOM6	BULLNOM9
BULLNOM1	1.0000			
BULLNOM5	.7803	1.0000		
BULLNOM6	.6870	.8235	1.0000	
BULLNOM9	.7615	.7651	.7872	1.0000

N of Cases = 100.0

Statistics for Scale	Mean	Variance	Std Dev	N of Variables
	6.9400	48.4812	6.9628	4



RELIABILITY ANALYSIS - SCALE (ALPHA)

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
BULLNOM1	4.2300	22.8860	.7962	.6753	.9144
BULLNOM5	5.3900	29.0484	.8687	.7679	.8676
BULLNOM6	5.4400	28.0873	.8177	.7387	.8807
BULLNOM9	5.7600	32.2448	.8410	.7150	.8890

Reliability Coefficients      4 items

Alpha = .9124                      Standardized item alpha = .9296

**Reliability**

\*\*\*\*\* Method 2 (covariance matrix) will be used for this analysis \*\*\*\*\*



RELIABILITY ANALYSIS - SCALE (ALPHA)

- 1. VICNOM3
- 2. VICNOM8
- 3. VICNOM10

		Mean	Std Dev	Cases
1.	VICNOM3	2.7900	3.2170	100.0
2.	VICNOM8	.9300	1.5193	100.0
3.	VICNOM10	1.9600	2.9264	100.0

Covariance Matrix

	VICNOM3	VICNOM8	VICNOM10
VICNOM3	10.3494		
VICNOM8	3.6619	2.3082	
VICNOM10	7.9713	3.5729	8.5640

Correlation Matrix

	VICNOM3	VICNOM8	VICNOM10
VICNOM3	1.0000		
VICNOM8	.7492	1.0000	
VICNOM10	.8467	.8036	1.0000

N of Cases = 100.0

Statistics for Scale	Mean	Variance	Std Dev	N of Variables
	5.6800	51.6339	7.1857	3

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
VICNOM3	2.8900	18.0181	.8519	.7303	.7932
VICNOM8	4.7500	34.8561	.8066	.6625	.9148
VICNOM10	3.7200	19.9814	.8825	.7822	.7331



RELIABILITY ANALYSIS - SCALE (ALPHA)

Reliability Coefficients      3 items

Alpha =    .8835                      Standardized item alpha =    .9230

## Reliability

\*\*\*\*\* Method 2 (covariance matrix) will be used for this analysis \*\*\*\*\*



RELIABILITY ANALYSIS - SCALE (ALPHA)

- 1. NEUNOM2
- 2. NEUNOM4
- 3. NEUNOM7

		Mean	Std Dev	Cases
1.	NEUNOM2	12.2800	5.6427	100.0
2.	NEUNOM4	8.4000	3.5076	100.0
3.	NEUNOM7	7.7700	3.3571	100.0

Covariance Matrix

	NEUNOM2	NEUNOM4	NEUNOM7
NEUNOM2	31.8400		
NEUNOM4	11.6040	12.3030	
NEUNOM7	13.3883	8.5374	11.2698

Correlation Matrix

	NEUNOM2	NEUNOM4	NEUNOM7
NEUNOM2	1.0000		
NEUNOM4	.5863	1.0000	
NEUNOM7	.7068	.7250	1.0000

N of Cases = 100.0

Statistics for Scale	Mean	Variance	Std Dev	N of Variables
	28.4500	122.4722	11.0667	3

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
NEUNOM2	16.1700	40.6476	.6947	.5110	.8401
NEUNOM4	20.0500	69.8864	.6869	.5366	.7663
NEUNOM7	20.6800	67.3511	.7958	.6466	.6892



RELIABILITY ANALYSIS - SCALE (ALPHA)

Reliability Coefficients      3 items

Alpha =    .8213

Standardized item alpha =    .8605



**APPENDIX E**



Correlations

			bully category determined by nomination scores	victim category determined by nomination scores	problem solving coping strategy with adults	externalising coping strategy with adults	internalising coping strategy with adults
Spearman's rho	bully category determined by nomination scores	Correlation Coefficient	1.000	.080	-.161	.256**	.103
		Sig. (1-tailed)	.	.213	.065	.008	.167
		N	100	100	90	90	90
	victim category determined by nomination scores	Correlation Coefficient	.080	1.000	-.154	.162	.117
		Sig. (1-tailed)	.213	.	.074	.064	.135
		N	100	100	90	90	90
	problem solving coping strategy with adults	Correlation Coefficient	-.161	-.154	1.000	.170	.195*
		Sig. (1-tailed)	.065	.074	.	.052	.031
		N	90	90	93	93	93
	externalising coping strategy with adults	Correlation Coefficient	.256**	.162	.170	1.000	.327**
Sig. (1-tailed)		.008	.064	.052	.	.001	
N		90	90	93	93	93	
internalising coping strategy with adults	Correlation Coefficient	.103	.117	.195*	.327**	1.000	
	Sig. (1-tailed)	.167	.135	.031	.001	.	
	N	90	90	93	93	93	
externalising coping strategy with peers	Correlation Coefficient	.256**	.223*	-.101	.743**	.198*	
	Sig. (1-tailed)	.007	.017	.167	.000	.028	
	N	90	90	93	93	93	
internalising coping strategy with peers	Correlation Coefficient	-.081	.197*	.157	.221*	.734**	
	Sig. (1-tailed)	.223	.031	.067	.017	.000	
	N	90	90	93	93	93	
Beck standardised level for self concept	Correlation Coefficient	-.078	-.073	.100	-.067	-.193*	
	Sig. (1-tailed)	.231	.245	.187	.274	.041	
	N	91	91	82	82	82	
Beck standardised level for anxiety	Correlation Coefficient	.005	.250**	-.042	.129	.322**	
	Sig. (1-tailed)	.482	.008	.355	.123	.002	
	N	91	91	82	82	82	
Beck standardised level for depression	Correlation Coefficient	-.101	.230*	-.011	.300**	.437**	
	Sig. (1-tailed)	.170	.014	.459	.003	.000	
	N	92	92	82	82	82	



**Correlations**

			bully category determined by nomination scores	victim category determined by nomination scores	problem solving coping strategy with adults	externalising coping strategy with adults	internalising coping strategy with adults
Spearman's rho	Beck standardised level for anger	Correlation Coefficient Sig. (1-tailed) N	-.058 .291 92	.267** .005 92	-.015 .446 82	.267** .008 82	.297** .003 82
	DISANEW	Correlation Coefficient Sig. (1-tailed) N	.155 .072 90	.039 .356 90	.054 .304 93	.203* .026 93	.150 .075 93
	DISPNEW	Correlation Coefficient Sig. (1-tailed) N	.026 .404 90	-.137 .099 90	-.023 .413 93	.128 .111 93	-.128 .110 93
	PSPNEW	Correlation Coefficient Sig. (1-tailed) N	-.240* .011 90	-.004 .485 90	.499** .000 93	-.071 .249 93	.153 .072 93
	SSANEW	Correlation Coefficient Sig. (1-tailed) N	-.051 .316 90	-.006 .477 90	.348** .000 93	.035 .371 93	.062 .277 93
	SSPNEW	Correlation Coefficient Sig. (1-tailed) N	-.221* .018 90	.079 .231 90	.291** .002 93	-.113 .141 93	.100 .170 93



Correlations

High score = High

			externalising coping strategy with peers	internalising coping strategy with peers	Beck standardised level for self concept	Beck standardised level for anxiety	Beck standardised level for depression
Spearman's rho	bully category determined by nomination scores	Correlation Coefficient Sig. (1-tailed) N	Hyp 4 .256** (.007) 90	-.081 .223 90	-.078 .231 91	Hyp 5a .005 (.482) 91	Hyp 5a (-.101) (.170) 92
	victim category determined by nomination scores	Correlation Coefficient Sig. (1-tailed) N	Hyp 4 .223* (.017) 90	Hyp 4 .197* (.031) 90	Hyp 6 -.073 (.245) 91	Hyp 5b .250** (.008) 91	Hyp 5b .230* (.014) 92
	problem solving coping strategy with adults	Correlation Coefficient Sig. (1-tailed) N	-.101 .167 93	.157 .067 93	.100 .187 82	-.042 .355 82	-.011 .459 82
	externalising coping strategy with adults	Correlation Coefficient Sig. (1-tailed) N	.743** (.000) 93	.221* .017 93	-.067 .274 82	.129 .123 82	.300** .003 82
	internalising coping strategy with adults	Correlation Coefficient Sig. (1-tailed) N	.198* (.028) 93	Hyp 3 .734** (.000) 93	-.193* .041 82	.322** .002 82	.437** .000 82
	externalising coping strategy with peers	Correlation Coefficient Sig. (1-tailed) N	1.000 .039 93	.184* .039 93	-.188* .046 82	.219* .024 82	.361** .000 82
	internalising coping strategy with peers	Correlation Coefficient Sig. (1-tailed) N	? .184* (.039) 93	1.000 .039 93	-.099 .188 82	.445** .000 82	.483** .000 82
	Beck standardised level for self concept	Correlation Coefficient Sig. (1-tailed) N	? -.188* (.046) 82	-.099 .188 82	1.000 .096 91	-.138 .096 91	-.245** .010 91
	Beck standardised level for anxiety	Correlation Coefficient Sig. (1-tailed) N	? .219* (.024) 82	.445** (.000) 82	-.138 .096 91	1.000 .096 91	.648** .000 91
	Beck standardised level for depression	Correlation Coefficient Sig. (1-tailed) N	? .361** (.000) 82	.483** (.000) 82	-.245** .010 91	.648** .000 91	1.000 .000 92

Review  
= only



Correlations

Spearman's rho	Beck standardised level for anger	Correlation Coefficient Sig. (1-tailed) N	externalising coping strategy with peers	internalising coping strategy with peers	Beck standardised level for self concept	Beck standardised level for anxiety	Beck standardised level for depression
		.363** .000 82	.336** .001 82	-.100 .173 91	.551** .000 91	.744** .000 92	
	DISANEW	<i>H<sub>1</sub></i> .175* (.047) 93	.080 .222 93	-.088 .216 82	<i>H<sub>2</sub></i> .222* (.023) 82	.082 .233 82	<i>H<sub>2</sub></i> <i>b<sub>1</sub></i>
	DISPNEW	.130 .107 93	-.077 .232 93	-.052 .322 82	-.039 .364 82	-.155 .083 82	
	PSPNEW	-.261** .006 93	.263** .005 93	.264** .008 82	.146 .095 82	-.080 .238 82	
	SSANEW	.019 .429 93	.105 .157 93	.113 .156 82	-.064 .283 82	-.076 .250 82	
	SSPNEW	-.093 .188 93	.310** .001 93	.132 .119 82	.266** .008 82	.150 .089 82	



Correlations

	Beck standardised level for anger	(Sig level)	DISANEW	DISPNEW	PSPNEW	SSANEW	SSPNEW
Spearman's rho	bully category determined by nomination scores	Correlation Coefficient	.155	.026	-.240*	-.051	-.221*
		Sig. (1-tailed)	.072	.404	.011	.316	.018
		N	90	90	90	90	90
	victim category determined by nomination scores	Correlation Coefficient	.039	-.137	-.004	-.006	.079
		Sig. (1-tailed)	.356	.099	.485	.477	.231
		N	90	90	90	90	90
	problem solving coping strategy with adults	Correlation Coefficient	.054	-.023	.499**	.348**	.291**
		Sig. (1-tailed)	.304	.413	.000	.000	.002
		N	93	93	93	93	93
	externalising coping strategy with adults	Correlation Coefficient	.203*	.128	-.071	.035	-.113
		Sig. (1-tailed)	.026	.111	.249	.371	.141
		N	93	93	93	93	93
	internalising coping strategy with adults	Correlation Coefficient	.150	-.128	.153	.062	.100
		Sig. (1-tailed)	.075	.110	.072	.277	.170
		N	93	93	93	93	93
	externalising coping strategy with peers	Correlation Coefficient	.175*	.130	-.261**	.019	-.093
		Sig. (1-tailed)	.047	.107	.006	.429	.188
		N	93	93	93	93	93
	internalising coping strategy with peers	Correlation Coefficient	.080	-.077	.263**	.105	.310**
		Sig. (1-tailed)	.222	.232	.005	.157	.001
		N	93	93	93	93	93
	Beck standardised level for self concept	Correlation Coefficient	-.088	-.052	.264**	.113	.132
		Sig. (1-tailed)	.216	.322	.008	.156	.119
		N	82	82	82	82	82
	Beck standardised level for anxiety	Correlation Coefficient	.222*	-.039	.146	-.064	.266**
		Sig. (1-tailed)	.023	.364	.095	.283	.008
		N	82	82	82	82	82
	Beck standardised level for depression	Correlation Coefficient	.082	-.155	-.080	-.076	.150
		Sig. (1-tailed)	.233	.083	.238	.250	.089
		N	82	82	82	82	82



Correlations

	Beck standardised level for anger	DISANEW	DISPNEW	PSPNEW	SSANEW	SSPNEW
Spearman's rho	Beck standardised level for anger	1.000	-.104	-.171	-.108	.103
	Correlation Coefficient	.110	.176	.062	.167	.178
	Sig. (1-tailed)					
	N	82	82	82	82	82
DISANEW	Beck standardised level for anger	1.000	.439**	-.008	.001	-.085
	Correlation Coefficient	.110	.439**	-.008	.001	-.085
	Sig. (1-tailed)					
	N	82	93	93	93	93
DISPNEW	Beck standardised level for anger	-.104	1.000	.047	-.030	-.094
	Correlation Coefficient	-.104	1.000	.047	-.030	-.094
	Sig. (1-tailed)					
	N	82	93	93	93	93
PSPNEW	Beck standardised level for anger	-.171	-.008	1.000	.113	.363**
	Correlation Coefficient	-.171	-.008	1.000	.113	.363**
	Sig. (1-tailed)					
	N	82	93	93	93	93
SSANEW	Beck standardised level for anger	-.108	-.030	.113	1.000	.480**
	Correlation Coefficient	-.108	-.030	.113	1.000	.480**
	Sig. (1-tailed)					
	N	82	93	93	93	93
SSPNEW	Beck standardised level for anger	.103	-.094	.363**	.480**	1.000
	Correlation Coefficient	.103	-.094	.363**	.480**	1.000
	Sig. (1-tailed)					
	N	82	93	93	93	93

\*\* . Correlation is significant at the 0.01 level (1-tailed).

\* . Correlation is significant at the 0.05 level (1-tailed).



Correlations

	bully category determined by nomination scores	victim category determined by nomination scores	problem solving coping strategy with adults	externalising coping strategy with adults	internalising coping strategy with adults	externalising coping strategy with peers	internalising coping strategy with peers
bully category determined by nomination scores	1 100	-.011 .457 100	-.126 .119 90	.194* .033 90	.049 .325 90	.236* (.013) 90	-.082 .222 90
victim category determined by nomination scores	-.011 .457 100	1 .	-.165 .060 90	.131 .110 90	.120 .130 90	.194* (.033) 90	.201* (.029) 90
problem solving coping strategy with adults	-.126 .119 90	-.165 .060 100	1 .	.158 .065 93	.260** .006 93	.001 .497 93	.135 .098 93
externalising coping strategy with adults	.194* .033 90	.131 .110 100	.158 .065 93	1 .	.287** .003 93	.792** .000 93	.194* .031 93
internalising coping strategy with adults	.049 .325 90	.120 .130 90	.260** (.006) 93	.287** (.003) 93	1 .	.230* (.013) 93	.729** (.000) 93
externalising coping strategy with peers	.236* .013 90	.194* .033 90	.001 .497 93	.792** .000 93	.230* .013 93	1 .	.208* (.022) 93
internalising coping strategy with peers	-.082 .222 90	.201* .029 90	.135 .098 93	.194* .031 93	.729** .000 93	.208* .022 93	1 .
Beck standardised level for self concept	-.029 .391 91	-.135 .101 91	.066 .279 82	-.037 .372 82	-.221* (.023) 82	-.140 .105 82	-.087 .219 82
Beck standardised level for anxiety	.015 .446 91	.296** .002 91	-.029 .398 82	.156 .081 82	.393** (.000) 82	.236* (.016) 82	.489** (.000) 82
Beck standardised level for depression	-.096 .180 92	.215* .020 92	.059 .298 82	.321** (.002) 82	.494** (.000) 82	.400** (.000) 82	.501** (.000) 82



Correlations

		bully category determined by nomination scores	victim category determined by nomination scores	problem solving coping strategy with adults	externalising coping strategy with adults	internalising coping strategy with adults	externalising coping strategy with peers	internalising coping strategy with peers
Beck standardised level for anger	Pearson Correlation Sig. (1-tailed) N	-.120 .128 92	.245** .009 92	.035 .377 82	.304** .003 82	.303** .003 82	.427** .000 82	.348** .001 82
DISANEW	Pearson Correlation Sig. (1-tailed) N	.188* <i>9/81 / .038</i> 90	.063 .278 90	.099 .173 93	.229* .014 93	.156 .068 93	.216* <i>HYP 1</i> <i>.019</i> 93	.103 .163 93
DISPNEW	Pearson Correlation Sig. (1-tailed) N	.006 .477 90	-.073 .247 90	-.003 .488 93	.124 .118 93	-.154 <i>Sig. Expression</i> .070 93	.084 .211 93	-.090 .196 93
PSPNEW	Pearson Correlation Sig. (1-tailed) N	-.221* .018 90	.007 .476 90	.424** .000 93	-.162 .060 93	.104 .160 93	-.307** <i>.001</i> 93	.224* .015 93
SSANEW	Pearson Correlation Sig. (1-tailed) N	-.026 .403 90	-.046 .335 90	.387** .000 93	.015 .443 93	.067 .263 93	.015 .444 93	.086 .207 93
SSPNEW	Pearson Correlation Sig. (1-tailed) N	-.220* .018 90	.073 .249 90	.263** .006 93	-.090 .195 93	.121 .124 93	-.084 .210 93	.289** .002 93



Correlations

	Beck standardised level for self concept	Beck standardised level for anxiety	Beck standardised level for depression	Beck standardised level for anger	DISANEW	DISPNEW	PSPNEW
bully category determined by nomination scores	Pearson Correlation	.015	-.096	-.120	.188*	.006	-.221*
	Sig. (1-tailed)	.446	.180	.128	.038	.477	.018
N	91	92	92	92	90	90	90
victim category determined by nomination scores	Pearson Correlation	.296**	.215*	.245**	.063	-.073	.007
	Sig. (1-tailed)	.002	.020	.009	.278	.247	.476
N	91	92	92	90	90	90	90
problem solving coping strategy with adults	Pearson Correlation	-.029	.059	.035	.099	-.003	.424**
	Sig. (1-tailed)	.398	.298	.377	.173	.488	.000
N	82	82	82	93	93	93	93
externalising coping strategy with adults	Pearson Correlation	-.037	.321**	.304**	.229*	.124	-.162
	Sig. (1-tailed)	.372	.002	.003	.014	.118	.060
N	82	82	82	93	93	93	93
internalising coping strategy with adults	Pearson Correlation	-.221*	.494**	.303**	.156	-.154	.104
	Sig. (1-tailed)	.023	.000	.003	.068	.070	.160
N	82	82	82	93	93	93	93
externalising coping strategy with peers	Pearson Correlation	-.140	.400**	.427**	.216*	.084	-.307**
	Sig. (1-tailed)	.105	.000	.000	.019	.211	.001
N	82	82	82	93	93	93	93
internalising coping strategy with peers	Pearson Correlation	-.087	.489**	.501**	.103	-.090	.224*
	Sig. (1-tailed)	.219	.000	.000	.163	.196	.015
N	82	82	82	93	93	93	93
Beck standardised level for self concept	Pearson Correlation	1	-.254**	-.103	-.101	-.037	.279**
	Sig. (1-tailed)	.	.008	.165	.182	.371	.006
N	91	91	91	82	82	82	82
Beck standardised level for anxiety	Pearson Correlation	-.151	.695**	.553**	.194*	-.045	.120
	Sig. (1-tailed)	.077	.000	.000	.040	.345	.141
N	91	91	91	82	82	82	82
Beck standardised level for depression	Pearson Correlation	-.254**	1	.813**	.121	-.145	-.096
	Sig. (1-tailed)	.008	.000	.000	.139	.097	.195
N	91	91	92	82	82	82	82



Correlations

	Beck standardised level for self concept	Beck standardised level for anxiety	Beck standardised level for depression	Beck standardised level for anger	DISANEW	DISPNEW	PSPNEW
Beck standardised level for anger	Pearson Correlation Sig. (1-tailed) N	.553** .000 91	.813** .000 92	1 .	.072 .261 82	-.131 .121 82	-.200* .036 82
DISANEW	Pearson Correlation Sig. (1-tailed) N	.194* .040 82	.121 .139 82	.072 .261 82	1 .	.497** .000 93	-.055 .300 93
DISPNEW	Pearson Correlation Sig. (1-tailed) N	-.045 .345 82	-.145 .097 82	-.131 .121 82	.497** .000 93	1 .	.050 .316 93
PSPNEW	Pearson Correlation Sig. (1-tailed) N	.120 .141 82	-.096 .195 82	-.200* .036 82	-.055 .300 93	.050 .316 93	1 .
SSANEW	Pearson Correlation Sig. (1-tailed) N	-.050 .329 82	-.035 .378 82	-.089 .213 82	.032 .379 93	-.033 .378 93	.112 .144 93
SSPNEW	Pearson Correlation Sig. (1-tailed) N	.136 .111 82	.155 .082 82	.125 .133 82	-.084 .211 93	-.079 .227 93	.306** .001 93



Correlations

	SSANEW	SSPNEW	
bully category determined by nomination scores	Pearson Correlation Sig. (1-tailed) N	-.026 .403 90	-.220* <i>Hypp (018)</i> 90
victim category determined by nomination scores	Pearson Correlation Sig. (1-tailed) N	-.046 .335 90	.073 .249 90
problem solving coping strategy with adults	Pearson Correlation Sig. (1-tailed) N	.387** .000 93	.263** .006 93
externalising coping strategy with adults	Pearson Correlation Sig. (1-tailed) N	.015 .443 93	-.090 .195 93
internalising coping strategy with adults	Pearson Correlation Sig. (1-tailed) N	.067 .263 93	.121 .124 93
externalising coping strategy with peers	Pearson Correlation Sig. (1-tailed) N	.015 .444 93	-.084 .210 93
internalising coping strategy with peers	Pearson Correlation Sig. (1-tailed) N	.086 .207 93	.289** .002 93
Beck standardised level for self concept	Pearson Correlation Sig. (1-tailed) N	.107 .169 82	.136 .111 82
Beck standardised level for anxiety	Pearson Correlation Sig. (1-tailed) N	-.050 .329 82	.260** .009 82
Beck standardised level for depression	Pearson Correlation Sig. (1-tailed) N	-.035 .378 82	.155 .082 82



Correlations

		SSANEW	SSPNEW
Beck standardised level for anger	Pearson Correlation	-.089	.125
	Sig. (1-tailed)	.213	.133
	N	82	82
DISANEW	Pearson Correlation	.032	-.084
	Sig. (1-tailed)	.379	.211
	N	93	93
DISPNEW	Pearson Correlation	-.033	-.079
	Sig. (1-tailed)	.378	.227
	N	93	93
PSPNEW	Pearson Correlation	.112	.306**
	Sig. (1-tailed)	.144	.001
	N	93	93
SSANEW	Pearson Correlation	1	.493**
	Sig. (1-tailed)	.	.000
	N	93	93
SSPNEW	Pearson Correlation	.493**	1
	Sig. (1-tailed)	.000	.
	N	93	93

\*. Correlation is significant at the 0.05 level (1-tailed).

\*\* . Correlation is significant at the 0.01 level (1-tailed).



# APPENDIX F



hi-square

**Crosstabs**

**Case Processing Summary**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
new anxiety 0=average 1 = mild to extreme * recoded victim 0 = no nom 1=1-4	103	100.0%	0	.0%	103	100.0%

**new anxiety 0=average 1 = mild to extreme \* recoded victim 0 = no nom 1=1-4 Crosstabulation**

			recoded victim 0 = no nom 1=1-4			Total
			.00	1.00	5.00	
new anxiety 0=average 1 = mild to extreme	.00	Count	32	29	0	61
		Expected Count	26.7	32.6	1.8	61.0
		% within recoded victim 0 = no nom 1=1-4	71.1%	52.7%	.0%	59.2%
		Residual	5.3	-3.6	-1.8	
	Adjusted Residual	2.2	-1.4	-2.1		
	1.00	Count	9	21	0	30
		Expected Count	13.1	16.0	.9	30.0
		% within recoded victim 0 = no nom 1=1-4	20.0%	38.2%	.0%	29.1%
		Residual	-4.1	5.0	-.9	
	Adjusted Residual	-1.8	2.2	-1.1		
	5.00	Count	4	5	3	12
		Expected Count	5.2	6.4	.3	12.0
% within recoded victim 0 = no nom 1=1-4		8.9%	9.1%	100.0%	11.7%	
Residual		-1.2	-1.4	2.7		
Adjusted Residual	-.8	-.9	4.8			
Total	Count	45	55	3	103	
	Expected Count	45.0	55.0	3.0	103.0	
	% within recoded victim 0 = no nom 1=1-4	100.0%	100.0%	100.0%	100.0%	

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	27.655 <sup>a</sup>	4	.000
Likelihood Ratio	17.827	4	.001
Linear-by-Linear Association	17.626	1	.000
N of Valid Cases	103		

a. 3 cells (33.3%) have expected count less than 5. The minimum expected count is .35.

**Symmetric Measures**

		Value	Approx. Sig.
Nominal by Nominal	Phi	.518	.000
	Cramer's V	.366	.000
N of Valid Cases		103	

a. Not assuming the null hypothesis.  
b. Using the asymptotic standard error assuming the null hypothesis.



**Crosstabs**

**Case Processing Summary**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
recoded victim 0 = no nom 1=1-4 * new anxiety 0=average 1 = mild to extreme	103	100.0%	0	.0%	103	100.0%
recoded victim 0 = no nom 1=1-4 * recoded dep 0 = aver 1=mild to extreme	103	100.0%	0	.0%	103	100.0%
recoded victim 0 = no nom 1=1-4 * new anger 0=aver 1=mild to extreme	103	100.0%	0	.0%	103	100.0%

**recoded victim 0 = no nom 1=1-4 \* new anxiety 0=average 1 = mild to extreme**

**Crosstab**

		new anxiety 0=average 1 = mild to extreme			Total	
		.00	1.00	5.00		
recoded victim 0 = no nom 1=1-4	.00	Count	32	9	4	45
		Expected Count	26.7	13.1	5.2	45.0
		% within new anxiety 0=average 1 = mild to extreme	52.5%	30.0%	33.3%	43.7%
		Residual	5.3	-4.1	-1.2	
	Adjusted Residual	2.2	-1.8	-.8		
1.00		Count	29	21	5	55
		Expected Count	32.6	16.0	6.4	55.0
		% within new anxiety 0=average 1 = mild to extreme	47.5%	70.0%	41.7%	53.4%
		Residual	-3.6	5.0	-1.4	
	Adjusted Residual	-1.4	2.2	-.9		
5.00		Count	0	0	3	3
		Expected Count	1.8	.9	.3	3.0
		% within new anxiety 0=average 1 = mild to extreme	.0%	.0%	25.0%	2.9%
		Residual	-1.8	-.9	2.7	
	Adjusted Residual	-2.1	-1.1	4.8		
Total		Count	61	30	12	103
		Expected Count	61.0	30.0	12.0	103.0
		% within new anxiety 0=average 1 = mild to extreme	100.0%	100.0%	100.0%	100.0%



### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	27.655 <sup>a</sup>	4	.000
Likelihood Ratio	17.827	4	.001
Linear-by-Linear Association	17.626	1	.000
N of Valid Cases	103		

a. 3 cells (33.3%) have expected count less than 5. The minimum expected count is .35.

### Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.518	.000
	Cramer's V	.366	.000
N of Valid Cases		103	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

recoded victim 0 = no nom 1=1-4 \* recoded dep 0 = aver 1=mild to extreme

### Crosstab

			recoded dep 0 = aver 1=mild to extreme			Total
			.00	1.00	5.00	
recoded victim 0 = no nom 1=1-4	.00	Count	34	7	4	45
		Expected Count	27.5	12.7	4.8	45.0
		% within recoded dep 0 = aver 1=mild to extreme	54.0%	24.1%	36.4%	43.7%
		Residual	6.5	-5.7	-.8	
		Adjusted Residual	2.6	-2.5	-.5	
1.00	1.00	Count	29	22	4	55
		Expected Count	33.6	15.5	5.9	55.0
		% within recoded dep 0 = aver 1=mild to extreme	46.0%	75.9%	36.4%	53.4%
		Residual	-4.6	6.5	-1.9	
		Adjusted Residual	-1.9	2.9	-1.2	
5.00	5.00	Count	0	0	3	3
		Expected Count	1.8	.8	.3	3.0
		% within recoded dep 0 = aver 1=mild to extreme	.0%	.0%	27.3%	2.9%
		Residual	-1.8	-.8	2.7	
		Adjusted Residual	-2.2	-1.1	5.1	
Total		Count	63	29	11	103
		Expected Count	63.0	29.0	11.0	103.0
		% within recoded dep 0 = aver 1=mild to extreme	100.0%	100.0%	100.0%	100.0%



**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	33.265 <sup>a</sup>	4	.000
Likelihood Ratio	21.781	4	.000
Linear-by-Linear Association	18.862	1	.000
N of Valid Cases	103		

a. 4 cells (44.4%) have expected count less than 5. The minimum expected count is .32.

**Symmetric Measures**

		Value	Approx. Sig.
Nominal by Nominal	Phi	.568	.000
	Cramer's V	.402	.000
N of Valid Cases		103	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

**recoded victim 0 = no nom 1=1-4 \* new anger 0=aver 1=mild to extreme**

**Crosstab**

			new anger 0=aver 1=mild to extreme			Total
			.00	1.00	5.00	
recoded victim 0 = no nom 1=1-4	.00	Count	34	7	4	45
		Expected Count	27.5	12.7	4.8	45.0
		% within new anger 0=aver 1=mild to extreme	54.0%	24.1%	36.4%	43.7%
		Residual	6.5	-5.7	-.8	
		Adjusted Residual	2.6	-2.5	-.5	
		1.00	Count	29	22	4
	Expected Count	33.6	15.5	5.9	55.0	
	% within new anger 0=aver 1=mild to extreme	46.0%	75.9%	36.4%	53.4%	
	Residual	-4.6	6.5	-1.9		
	Adjusted Residual	-1.9	2.9	-1.2		
	5.00	Count	0	0	3	3
	Expected Count	1.8	.8	.3	3.0	
	% within new anger 0=aver 1=mild to extreme	.0%	.0%	27.3%	2.9%	
	Residual	-1.8	-.8	2.7		
	Adjusted Residual	-2.2	-1.1	5.1		
<b>Total</b>	Count	63	29	11	103	
Expected Count	63.0	29.0	11.0	103.0		
% within new anger 0=aver 1=mild to extreme	100.0%	100.0%	100.0%	100.0%		



### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	33.265 <sup>a</sup>	4	.000
Likelihood Ratio	21.781	4	.000
Linear-by-Linear Association	18.862	1	.000
N of Valid Cases	103		

a. 4 cells (44.4%) have expected count less than 5. The minimum expected count is .32.

### Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.568	.000
	Cramer's V	.402	.000
N of Valid Cases		103	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

## Crosstabs

### Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
recoded victim 0 = no nom 1=1-4 * Beck standardised level for self concept	91	88.3%	12	11.7%	103	100.0%

### recoded victim 0 = no nom 1=1-4 \* Beck standardised level for self concept Crosstabulation

		Beck standardised level for self concept			
		much lower than average self concept	lower than average self concept	average self concept	
recoded victim 0 = no nom 1=1-4	.00	Count	6	5	23
		Expected Count	6.8	5.0	22.5
		% within Beck standardised level for self concept	40.0%	45.5%	46.0%
		Residual	-.8	.0	.5
		Adjusted Residual	-.4	.0	.2
1.00		Count	9	6	27
		Expected Count	8.2	6.0	27.5
		% within Beck standardised level for self concept	60.0%	54.5%	54.0%
		Residual	.8	.0	-.5
		Adjusted Residual	.4	.0	-.2
Total		Count	15	11	50
		Expected Count	15.0	11.0	50.0
		% within Beck standardised level for self concept	100.0%	100.0%	100.0%



recoded victim 0 = no nom 1=1-4 \* Beck standardised level for self concept Crosstabulation

			Beck	
			above average self concept	Total
recoded victim 0 = no nom 1=1-4	.00	Count	7	41
		Expected Count	6.8	41.0
		% within Beck standardised level for self concept	46.7%	45.1%
	1.00	Count	8	50
		Expected Count	8.2	50.0
		% within Beck standardised level for self concept	53.3%	54.9%
Residual		.2		
Adjusted Residual		.1		
Total		Count	15	91
		Expected Count	15.0	91.0
		% within Beck standardised level for self concept	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.189 <sup>a</sup>	3	.979
Likelihood Ratio	.191	3	.979
Linear-by-Linear Association	.149	1	.699
N of Valid Cases	91		

a. 1 cells (12.5%) have expected count less than 5. The minimum expected count is 4.96.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.046	.979
	Cramer's V	.046	.979
N of Valid Cases		91	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Discriminant



	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
victim category determined by nomination scores * Beck standardised level for anxiety	91	88.3%	12	11.7%	103	100.0%
victim category determined by nomination scores * Beck standardised level for anger	92	89.3%	11	10.7%	103	100.0%
victim category determined by nomination scores * Beck standardised level for depression	92	89.3%	11	10.7%	103	100.0%

**victim category determined by nomination scores \* Beck standardised level for anxiety**

Crosstab

			Beck standardised level for anxiety		
			average anxiety	mildly elevated anxiety	moderately elevated anxiety
victim category determined by nomination scores	no victim nom	Count	32	4	3
		Expected Count	27.5	4.5	5.0
		Residual	4.5	-.5	-2.0
		Adjusted Residual	2.0	-.3	-1.3
	- victim	Count	14	3	5
		Expected Count	15.4	2.5	2.8
		Residual	-1.4	.5	2.2
		Adjusted Residual	-.7	.4	1.6
	victim	Count	9	3	1
		Expected Count	10.7	1.8	1.9
		Residual	-1.7	1.2	-.9
		Adjusted Residual	-1.0	1.1	-.8
	+victim	Count	5	0	0
		Expected Count	4.0	.7	.7
		Residual	1.0	-.7	-.7
		Adjusted Residual	.9	-.9	-.9
	++ victim	Count	1	0	2
		Expected Count	3.4	.5	.6
		Residual	-2.4	-.5	1.4
		Adjusted Residual	-2.3	-.8	2.0
Total	Count	61	10	11	
	Expected Count	61.0	10.0	11.0	



**Crosstab**

			Beck	
			extremely elevated anxiety	Total
victim category determined by nomination scores	no victim nom	Count	2	41
		Expected Count	4.1	41.0
		Residual	-2.1	
		Adjusted Residual	-1.5	
	- victim	Count	1	23
		Expected Count	2.3	23.0
		Residual	-1.3	
		Adjusted Residual	-1.0	
	victim	Count	3	16
		Expected Count	1.6	16.0
		Residual	1.4	
		Adjusted Residual	1.3	
	+victim	Count	1	6
		Expected Count	.6	6.0
		Residual	.4	
		Adjusted Residual	.6	
	++ victim	Count	2	5
		Expected Count	.5	5.0
		Residual	1.5	
		Adjusted Residual	2.3	
Total	Count	9	91	
	Expected Count	9.0	91.0	

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	20.100 <sup>a</sup>	12	.065
Likelihood Ratio	19.245	12	.083
Linear-by-Linear Association	7.899	1	.005
N of Valid Cases	91		

a. 17 cells (85.0%) have expected count less than 5. The minimum expected count is .49.

**Symmetric Measures**

		Value	Approx. Sig.
Nominal by Nominal	Phi	.470	.065
	Cramer's V	.271	.065
N of Valid Cases		91	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

**victim category determined by nomination scores \* Beck standardised level for anger**



Crosstab

			Beck standardised level for anger		
			average anger	mildly elevated anger	moderately elevated anger
victim category determined by nomination scores	no victim nom	Count	34	6	0
		Expected Count	28.1	5.3	4.0
		Residual	5.9	.7	-4.0
		Adjusted Residual	2.7	.4	-2.8
	- victim	Count	13	3	4
		Expected Count	16.4	3.1	2.3
		Residual	-3.4	-.1	1.7
		Adjusted Residual	-1.8	-.1	1.3
	victim	Count	9	3	2
		Expected Count	11.0	2.1	1.6
		Residual	-2.0	.9	.4
		Adjusted Residual	-1.2	.7	.4
	+victim	Count	4	0	2
		Expected Count	4.1	.8	.6
		Residual	-.1	-.8	1.4
		Adjusted Residual	-.1	-1.0	2.0
	++ victim	Count	3	0	1
		Expected Count	3.4	.7	.5
		Residual	-.4	-.7	.5
		Adjusted Residual	-.4	-.9	.8
Total	Count	63	12	9	
	Expected Count	63.0	12.0	9.0	



**Crosstab**

			Beck	
			extremely elevated anger	Total
victim category determined by nomination scores	no victim nom	Count	1	41
		Expected Count	3.6	41.0
		Residual	-2.6	
		Adjusted Residual	-1.9	
	- victim	Count	4	24
		Expected Count	2.1	24.0
		Residual	1.9	
		Adjusted Residual	1.6	
	victim	Count	2	16
		Expected Count	1.4	16.0
		Residual	.6	
		Adjusted Residual	.6	
	+victim	Count	0	6
		Expected Count	.5	6.0
		Residual	-.5	
		Adjusted Residual	-.8	
	++ victim	Count	1	5
		Expected Count	.4	5.0
		Residual	.6	
		Adjusted Residual	.9	
Total	Count	8	92	
	Expected Count	8.0	92.0	

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18.643 <sup>a</sup>	12	.098
Likelihood Ratio	23.034	12	.027
Linear-by-Linear Association	5.457	1	.019
N of Valid Cases	92		

a. 16 cells (80.0%) have expected count less than 5. The minimum expected count is .43.

**Symmetric Measures**

		Value	Approx. Sig.
Nominal by Nominal	Phi	.450	.098
	Cramer's V	.260	.098
N of Valid Cases		92	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

**victim category determined by nomination scores \* Beck standardised level for depression**



Crosstab

			Beck standardised level for depression		
			average depression	mildly elevated depression	moderately elevated depression
victim category determined by nomination scores	no victim nom	Count	34	4	2
		Expected Count	28.1	4.9	6.2
		Residual	5.9	-.9	-4.2
		Adjusted Residual	2.7	-.6	-2.5
	- victim	Count	11	5	7
		Expected Count	16.4	2.9	3.7
		Residual	-5.4	2.1	3.3
		Adjusted Residual	-2.8	1.6	2.2
	victim	Count	12	0	3
		Expected Count	11.0	1.9	2.4
		Residual	1.0	-1.9	.6
		Adjusted Residual	.6	-1.6	.4
	+victim	Count	4	1	1
		Expected Count	4.1	.7	.9
		Residual	-.1	.3	.1
		Adjusted Residual	-.1	.4	.1
	++ victim	Count	2	1	1
		Expected Count	3.4	.6	.8
		Residual	-1.4	.4	.2
		Adjusted Residual	-1.4	.6	.3
Total	Count	63	11	14	
	Expected Count	63.0	11.0	14.0	



**Crosstab**

			Beck	
			extremely elevated depression	Total
victim category determined by nomination scores	no victim nom	Count	1	41
		Expected Count	1.8	41.0
		Residual	-.8	
		Adjusted Residual	-.8	
	- victim	Count	1	24
		Expected Count	1.0	24.0
		Residual	.0	
		Adjusted Residual	-.1	
	victim	Count	1	16
		Expected Count	.7	16.0
		Residual	.3	
		Adjusted Residual	.4	
	+victim	Count	0	6
		Expected Count	.3	6.0
		Residual	-.3	
		Adjusted Residual	-.5	
++ victim	Count	1	5	
	Expected Count	.2	5.0	
	Residual	.8		
	Adjusted Residual	1.8		
Total	Count	4	92	
	Expected Count	4.0	92.0	

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.505 <sup>a</sup>	12	.132
Likelihood Ratio	18.697	12	.096
Linear-by-Linear Association	4.220	1	.040
N of Valid Cases	92		

a. 16 cells (80.0%) have expected count less than 5. The minimum expected count is .22.

**Symmetric Measures**

		Value	Approx. Sig.
Nominal by Nominal	Phi	.436	.132
	Cramer's V	.252	.132
N of Valid Cases		92	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.



# APPENDIX G



## Analysis Case Processing Summary

Unweighted Cases		N	Percent
Valid		82	79.6
Excluded	Missing or out-of-range group codes	11	10.7
	At least one missing discriminating variable	9	8.7
	Both missing or out-of-range group codes and at least one missing discriminating variable	1	1.0
	<b>Total</b>	<b>21</b>	<b>20.4</b>
<b>Total</b>		<b>103</b>	<b>100.0</b>

### Group Statistics (PSPNEW and SSANEW are dummy variables)

Beck standardised level for anxiety		Valid N (listwise)	
		Unweighted	Weighted
average anxiety	DISANEW	55	55.000
	PSPNEW	55	55.000
	SSANEW	55	55.000
mildly elevated anxiety	DISANEW	10	10.000
	PSPNEW	10	10.000
	SSANEW	10	10.000
moderately elevated anxiety	DISANEW	9	9.000
	PSPNEW	9	9.000
	SSANEW	9	9.000
extremely elevated anxiety	DISANEW	8	8.000
	PSPNEW	8	8.000
	SSANEW	8	8.000
<b>Total</b>	DISANEW	<b>82</b>	<b>82.000</b>
	PSPNEW	<b>82</b>	<b>82.000</b>
	SSANEW	<b>82</b>	<b>82.000</b>

### Tests of Equality of Group Means

	Wilks' Lambda	F	df1	df2	Sig.
DISANEW	.946	1.498	3	78	.222
PSPNEW	.944	1.534	3	78	.212
SSANEW	.988	.324	3	78	.808

## Analysis 1

### Summary of Canonical Discriminant Functions

#### Eigenvalues

Function	Eigenvalue	% of Variance	Cumulative %	Canonical Correlation
1	.109 <sup>a</sup>	83.1	83.1	.314
2	.022 <sup>a</sup>	16.9	100.0	.147
3	.000 <sup>a</sup>	.0	100.0	.002

a. First 3 canonical discriminant functions were used in the analysis.



**Wilks' Lambda**

Test of Function(s)	Wilks' Lambda	Chi-square	df	Sig.
1 through 3	.882	9.746	9	.371
2 through 3	.978	1.701	4	.791
3	1.000	.000	1	.989

**Standardized Canonical Discriminant Function Coefficients**

	Function		
	1	2	3
DISANEW	.719	-.490	.502
PSPNEW	.716	.446	-.542
SSANEW	-.069	.761	.655

**Structure Matrix**

	Function		
	1	2	3
DISANEW	.700*	-.428	.572
PSPNEW	.699*	.502	-.509
SSANEW	.041	.744*	.667

Pooled within-groups correlations between discriminating variables and standardized canonical discriminant functions

Variables ordered by absolute size of correlation within function.

\*. Largest absolute correlation between each variable and any discriminant function

**Functions at Group Centroids**

Beck standardised level for anxiety	Function		
	1	2	3
average anxiety	-.156	.074	-9.874E-06
mildly elevated anxiety	.425	-.108	-.003
moderately elevated anxiety	-.220	-.379	.001
extremely elevated anxiety	.787	.054	.003

Unstandardized canonical discriminant functions evaluated at group means

**Classification Statistics**

**Classification Processing Summary**

Processed		103
Excluded	Missing or out-of-range group codes	0
	At least one missing discriminating variable	10
Used in Output		93



**Prior Probabilities for Groups**

Beck standardised level for anxiety	Prior	Cases Used in Analysis	
		Unweighted	Weighted
average anxiety	.250	55	55.000
mildly elevated anxiety	.250	10	10.000
moderately elevated anxiety	.250	9	9.000
extremely elevated anxiety	.250	8	8.000
<b>Total</b>	<b>1.000</b>	<b>82</b>	<b>82.000</b>

**Classification Results<sup>a</sup>**

		Beck standardised level for anxiety	Predicted Group Membership		
			average anxiety	mildly elevated anxiety	moderately elevated anxiety
<b>Original</b>	<b>Count</b>	average anxiety	19	3	22
		mildly elevated anxiety	3	3	1
		moderately elevated anxiety	2	1	4
		extremely elevated anxiety	1	1	2
		Ungrouped cases	5	1	2
<b>%</b>		average anxiety	34.5	5.5	40.0
		mildly elevated anxiety	30.0	30.0	10.0
		moderately elevated anxiety	22.2	11.1	44.4
		extremely elevated anxiety	12.5	12.5	25.0
		Ungrouped cases	45.5	9.1	18.2



**Classification Results<sup>a</sup>**

		Beck standardised level for anxiety	Predicted	
Original	Count		extremely elevated anxiety	Total
		average anxiety	11	55
		mildly elevated anxiety	3	10
		moderately elevated anxiety	2	9
		extremely elevated anxiety	4	8
		Ungrouped cases	3	11
	%	average anxiety	20.0	100.0
		mildly elevated anxiety	30.0	100.0
		moderately elevated anxiety	22.2	100.0
		extremely elevated anxiety	50.0	100.0
		Ungrouped cases	27.3	100.0

a. 36.6% of original grouped cases correctly classified.

**Discriminant**

**Analysis Case Processing Summary**

Unweighted Cases		N	Percent
Valid		90	87.4
Excluded	Missing or out-of-range group codes	3	2.9
	At least one missing discriminating variable	10	9.7
	Both missing or out-of-range group codes and at least one missing discriminating variable	0	.0
	Total	13	12.6
Total		103	100.0



**Group Statistics (Internalising adult and ps adult are dummy variables)**

victim category determined by		Valid N (listwise)	
		Unweighted	Weighted
no victim nom	externalising coping strategy with peers	39	39.000
	internalising coping strategy with adults	39	39.000
	problem solving coping strategy with adults	39	39.000
- victim	externalising coping strategy with peers	23	23.000
	internalising coping strategy with adults	23	23.000
	problem solving coping strategy with adults	23	23.000
victim	externalising coping strategy with peers	16	16.000
	internalising coping strategy with adults	16	16.000
	problem solving coping strategy with adults	16	16.000
+victim	externalising coping strategy with peers	7	7.000
	internalising coping strategy with adults	7	7.000
	problem solving coping strategy with adults	7	7.000
++ victim	externalising coping strategy with peers	5	5.000
	internalising coping strategy with adults	5	5.000
	problem solving coping strategy with adults	5	5.000
Total	externalising coping strategy with peers	90	90.000
	internalising coping strategy with adults	90	90.000
	problem solving coping strategy with adults	90	90.000

**Tests of Equality of Group Means**

	Wilks' Lambda	F	df1	df2	Sig.
externalising coping strategy with peers	.947	1.181	4	85	.325
internalising coping strategy with adults	.976	.525	4	85	.717
problem solving coping strategy with adults	.959	.899	4	85	.468

**Analysis 1**

**Summary of Canonical Discriminant Functions**



### Eigenvalues

Function	Eigenvalue	% of Variance	Cumulative %	Canonical Correlation
1	.095 <sup>a</sup>	76.8	76.8	.294
2	.016 <sup>a</sup>	12.7	89.5	.124
3	.013 <sup>a</sup>	10.5	100.0	.113

a. First 3 canonical discriminant functions were used in the analysis.

### Wilks' Lambda

Test of Function(s)	Wilks' Lambda	Chi-square	df	Sig.
1 through 3	.888	10.100	12	.607
2 through 3	.972	2.412	6	.878
3	.987	1.089	2	.580

### Standardized Canonical Discriminant Function Coefficients

	Function		
	1	2	3
externalising coping strategy with peers	.633	.331	.723
internalising coping strategy with adults	.425	.459	-.845
problem solving coping strategy with adults	-.675	.692	.374

### Structure Matrix

	Function		
	1	2	3
externalising coping strategy with peers	.719*	.392	.574
problem solving coping strategy with adults	-.581	.801*	.143
internalising coping strategy with adults	.358	.690*	-.629

Pooled within-groups correlations between discriminating variables and standardized canonical discriminant functions

Variables ordered by absolute size of correlation within function.

\*. Largest absolute correlation between each variable and any discriminant function

### Functions at Group Centroids

victim category determined by	Function		
	1	2	3
no victim nom	-.240	-.062	-.024
- victim	-.104	.069	.071
victim	.305	.193	-.009
+victim	.652	-.247	.190
++ victim	.464	-.100	-.376

Unstandardized canonical discriminant functions evaluated at group means

## Classification Statistics



### Classification Processing Summary

Processed		103
Excluded	Missing or out-of-range group codes	0
	At least one missing discriminating variable	10
Used in Output		93

### Prior Probabilities for Groups

victim category determined by nomination scores	Prior	Cases Used in Analysis	
		Unweighted	Weighted
no victim nom	.200	39	39.000
- victim	.200	23	23.000
victim	.200	16	16.000
+victim	.200	7	7.000
++ victim	.200	5	5.000
Total	1.000	90	90.000

## Discriminant

## Classification Statistics

## Discriminant

### Analysis Case Processing Summary

Unweighted Cases		N	Percent
Valid		90	87.4
Excluded	Missing or out-of-range group codes	3	2.9
	At least one missing discriminating variable	10	9.7
	Both missing or out-of-range group codes and at least one missing discriminating variable	0	.0
	Total	13	12.6
Total		103	100.0



Group Statistics (SSANEW & DISPNEW are dummy variables)

victim category determined by		Valid N (listwise)	
		Unweighted	Weighted
no victim nom	SSANEW	39	39.000
	DISPNEW	39	39.000
	internalising coping strategy with peers	39	39.000
- victim	SSANEW	23	23.000
	DISPNEW	23	23.000
	internalising coping strategy with peers	23	23.000
victim	SSANEW	16	16.000
	DISPNEW	16	16.000
	internalising coping strategy with peers	16	16.000
+victim	SSANEW	7	7.000
	DISPNEW	7	7.000
	internalising coping strategy with peers	7	7.000
++ victim	SSANEW	5	5.000
	DISPNEW	5	5.000
	internalising coping strategy with peers	5	5.000
Total	SSANEW	90	90.000
	DISPNEW	90	90.000
	internalising coping strategy with peers	90	90.000

Tests of Equality of Group Means

	Wilks' Lambda	F	df1	df2	Sig.
SSANEW	.966	.750	4	85	.561
DISPNEW	.972	.619	4	85	.650
internalising coping strategy with peers	.936	1.464	4	85	.220

Analysis 1

Summary of Canonical Discriminant Functions

Eigenvalues

Function	Eigenvalue	% of Variance	Cumulative %	Canonical Correlation
1	.079 <sup>a</sup>	60.7	60.7	.270
2	.030 <sup>a</sup>	23.1	83.8	.170
3	.021 <sup>a</sup>	16.2	100.0	.144

a. First 3 canonical discriminant functions were used in the analysis.

Wilks' Lambda

Test of Function(s)	Wilks' Lambda	Chi-square	df	Sig.
1 through 3	.882	10.702	12	.555
2 through 3	.951	4.273	6	.640
3	.979	1.770	2	.413



**Standardized Canonical Discriminant Function Coefficients**

	Function		
	1	2	3
SSANEW	.351	.827	-.442
DISPNEW	-.219	.549	.812
internalising coping strategy with peers	.878	-.162	.461

**Structure Matrix**

	Function		
	1	2	3
internalising coping strategy with peers	.909*	-.187	.372
SSANEW	.383	.810*	-.444
DISPNEW	-.308	.547	.779*

Pooled within-groups correlations between discriminating variables and standardized canonical discriminant functions

Variables ordered by absolute size of correlation within function.

\*. Largest absolute correlation between each variable and any discriminant function

**Functions at Group Centroids**

victim category determined by	Function		
	1	2	3
no victim nom	-.218	.119	.023
- victim	-.048	-.130	-.141
victim	.534	.143	.026
+victim	.172	-.334	-.082
++ victim	-.031	-.314	.500

Unstandardized canonical discriminant functions evaluated at group means

**Classification Statistics**

**Classification Processing Summary**

Processed		103
Excluded	Missing or out-of-range group codes	0
	At least one missing discriminating variable	10
Used in Output		93



**Prior Probabilities for Groups**

victim category determined by nomination scores	Prior	Cases Used in Analysis	
		Unweighted	Weighted
no victim nom	.200	39	39.000
- victim	.200	23	23.000
victim	.200	16	16.000
+victim	.200	7	7.000
++ victim	.200	5	5.000
Total	1.000	90	90.000

**Classification Results<sup>a</sup>**

		victim category determined by	Predicted Group Membership			
			no victim nom	- victim	victim	+victim
Original	Count	no victim nom	9	8	9	3
		- victim	3	4	7	4
		victim	4	0	7	2
		+victim	1	1	3	2
		++ victim	0	1	1	1
		Ungrouped cases	0	0	3	0
		%	no victim nom	23.1	20.5	23.1
		- victim	13.0	17.4	30.4	17.4
		victim	25.0	.0	43.8	12.5
		+victim	14.3	14.3	42.9	28.6
		++ victim	.0	20.0	20.0	20.0
		Ungrouped cases	.0	.0	100.0	.0



**Classification Results<sup>a</sup>**

		victim category determined by	Predicted	Total
			++ victim	
Original	Count	no victim nom	10	39
		- victim	5	23
		victim	3	16
		+victim	0	7
		++ victim	2	5
		Ungrouped cases	0	3
		%		
	no victim nom	25.6	100.0	
	- victim	21.7	100.0	
	victim	18.8	100.0	
	+victim	.0	100.0	
	++ victim	40.0	100.0	
	Ungrouped cases	.0	100.0	

a. 26.7% of original grouped cases correctly classified.

**Discriminant**

**Analysis Case Processing Summary**

Unweighted Cases		N	Percent
Valid		82	79.6
Excluded	Missing or out-of-range group codes	0	.0
	At least one missing discriminating variable	18	17.5
	Both missing or out-of-range group codes and at least one missing discriminating variable	3	2.9
	Total	21	20.4
Total		103	100.0



**Group Statistics (ps adults and self concept are dummy variables)**

bully category determined by nomination scores		Valid N (listwise)	
		Unweighted	Weighted
no bully victim nom	externalising coping strategy with peers	51	51.000
	problem solving coping strategy with adults	51	51.000
	Beck standardised level for self concept	51	51.000
- bully	externalising coping strategy with peers	17	17.000
	problem solving coping strategy with adults	17	17.000
	Beck standardised level for self concept	17	17.000
bully	externalising coping strategy with peers	9	9.000
	problem solving coping strategy with adults	9	9.000
	Beck standardised level for self concept	9	9.000
+ bully	externalising coping strategy with peers	2	2.000
	problem solving coping strategy with adults	2	2.000
	Beck standardised level for self concept	2	2.000
++ bully	externalising coping strategy with peers	3	3.000
	problem solving coping strategy with adults	3	3.000
	Beck standardised level for self concept	3	3.000
Total	externalising coping strategy with peers	82	82.000
	problem solving coping strategy with adults	82	82.000
	Beck standardised level for self concept	82	82.000

**Tests of Equality of Group Means**

	Wilks' Lambda	F	df1	df2	Sig.
externalising coping strategy with peers	.945	1.110	4	77	.358
problem solving coping strategy with adults	.961	.779	4	77	.542
Beck standardised level for self concept	.961	.778	4	77	.543

**Analysis 1**

**Summary of Canonical Discriminant Functions**



### Eigenvalues

Function	Eigenvalue	% of Variance	Cumulative %	Canonical Correlation
1	.106 <sup>a</sup>	83.5	83.5	.309
2	.016 <sup>a</sup>	12.3	95.9	.124
3	.005 <sup>a</sup>	4.1	100.0	.072

a. First 3 canonical discriminant functions were used in the analysis.

### Wilks' Lambda

Test of Function(s)	Wilks' Lambda	Chi-square	df	Sig.
1 through 3	.886	9.344	12	.673
2 through 3	.979	1.596	6	.953
3	.995	.404	2	.817

### Standardized Canonical Discriminant Function Coefficients

	Function		
	1	2	3
externalising coping strategy with peers	-.605	.801	.081
problem solving coping strategy with adults	.526	.518	-.677
Beck standardised level for self concept	.496	.434	.760

### Structure Matrix

	Function		
	1	2	3
externalising coping strategy with peers	-.683	.730*	.029
Beck standardised level for self concept	.580	.364	.729*
problem solving coping strategy with adults	.570	.496	-.655*

Pooled within-groups correlations between discriminating variables and standardized canonical discriminant functions

Variables ordered by absolute size of correlation within function.

\*. Largest absolute correlation between each variable and any discriminant function

### Functions at Group Centroids

bully category determined by nomination scores	Function		
	1	2	3
no bully victim nom	.211	.009	-.025
- bully	-.434	-.041	-.027
bully	.005	-.111	.189
+ bully	-.989	-.222	-.093
++ bully	-.488	.566	.082

Unstandardized canonical discriminant functions evaluated at group means

## Classification Statistics



**Classification Processing Summary**

Processed		103
Excluded	Missing or out-of-range group codes	0
	At least one missing discriminating variable	21
Used in Output		82

**Prior Probabilities for Groups**

bully category determined by nomination scores	Prior	Cases Used in Analysis	
		Unweighted	Weighted
no bully victim nom	.200	51	51.000
- bully	.200	17	17.000
bully	.200	9	9.000
+ bully	.200	2	2.000
++ bully	.200	3	3.000
Total	1.000	82	82.000

**Classification Results<sup>a</sup>**

		bully category determined by nomination scores	Predicted Group Membership			
			no bully victim nom	- bully	bully	+ bully
Original	Count	no bully victim nom	21	1	9	10
		- bully	5	1	3	6
		bully	3	1	2	1
		+ bully	0	0	0	1
		++ bully	0	1	1	0
		%	no bully victim nom	41.2	2.0	17.6
	- bully	29.4	5.9	17.6	35.3	
	bully	33.3	11.1	22.2	11.1	
	+ bully	.0	.0	.0	50.0	
	++ bully	.0	33.3	33.3	.0	



### Classification Results<sup>a</sup>

		bully category determined by nomination scores	Predicted	Total
Original	Count		++ bully	
		no bully victim nom	10	51
		- bully	2	17
		bully	2	9
		+ bully	1	2
		++ bully	1	3
	%	no bully victim nom	19.6	100.0
		- bully	11.8	100.0
		bully	22.2	100.0
		+ bully	50.0	100.0
		++ bully	33.3	100.0

a. 31.7% of original grouped cases correctly classified.

### Discriminant

#### Analysis Case Processing Summary

Unweighted Cases		N	Percent
Valid		90	87.4
Excluded	Missing or out-of-range group codes	3	2.9
	At least one missing discriminating variable	10	9.7
	Both missing or out-of-range group codes and at least one missing discriminating variable	0	.0
	Total	13	12.6
Total		103	100.0

#### Group Statistics

bully category determined by nomination scores		Valid N (listwise)	
		Unweighted	Weighted
no bully victim nom	externalising coping strategy with peers	56	56.000
- bully	externalising coping strategy with peers	19	19.000
bully	externalising coping strategy with peers	10	10.000
+ bully	externalising coping strategy with peers	2	2.000
++ bully	externalising coping strategy with peers	3	3.000
Total	externalising coping strategy with peers	90	90.000

#### Tests of Equality of Group Means

	Wilks' Lambda	F	df1	df2	Sig.
externalising coping strategy with peers	.929	1.626	4	85	.175

### Analysis 1



### Eigenvalues

Function	Eigenvalue	% of Variance	Cumulative %	Canonical Correlation
1	.077 <sup>a</sup>	100.0	100.0	.267

a. First 1 canonical discriminant functions were used in the analysis.

### Wilks' Lambda

Test of Function(s)	Wilks' Lambda	Chi-square	df	Sig.
1	.929	6.342	4	.175

### Standardized Canonical Discriminant Function Coefficients

	Function
	1
externalising coping strategy with peers	1.000

### Structure Matrix

	Function
	1
externalising coping strategy with peers	1.000

Pooled within-groups correlations between discriminating variables and standardized canonical discriminant functions

Variables ordered by absolute size of correlation within function.

### Functions at Group Centroids

	Function
	1
bully category determined by nomination scores	
no bully victim nom	-.195
- bully	.319
bully	.164
+ bully	.506
++ bully	.743

Unstandardized canonical discriminant functions evaluated at group means

## Classification Statistics

### Classification Processing Summary

Processed		103
Excluded	Missing or out-of-range group codes	0
	At least one missing discriminating variable	10
Used in Output		93



**Prior Probabilities for Groups**

bully category determined by nomination scores	Prior	Cases Used in Analysis	
		Unweighted	Weighted
no bully victim nom	.200	56	56.000
- bully	.200	19	19.000
bully	.200	10	10.000
+ bully	.200	2	2.000
++ bully	.200	3	3.000
Total	1.000	90	90.000

**Classification Results<sup>a</sup>**

bully category determined by nomination scores			Predicted Group Membership			
			no bully victim nom	- bully	bully	+ bully
Original	Count	no bully victim nom	35	5	5	0
		- bully	7	4	3	0
		bully	5	2	1	0
		+ bully	0	1	0	0
		++ bully	0	1	1	0
		Ungrouped cases	0	1	0	0
	%	no bully victim nom	62.5	8.9	8.9	.0
	- bully	36.8	21.1	15.8	.0	
	bully	50.0	20.0	10.0	.0	
	+ bully	.0	50.0	.0	.0	
	++ bully	.0	33.3	33.3	.0	
	Ungrouped cases	.0	33.3	.0	.0	



### Classification Results<sup>a</sup>

		bully category determined by nomination scores	Predicted	Total
Original	Count		++ bully	
		no bully victim nom	11	56
		- bully	5	19
		bully	2	10
		+ bully	1	2
		++ bully	1	3
		Ungrouped cases	2	3
	%	no bully victim nom	19.6	100.0
		- bully	26.3	100.0
		bully	20.0	100.0
		+ bully	50.0	100.0
		++ bully	33.3	100.0
		Ungrouped cases	66.7	100.0

a. 45.6% of original grouped cases correctly classified.

## Discriminant

### Analysis Case Processing Summary

Unweighted Cases		N	Percent
Valid		90	87.4
Excluded	Missing or out-of-range group codes	3	2.9
	At least one missing discriminating variable	10	9.7
	Both missing or out-of-range group codes and at least one missing discriminating variable	0	.0
	Total	13	12.6
Total		103	100.0

### Group Statistics

bully category determined by nomination scores		Valid N (listwise)	
		Unweighted	Weighted
no bully victim nom	PSPNEW	56	56.000
	DISANEW	56	56.000
	SSANEW	56	56.000
- bully	PSPNEW	19	19.000
	DISANEW	19	19.000
	SSANEW	19	19.000
bully	PSPNEW	10	10.000
	DISANEW	10	10.000
	SSANEW	10	10.000
+ bully	PSPNEW	2	2.000
	DISANEW	2	2.000
	SSANEW	2	2.000
++ bully	PSPNEW	3	3.000
	DISANEW	3	3.000
	SSANEW	3	3.000
Total	PSPNEW	90	90.000
	DISANEW	90	90.000
	SSANEW	90	90.000



### Tests of Equality of Group Means

	Wilks' Lambda	F	df1	df2	Sig.
PSPNEW	.930	1.608	4	85	.180
DISANEW	.931	1.573	4	85	.189
SSANEW	.964	.788	4	85	.536

## Analysis 1

### Summary of Canonical Discriminant Functions

#### Eigenvalues

Function	Eigenvalue	% of Variance	Cumulative %	Canonical Correlation
1	.131 <sup>a</sup>	70.3	70.3	.340
2	.036 <sup>a</sup>	19.1	89.4	.186
3	.020 <sup>a</sup>	10.6	100.0	.139

a. First 3 canonical discriminant functions were used in the analysis.

#### Wilks' Lambda

Test of Function(s)	Wilks' Lambda	Chi-square	df	Sig.
1 through 3	.837	15.094	12	.236
2 through 3	.947	4.640	6	.591
3	.981	1.663	2	.435

#### Standardized Canonical Discriminant Function Coefficients

	Function		
	1	2	3
PSPNEW	.700	.065	.713
DISANEW	-.696	.282	.663
SSANEW	.168	.938	-.312

#### Structure Matrix

	Function		
	1	2	3
PSPNEW	.708*	.105	.698
DISANEW	-.687*	.337	.644
SSANEW	.158	.957*	-.243

Pooled within-groups correlations between discriminating variables and standardized canonical discriminant functions

Variables ordered by absolute size of correlation within function.

\*. Largest absolute correlation between each variable and any discriminant function



### Functions at Group Centroids

bully category determined by nomination scores	Function		
	1	2	3
no bully victim nom	.221	.028	.058
- bully	-.092	-.165	-.230
bully	-.862	-.015	.151
+ bully	-.428	1.095	-.340
++ bully	-.384	-.153	.095

Unstandardized canonical discriminant functions evaluated at group means

### Classification Statistics

#### Classification Processing Summary

Processed		103
Excluded	Missing or out-of-range group codes	0
	At least one missing discriminating variable	10
Used in Output		93

#### Prior Probabilities for Groups

bully category determined by nomination scores	Prior	Cases Used in Analysis	
		Unweighted	Weighted
no bully victim nom	.200	56	56.000
- bully	.200	19	19.000
bully	.200	10	10.000
+ bully	.200	2	2.000
++ bully	.200	3	3.000
Total	1.000	90	90.000

#### Classification Results<sup>a</sup>

		bully category determined by nomination scores	Predicted Group Membership			
			no bully victim nom	- bully	bully	+ bully
Original	Count	no bully victim nom	21	13	5	10
		- bully	5	4	6	4
		bully	2	3	4	1
		+ bully	0	0	0	2
		++ bully	0	1	0	0
		Ungrouped cases	2	0	0	1
%		no bully victim nom	37.5	23.2	8.9	17.9
		- bully	26.3	21.1	31.6	21.1
		bully	20.0	30.0	40.0	10.0
		+ bully	.0	.0	.0	100.0
		++ bully	.0	33.3	.0	.0
		Ungrouped cases	66.7	.0	.0	33.3



**Classification Results<sup>a</sup>**

		bully category determined by nomination scores	Predicted	Total
Original	Count		++ bully	
		no bully victim nom	7	56
		- bully	0	19
		bully	0	10
		+ bully	0	2
		++ bully	2	3
		Ungrouped cases	0	3
	%	no bully victim nom	12.5	100.0
		- bully	.0	100.0
		bully	.0	100.0
		+ bully	.0	100.0
		++ bully	66.7	100.0
		Ungrouped cases	.0	100.0

a. 36.7% of original grouped cases correctly classified.

**Discriminant**

**Analysis Case Processing Summary**

Unweighted Cases		N	Percent
Valid		82	79.6
Excluded	Missing or out-of-range group codes	0	.0
	At least one missing discriminating variable	18	17.5
	Both missing or out-of-range group codes and at least one missing discriminating variable	3	2.9
	Total	21	20.4
Total		103	100.0



Group Statistics (DISANEW and Anger are dummy variables)

bully category determined by nomination scores		Valid N (listwise)	
		Unweighted	Weighted
no bully victim nom	SSPNEW	51	51.000
	DISANEW	51	51.000
	Beck standardised level for anger	51	51.000
- bully	SSPNEW	17	17.000
	DISANEW	17	17.000
	Beck standardised level for anger	17	17.000
bully	SSPNEW	9	9.000
	DISANEW	9	9.000
	Beck standardised level for anger	9	9.000
+ bully	SSPNEW	2	2.000
	DISANEW	2	2.000
	Beck standardised level for anger	2	2.000
++ bully	SSPNEW	3	3.000
	DISANEW	3	3.000
	Beck standardised level for anger	3	3.000
Total	SSPNEW	82	82.000
	DISANEW	82	82.000
	Beck standardised level for anger	82	82.000

Tests of Equality of Group Means

	Wilks' Lambda	F	df1	df2	Sig.
SSPNEW	.932	1.408	4	77	.239
DISANEW	.958	.845	4	77	.501
Beck standardised level for anger	.979	.421	4	77	.793

Analysis 1

Summary of Canonical Discriminant Functions

Eigenvalues

Function	Eigenvalue	% of Variance	Cumulative %	Canonical Correlation
1	.113 <sup>a</sup>	83.1	83.1	.319
2	.018 <sup>a</sup>	13.4	96.6	.134
3	.005 <sup>a</sup>	3.4	100.0	.068

a. First 3 canonical discriminant functions were used in the analysis.

Wilks' Lambda

Test of Function(s)	Wilks' Lambda	Chi-square	df	Sig.
1 through 3	.878	9.995	12	.616
2 through 3	.978	1.751	6	.941
3	.995	.360	2	.835



## Standardized Canonical Discriminant Function Coefficients

	Function		
	1	2	3
SSPNEW	.768	.127	.636
DISANEW	-.583	.550	.604
Beck standardised level for anger	.239	.768	-.609

## Structure Matrix

	Function		
	1	2	3
SSPNEW	.792*	.209	.574
Beck standardised level for anger	.271	.827*	-.492
DISANEW	-.561	.614*	.555

Pooled within-groups correlations between discriminating variables and standardized canonical discriminant functions

Variables ordered by absolute size of correlation within function.

\*. Largest absolute correlation between each variable and any discriminant function

## Functions at Group Centroids

bully category determined by nomination scores	Function		
	1	2	3
no bully victim nom	.196	.023	.031
- bully	-.026	-.126	-.112
bully	-.709	.138	.020
+ bully	-.407	.464	-.136
++ bully	-.790	-.410	.142

Unstandardized canonical discriminant functions evaluated at group means

## Classification Statistics

### Classification Processing Summary

Processed		103
Excluded	Missing or out-of-range group codes	0
	At least one missing discriminating variable	21
Used in Output		82



**Prior Probabilities for Groups**

bully category determined by nomination scores	Prior	Cases Used in Analysis	
		Unweighted	Weighted
no bully victim nom	.200	51	51.000
- bully	.200	17	17.000
bully	.200	9	9.000
+ bully	.200	2	2.000
++ bully	.200	3	3.000
Total	1.000	82	82.000

**Classification Results<sup>a</sup>**

			Predicted Group Membership			
			no bully victim nom	- bully	bully	+ bully
Original	Count	no bully victim nom	21	8	4	8
		- bully	5	5	3	2
		bully	1	1	2	2
		+ bully	0	0	0	2
		++ bully	1	0	0	0
		%	no bully victim nom	41.2	15.7	7.8
		- bully	29.4	29.4	17.6	11.8
		bully	11.1	11.1	22.2	22.2
		+ bully	.0	.0	.0	100.0
		++ bully	33.3	.0	.0	.0



# APPENDIX H



# Regression

## Model Summary

*Explained Variance*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.785 <sup>a</sup>	.616	.549	2.40164

a. Predictors: (Constant), Beck standardised level for self concept , externalising coping strategy with adults, problem solving coping strategy with adults, DISPNEW, internalising coping strategy with peers, SSANEW, Beck standardised level for anxiety, SSPNEW, DISANEW, PSPNEW, externalising coping strategy with peers, Beck standardised level for depression

## ANOVA<sup>b</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	638.565	12	53.214	9.226	.000 <sup>a</sup>
	Residual	397.984	69	5.768		
	Total	1036.549	81			

a. Predictors: (Constant), Beck standardised level for self concept , externalising coping strategy with adults, problem solving coping strategy with adults, DISPNEW, internalising coping strategy with peers, SSANEW, Beck standardised level for anxiety, SSPNEW, DISANEW, PSPNEW, externalising coping strategy with peers, Beck standardised level for depression

b. Dependent Variable: internalising coping strategy with adults

## Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.397	1.276		3.447	.001
	problem solving coping strategy with adults	.166	.100	.164	1.663	.101
	externalising coping strategy with adults	.127	.131	.120	.966	.338
	externalising coping strategy with peers	-.118	.132	-.115	-.896	.373
	internalising coping strategy with peers	.564	.079	.664	7.104	.000
	DISANEW	.177	.117	.147	1.508	.136
	DISPNEW	-.229	.114	-.192	-2.017	.048
	PSPNEW	-.134	.155	-.091	-.867	.389
	SSANEW	.004	.147	.003	.030	.976
	SSPNEW	-.128	.112	-.111	-1.149	.255
	Beck standardised level for depression	.369	.500	.097	.738	.463
	Beck standardised level for anxiety	-.021	.433	-.006	-.049	.961
	Beck standardised level for self concept	-.433	.316	-.114	-1.370	.175

a. Dependent Variable: internalising coping strategy with adults

# Regression

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.670 <sup>a</sup>	.450	.354	2.84739

a. Predictors: (Constant), internalising coping strategy with adults, SSANEW, PSPNEW, DISANEW, Beck standardised level for self concept , externalising coping strategy with adults, Beck standardised level for anxiety, SSPNEW, DISPNEW, internalising coping strategy with peers, Beck standardised level for depression, externalising coping strategy with peers

### ANOVA<sup>b</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	456.828	12	38.069	4.695	.000 <sup>a</sup>
	Residual	559.428	69	8.108		
	Total	1016.256	81			

a. Predictors: (Constant), internalising coping strategy with adults, SSANEW, PSPNEW, DISANEW, Beck standardised level for self concept , externalising coping strategy with adults, Beck standardised level for anxiety, SSPNEW, DISPNEW, internalising coping strategy with peers, Beck standardised level for depression, externalising coping strategy with peers

b. Dependent Variable: problem solving coping strategy with adults

### Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.332	1.630		.817	.417
	externalising coping strategy with adults	.281	.153	.270	1.841	.070
	externalising coping strategy with peers	-.110	.156	-.109	-.706	.482
	internalising coping strategy with peers	-.229	.121	-.273	-1.900	.062
	DISANEW	.036	.141	.030	.253	.801
	DISPNEW	.013	.139	.011	.091	.928
	PSPNEW	.799	.157	.550	5.084	.000
	SSANEW	.474	.165	.307	2.874	.005
	SSPNEW	.087	.133	.076	.653	.516
	Beck standardised level for depression	1.080	.581	.287	1.860	.067
	Beck standardised level for anxiety	-1.050	.498	-.304	-2.109	.039
	Beck standardised level for self concept	-.314	.378	-.083	-.830	.410
	internalising coping strategy with adults	.233	.140	.235	1.663	.101

a. Dependent Variable: problem solving coping strategy with adults

## Regression



### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.466 <sup>a</sup>	.217	.081	.90250

a. Predictors: (Constant), problem solving coping strategy with adults, DISPNEW, Beck standardised level for anxiety, externalising coping strategy with adults, SSANEW, internalising coping strategy with adults, PSPNEW, SSPNEW, DISANEW, internalising coping strategy with peers, externalising coping strategy with peers, Beck standardised level for depression

### ANOVA<sup>b</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.555	12	1.296	1.592	.115 <sup>a</sup>
	Residual	56.201	69	.815		
	Total	71.756	81			

a. Predictors: (Constant), problem solving coping strategy with adults, DISPNEW, Beck standardised level for anxiety, externalising coping strategy with adults, SSANEW, internalising coping strategy with adults, PSPNEW, SSPNEW, DISANEW, internalising coping strategy with peers, externalising coping strategy with peers, Beck standardised level for depression

b. Dependent Variable: Beck standardised level for self concept

### Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.265	.496		2.550	.013
	externalising coping strategy with adults	.073	.049	.264	1.498	.139
	externalising coping strategy with peers	-.022	.050	-.082	-.446	.657
	internalising coping strategy with peers	.017	.039	.077	.437	.664
	DISANEW	-.010	.045	-.031	-.218	.828
	DISPNEW	-.028	.044	-.088	-.631	.530
	PSPNEW	.128	.056	.332	2.272	.026
	SSANEW	.032	.055	.077	.572	.569
	SSPNEW	.036	.042	.119	.858	.394
	Beck standardised level for depression	-.141	.188	-.141	-.750	.456
	Beck standardised level for anxiety	-.098	.162	-.107	-.602	.549
	internalising coping strategy with adults	-.061	.045	-.232	-1.370	.175
	problem solving coping strategy with adults	-.032	.038	-.119	-.830	.410

a. Dependent Variable: Beck standardised level for self concept

## Regression

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.799 <sup>a</sup>	.639	.576	.66718

a. Predictors: (Constant), Beck standardised level for self concept , externalising coping strategy with adults, problem solving coping strategy with adults, DISPNEW, internalising coping strategy with peers, SSANEW, SSPNEW, DISANEW, Beck standardised level for depression, PSPNEW, internalising coping strategy with adults, externalising coping strategy with peers

### ANOVA<sup>b</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	54.310	12	4.526	10.167	.000 <sup>a</sup>
	Residual	30.714	69	.445		
	Total	85.024	81			

a. Predictors: (Constant), Beck standardised level for self concept , externalising coping strategy with adults, problem solving coping strategy with adults, DISPNEW, internalising coping strategy with peers, SSANEW, SSPNEW, DISANEW, Beck standardised level for depression, PSPNEW, internalising coping strategy with adults, externalising coping strategy with peers

b. Dependent Variable: Beck standardised level for anxiety

### Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.514	.379		-1.356	.179
	externalising coping strategy with adults	-.012	.037	-.040	-.325	.746
	externalising coping strategy with peers	.018	.037	.062	.497	.621
	internalising coping strategy with peers	.013	.029	.054	.452	.652
	DISANEW	.046	.033	.134	1.416	.161
	DISPNEW	-.002	.033	-.004	-.046	.963
	PSPNEW	.103	.041	.246	2.499	.015
	SSANEW	-.027	.041	-.061	-.664	.509
	SSPNEW	.057	.031	.173	1.874	.065
	Beck standardised level for depression	.729	.108	.670	6.733	.000
	internalising coping strategy with adults	-.002	.033	-.006	-.049	.961
	problem solving coping strategy with adults	-.058	.027	-.199	-2.109	.039
	Beck standardised level for self concept	-.053	.089	-.049	-.602	.549

a. Dependent Variable: Beck standardised level for anxiety

## Regression



**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.825 <sup>a</sup>	.681	.625	.57620

a. Predictors: (Constant), Beck standardised level for anxiety, problem solving coping strategy with adults, DISPNEW, Beck standardised level for self concept, externalising coping strategy with adults, SSANEW, internalising coping strategy with peers, SSPNEW, DISANEW, PSPNEW, internalising coping strategy with adults, externalising coping strategy with peers

**ANOVA<sup>b</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	48.811	12	4.068	12.252	.000 <sup>a</sup>
	Residual	22.908	69	.332		
	Total	71.720	81			

a. Predictors: (Constant), Beck standardised level for anxiety, problem solving coping strategy with adults, DISPNEW, Beck standardised level for self concept, externalising coping strategy with adults, SSANEW, internalising coping strategy with peers, SSPNEW, DISANEW, PSPNEW, internalising coping strategy with adults, externalising coping strategy with peers

b. Dependent Variable: Beck standardised level for depression

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.065	.331		.196	.845
	externalising coping strategy with adults	.007	.032	.025	.217	.829
	externalising coping strategy with peers	.042	.031	.155	1.331	.188
	internalising coping strategy with peers	.033	.025	.147	1.331	.188
	DISANEW	.002	.029	.005	.058	.954
	DISPNEW	-.038	.028	-.120	-1.361	.178
	PSPNEW	-.077	.036	-.199	-2.123	.037
	SSANEW	-.019	.035	-.047	-.553	.582
	SSPNEW	.003	.027	.010	.115	.909
	internalising coping strategy with adults	.021	.029	.081	.738	.463
	problem solving coping strategy with adults	.044	.024	.166	1.860	.067
	Beck standardised level for self concept	-.057	.077	-.057	-.750	.456
	Beck standardised level for anxiety	.544	.081	.592	6.733	.000

a. Dependent Variable: Beck standardised level for depression

**Regression**

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.642 <sup>a</sup>	.412	.310	2.56671

a. Predictors: (Constant), Beck standardised level for depression, SSANEW, PSPNEW, DISPNEW, Beck standardised level for self concept, externalising coping strategy with adults, internalising coping strategy with adults, problem solving coping strategy with adults, DISANEW, internalising coping strategy with peers, Beck standardised level for anxiety, externalising coping strategy with peers

### ANOVA<sup>b</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	318.991	12	26.583	4.035	.000 <sup>a</sup>
	Residual	454.570	69	6.588		
	Total	773.561	81			

a. Predictors: (Constant), Beck standardised level for depression, SSANEW, PSPNEW, DISPNEW, Beck standardised level for self concept, externalising coping strategy with adults, internalising coping strategy with adults, problem solving coping strategy with adults, DISANEW, internalising coping strategy with peers, Beck standardised level for anxiety, externalising coping strategy with peers

b. Dependent Variable: SSPNEW

### Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.757	1.405		2.674	.009
	externalising coping strategy with adults	-.083	.141	-.092	-.593	.555
	externalising coping strategy with peers	-.070	.141	-.079	-.496	.622
	internalising coping strategy with peers	.184	.109	.251	1.685	.097
	DISANEW	-.106	.127	-.102	-.840	.404
	DISPNEW	.005	.125	.004	.037	.971
	PSPNEW	.032	.166	.025	.190	.850
	SSANEW	.605	.139	.449	4.340	.000
	internalising coping strategy with adults	-.146	.127	-.169	-1.149	.255
	problem solving coping strategy with adults	.071	.108	.081	.653	.516
	Beck standardised level for self concept	.292	.341	.089	.858	.394
	Beck standardised level for anxiety	.847	.452	.281	1.874	.065
	Beck standardised level for depression	.062	.536	.019	.115	.909

a. Dependent Variable: SSPNEW

## Regression



### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.612 <sup>a</sup>	.375	.266	1.96494

a. Predictors: (Constant), SSPNEW, DISANEW, Beck standardised level for self concept , externalising coping strategy with peers, problem solving coping strategy with adults, internalising coping strategy with peers, DISPNEW, Beck standardised level for anxiety, PSPNEW, internalising coping strategy with adults, externalising coping strategy with adults, Beck standardised level for depression

### ANOVA<sup>b</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	159.896	12	13.325	3.451	.001 <sup>a</sup>
	Residual	266.409	69	3.861		
	Total	426.305	81			

a. Predictors: (Constant), SSPNEW, DISANEW, Beck standardised level for self concept , externalising coping strategy with peers, problem solving coping strategy with adults, internalising coping strategy with peers, DISPNEW, Beck standardised level for anxiety, PSPNEW, internalising coping strategy with adults, externalising coping strategy with adults, Beck standardised level for depression

b. Dependent Variable: SSANEW

### Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.158	1.130		-.140	.889
	externalising coping strategy with adults	-.087	.107	-.129	-.812	.420
	externalising coping strategy with peers	.063	.108	.095	.579	.564
	internalising coping strategy with peers	.009	.085	.016	.102	.919
	DISANEW	.120	.096	.155	1.242	.218
	DISPNEW	-.047	.096	-.061	-.488	.627
	PSPNEW	-.202	.125	-.214	-1.614	.111
	internalising coping strategy with adults	.003	.098	.005	.030	.976
	problem solving coping strategy with adults	.226	.079	.348	2.874	.005
	Beck standardised level for self concept	.149	.261	.061	.572	.569
	Beck standardised level for anxiety	-.235	.353	-.105	-.664	.509
	Beck standardised level for depression	-.226	.410	-.093	-.553	.582
	SSPNEW	.354	.082	.478	4.340	.000

a. Dependent Variable: SSANEW

## Regression

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.710 <sup>a</sup>	.505	.418	1.85926

a. Predictors: (Constant), SSANEW, DISPNEW, Beck standardised level for anxiety, Beck standardised level for self concept , externalising coping strategy with adults, problem solving coping strategy with adults, internalising coping strategy with peers, SSPNEW, DISANEW, internalising coping strategy with adults, externalising coping strategy with peers, Beck standardised level for depression

### ANOVA<sup>b</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	242.990	12	20.249	5.858	.000 <sup>a</sup>
	Residual	238.523	69	3.457		
	Total	481.512	81			

a. Predictors: (Constant), SSANEW, DISPNEW, Beck standardised level for anxiety, Beck standardised level for self concept , externalising coping strategy with adults, problem solving coping strategy with adults, internalising coping strategy with peers, SSPNEW, DISANEW, internalising coping strategy with adults, externalising coping strategy with peers, Beck standardised level for depression

b. Dependent Variable: PSPNEW

### Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.991	1.007		2.971	.004
	externalising coping strategy with adults	-.065	.102	-.091	-.639	.525
	externalising coping strategy with peers	-.158	.101	-.227	-1.568	.121
	internalising coping strategy with peers	.181	.078	.313	2.328	.023
	DISANEW	.023	.092	.028	.247	.806
	DISPNEW	.004	.091	.005	.047	.963
	internalising coping strategy with adults	-.080	.093	-.118	-.867	.389
	problem solving coping strategy with adults	.341	.067	.495	5.084	.000
	Beck standardised level for self concept	.544	.239	.210	2.272	.026
	Beck standardised level for anxiety	.803	.321	.337	2.499	.015
	Beck standardised level for depression	-.799	.376	-.308	-2.123	.037
	SSPNEW	.017	.087	.021	.190	.850
	SSANEW	-.180	.112	-.170	-1.614	.111

a. Dependent Variable: PSPNEW

## Regression



### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.648 <sup>a</sup>	.420	.319	2.47094

a. Predictors: (Constant), PSPNEW, DISANEW, SSANEW, internalising coping strategy with adults, Beck standardised level for self concept , externalising coping strategy with adults, Beck standardised level for anxiety, SSPNEW, problem solving coping strategy with adults, internalising coping strategy with peers, externalising coping strategy with peers, Beck standardised level for depression

### ANOVA<sup>b</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	304.827	12	25.402	4.161	.000 <sup>a</sup>
	Residual	421.283	69	6.106		
	Total	726.110	81			

a. Predictors: (Constant), PSPNEW, DISANEW, SSANEW, internalising coping strategy with adults, Beck standardised level for self concept , externalising coping strategy with adults, Beck standardised level for anxiety, SSPNEW, problem solving coping strategy with adults, internalising coping strategy with peers, externalising coping strategy with peers, Beck standardised level for depression

b. Dependent Variable: DISPNEW

### Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.738	1.382		1.981	.052
	externalising coping strategy with adults	.022	.136	.025	.165	.870
	externalising coping strategy with peers	.101	.136	.118	.743	.460
	internalising coping strategy with peers	.106	.107	.149	.993	.324
	DISANEW	.596	.099	.591	6.000	.000
	internalising coping strategy with adults	-.243	.120	-.290	-2.017	.048
	problem solving coping strategy with adults	.009	.104	.011	.091	.928
	Beck standardised level for self concept	-.207	.329	-.065	-.631	.530
	Beck standardised level for anxiety	-.021	.446	-.007	-.046	.963
	Beck standardised level for depression	-.694	.509	-.218	-1.361	.178
	SSPNEW	.004	.116	.004	.037	.971
	SSANEW	-.074	.151	-.056	-.488	.627
	PSPNEW	.007	.160	.006	.047	.963

a. Dependent Variable: DISPNEW

## Regression

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.656 <sup>a</sup>	.430	.331	2.42719

a. Predictors: (Constant), DISPNEW, problem solving coping strategy with adults, Beck standardised level for anxiety, Beck standardised level for self concept, externalising coping strategy with adults, SSANEW, internalising coping strategy with peers, SSPNEW, PSPNEW, internalising coping strategy with adults, externalising coping strategy with peers, Beck standardised level for depression

### ANOVA<sup>b</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	306.382	12	25.532	4.334	.000 <sup>a</sup>
	Residual	406.496	69	5.891		
	Total	712.878	81			

a. Predictors: (Constant), DISPNEW, problem solving coping strategy with adults, Beck standardised level for anxiety, Beck standardised level for self concept, externalising coping strategy with adults, SSANEW, internalising coping strategy with peers, SSPNEW, PSPNEW, internalising coping strategy with adults, externalising coping strategy with peers, Beck standardised level for depression

b. Dependent Variable: DISANEW

### Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.043	1.390		.750	.456
	externalising coping strategy with adults	.121	.133	.138	.910	.366
	externalising coping strategy with peers	-.070	.133	-.083	-.528	.599
	internalising coping strategy with peers	-.085	.105	-.121	-.808	.422
	internalising coping strategy with adults	.181	.120	.218	1.508	.136
	problem solving coping strategy with adults	.026	.103	.031	.253	.801
	Beck standardised level for self concept	-.071	.324	-.022	-.218	.828
	Beck standardised level for anxiety	.611	.432	.211	1.416	.161
	Beck standardised level for depression	.029	.507	.009	.058	.954
	SSPNEW	-.095	.113	-.099	-.840	.404
	SSANEW	.183	.147	.141	1.242	.218
	PSPNEW	.039	.157	.032	.247	.806
	DISPNEW	.575	.096	.580	6.000	.000

a. Dependent Variable: DISANEW

## Regression



### Variables Entered/Removed<sup>b</sup>

Model	Variables Entered	Variables Removed	Method
1	internalising coping strategy with adults <sup>a</sup>		Enter

a. All requested variables entered.

b. Dependent Variable: DISPNEW

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.154 <sup>a</sup>	.024	.013	2.91968

a. Predictors: (Constant), internalising coping strategy with adults

### ANOVA<sup>b</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	18.934	1	18.934	2.221	.140 <sup>a</sup>
	Residual	775.733	91	8.525		
	Total	794.667	92			

a. Predictors: (Constant), internalising coping strategy with adults

b. Dependent Variable: DISPNEW

### Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.319	.727		7.314	.000
	internalising coping strategy with adults	-.125	.084	-.154	-1.490	.140

a. Dependent Variable: DISPNEW

## Regression

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.432 <sup>a</sup>	.187	.002	1.02200

a. Predictors: (Constant), Beck standardised level for anger, problem solving coping strategy with adults, Beck standardised level for self concept, DISPNEW, SSPNEW, victim category determined by nomination scores, externalising coping strategy with adults, internalising coping strategy with peers, SSANEW, DISANEW, PSPNEW, Beck standardised level for anxiety, internalising coping strategy with adults, externalising coping strategy with peers, Beck standardised level for depression

ANOVA<sup>b</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.807	15	1.054	1.009	.457 <sup>a</sup>
	Residual	68.936	66	1.044		
	Total	84.744	81			

a. Predictors: (Constant), Beck standardised level for anger, problem solving coping strategy with adults, Beck standardised level for self concept , DISPNEW, SSPNEW, victim category determined by nomination scores, externalising coping strategy with adults, internalising coping strategy with peers, SSANEW, DISANEW, PSPNEW, Beck standardised level for anxiety, internalising coping strategy with adults, externalising coping strategy with peers, Beck standardised level for depression

b. Dependent Variable: bully category determined by nomination scores

Coefficients - now with anger<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.191	.606		1.966	.054
	victim category determined by nomination scores	-.104	.104	-.122	-.997	.323
	DISANEW	.069	.051	.199	1.354	.180
	DISPNEW	-.048	.050	-.141	-.961	.340
	PSPNEW	.000	.071	.001	.003	.997
	SSANEW	.050	.064	.111	.771	.443
	SSPNEW	-.055	.048	-.168	-1.155	.252
	problem solving coping strategy with adults	-.054	.046	-.187	-1.174	.245
	externalising coping strategy with adults	.022	.057	.073	.384	.702
	internalising coping strategy with adults	.047	.052	.164	.906	.368
	externalising coping strategy with peers	.047	.057	.162	.830	.409
	internalising coping strategy with peers	-.031	.045	-.127	-.692	.491
	Beck standardised level for self concept	-.079	.145	-.073	-.545	.588
	Beck standardised level for anxiety	.031	.188	.031	.166	.868
	Beck standardised level for depression	-.228	.281	-.210	-.810	.421
	Beck standardised level for anger	-.017	.227	-.017	-.073	.942

a. Dependent Variable: bully category determined by nomination scores

Regression

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.438 <sup>a</sup>	.192	.008	1.19979

a. Predictors: (Constant), bully category determined by nomination scores, internalising coping strategy with adults, SSANEW, DISPNEW, PSPNEW, Beck standardised level for self concept , externalising coping strategy with adults, Beck standardised level for anxiety, SSPNEW, problem solving coping strategy with adults, DISANEW, Beck standardised level for anger, internalising coping strategy with peers, externalising coping strategy with peers, Beck standardised level for depression



**ANOVA<sup>b</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	22.554	15	1.504	1.045	.424 <sup>a</sup>
	Residual	95.007	66	1.440		
	Total	117.561	81			

a. Predictors: (Constant), bully category determined by nomination scores, internalising coping strategy with adults, SSANEW, DISPNEW, PSPNEW, Beck standardised level for self concept , externalising coping strategy with adults, Beck standardised level for anxiety, SSPNEW, problem solving coping strategy with adults, DISANEW, Beck standardised level for anger, internalising coping strategy with peers, externalising coping strategy with peers, Beck standardised level for depression

b. Dependent Variable: victim category determined by nomination scores

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.407	.711		1.979	.052
	DISANEW	.021	.060	.051	.346	.731
	DISPNEW	-.039	.059	-.096	-.656	.514
	PSPNEW	.127	.082	.256	1.546	.127
	SSANEW	.065	.075	.123	.858	.394
	SSPNEW	-.014	.057	-.036	-.244	.808
	problem solving coping strategy with adults	-.117	.053	-.345	-2.227	.029
	externalising coping strategy with adults	.050	.067	.141	.750	.456
	internalising coping strategy with adults	-.003	.061	-.009	-.052	.959
	externalising coping strategy with peers	.010	.067	.028	.143	.886
	internalising coping strategy with peers	.008	.052	.027	.149	.882
	Beck standardised level for self concept	-.275	.167	-.215	-1.648	.104
	Beck standardised level for anxiety	.194	.219	.165	.886	.379
	Beck standardised level for depression	-.313	.330	-.245	-.949	.346
	Beck standardised level for anger	.339	.263	.288	1.288	.202
	bully category determined by nomination scores	-.143	.143	-.121	-.997	.323

a. Dependent Variable: victim category determined by nomination scores

**Regression**

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.810 <sup>a</sup>	.656	.578	2.20690

a. Predictors: (Constant), victim category determined by nomination scores, PSPNEW, DISANEW, SSANEW, internalising coping strategy with adults, bully category determined by nomination scores, Beck standardised level for self concept , Beck standardised level for anger, externalising coping strategy with peers, SSPNEW, problem solving coping strategy with adults, DISPNEW, Beck standardised level for anxiety, internalising coping strategy with peers, Beck standardised level for depression

**ANOVA<sup>b</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	613.577	15	40.905	8.399	.000 <sup>a</sup>
	Residual	321.448	66	4.870		
	Total	935.024	81			

a. Predictors: (Constant), victim category determined by nomination scores, PSPNEW, DISANEW, SSANEW, internalising coping strategy with adults, bully category determined by nomination scores, Beck standardised level for self concept, Beck standardised level for anger, externalising coping strategy with peers, SSPNEW, problem solving coping strategy with adults, DISPNEW, Beck standardised level for anxiety, internalising coping strategy with peers, Beck standardised level for depression

b. Dependent Variable: externalising coping strategy with adults

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.463	1.334		-1.096	.277
	DISANEW	.089	.110	.078	.805	.424
	DISPNEW	.020	.109	.018	.183	.855
	PSPNEW	-.162	.152	-.116	-1.062	.292
	SSANEW	-.152	.138	-.102	-1.098	.276
	SSPNEW	-.046	.105	-.042	-.440	.661
	problem solving coping strategy with adults	.211	.097	.220	2.175	.033
	internalising coping strategy with adults	.079	.112	.084	.706	.483
	externalising coping strategy with peers	.707	.088	.728	7.996	.000
	internalising coping strategy with peers	-.014	.097	-.018	-.148	.883
	Beck standardised level for self concept	.566	.306	.157	1.851	.069
	Beck standardised level for anxiety	-.088	.405	-.027	-.218	.828
	Beck standardised level for depression	.602	.606	.167	.993	.324
	Beck standardised level for anger	-.595	.485	-.179	-1.227	.224
	bully category determined by nomination scores	.102	.266	.031	.384	.702
	victim category determined by nomination scores	.169	.225	.060	.750	.456

a. Dependent Variable: externalising coping strategy with adults

## Regression

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.825 <sup>a</sup>	.681	.609	2.19025

a. Predictors: (Constant), externalising coping strategy with adults, Beck standardised level for self concept, problem solving coping strategy with adults, DISPNEW, internalising coping strategy with peers, bully category determined by nomination scores, victim category determined by nomination scores, SSANEW, Beck standardised level for anger, SSPNEW, DISANEW, PSPNEW, Beck standardised level for anxiety, internalising coping strategy with adults, Beck standardised level for depression



ANOVA<sup>b</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	675.935	15	45.062	9.394	.000 <sup>a</sup>
	Residual	316.614	66	4.797		
	Total	992.549	81			

a. Predictors: (Constant), externalising coping strategy with adults, Beck standardised level for self concept, problem solving coping strategy with adults, DISPNEW, internalising coping strategy with peers, bully category determined by nomination scores, victim category determined by nomination scores, SSANEW, Beck standardised level for anger, SSPNEW, DISANEW, PSPNEW, Beck standardised level for anxiety, internalising coping strategy with adults, Beck standardised level for depression

b. Dependent Variable: externalising coping strategy with peers

Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.912	1.287		2.262	.027
	DISANEW	-.073	.110	-.062	-.663	.510
	DISPNEW	.095	.107	.082	.889	.377
	PSPNEW	-.145	.151	-.101	-.960	.341
	SSANEW	.102	.138	.067	.743	.460
	SSPNEW	-.044	.104	-.039	-.428	.670
	problem solving coping strategy with adults	-.082	.099	-.083	-.825	.412
	internalising coping strategy with adults	-.080	.111	-.081	-.715	.477
	internalising coping strategy with peers	.049	.096	.059	.517	.607
	Beck standardised level for self concept	-.224	.310	-.060	-.722	.473
	Beck standardised level for anxiety	.093	.402	.027	.232	.818
	Beck standardised level for depression	.092	.606	.025	.153	.879
	Beck standardised level for anger	.665	.480	.194	1.386	.170
	bully category determined by nomination scores	.218	.262	.064	.830	.409
	victim category determined by nomination scores	.032	.225	.011	.143	.886
	externalising coping strategy with adults	.696	.087	.676	7.996	.000

a. Dependent Variable: externalising coping strategy with peers

## Regression

## Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.846 <sup>a</sup>	.715	.640	2.10099

a. Predictors: (Constant), BULLNOM9, Beck standardised level for self concept, DISPNEW, SSANEW, externalising coping strategy with adults, Beck standardised level for anxiety, problem solving coping strategy with adults, internalising coping strategy with adults, SSPNEW, PSPNEW, DISANEW, Beck standardised level for anger, BULLNOM1, BULLNOM6, internalising coping strategy with peers, Beck standardised level for depression, BULLNOM5

**ANOVA<sup>b</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	710.041	17	41.767	9.462	.000 <sup>a</sup>
	Residual	282.507	64	4.414		
	Total	992.549	81			

a. Predictors: (Constant), BULLNOM9, Beck standardised level for self concept , DISPNEW, SSANEW, externalising coping strategy with adults, Beck standardised level for anxiety, problem solving coping strategy with adults, internalising coping strategy with adults, SSPNEW, PSPNEW, DISANEW, Beck standardised level for anger, BULLNOM1, BULLNOM6, internalising coping strategy with peers, Beck standardised level for depression, BULLNOM5

b. Dependent Variable: externalising coping strategy with peers

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.995	1.262		2.372	.021
	DISANEW	-.051	.108	-.044	-.477	.635
	DISPNEW	.068	.103	.058	.660	.512
	PSPNEW	-.103	.144	-.072	-.718	.476
	SSANEW	.098	.133	.064	.736	.465
	SSPNEW	.000	.102	.000	-.002	.999
	problem solving coping strategy with adults	-.108	.094	-.109	-1.147	.255
	internalising coping strategy with adults	-.147	.111	-.150	-1.319	.192
	internalising coping strategy with peers	.076	.093	.092	.814	.419
	Beck standardised level for self concept	-.306	.293	-.082	-1.044	.300
	Beck standardised level for anxiety	.029	.409	.009	.072	.943
	Beck standardised level for depression	.331	.628	.089	.527	.600
	Beck standardised level for anger	.506	.474	.148	1.067	.290
	externalising coping strategy with adults	.729	.085	.708	8.613	.000
	BULLNOM1	-.158	.204	-.107	-.778	.439
	BULLNOM5	.016	.352	.008	.045	.965
	BULLNOM6	.565	.260	.299	2.173	.033
	BULLNOM9	-.235	.323	-.090	-.728	.469

a. Dependent Variable: externalising coping strategy with peers

**Regression**

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.468 <sup>a</sup>	.219	.042	6.42426

a. Predictors: (Constant), INTVVICT, SSPNEW, DISANEW, internalising coping strategy with adults, externalising coping strategy with peers, problem solving coping strategy with adults, Beck standardised level for self concept , Beck standardised level for anger, SSANEW, DISPNEW, PSPNEW, Beck standardised level for anxiety, internalising coping strategy with peers, externalising coping strategy with adults, Beck standardised level for depression



**ANOVA<sup>b</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	763.822	15	50.921	1.234	.270 <sup>a</sup>
	Residual	2723.897	66	41.271		
	Total	3487.720	81			

a. Predictors: (Constant), INTVVICT, SSPNEW, DISANEW, internalising coping strategy with adults, externalising coping strategy with peers, problem solving coping strategy with adults, Beck standardised level for self concept , Beck standardised level for anger, SSANEW, DISPNEW, PSPNEW, Beck standardised level for anxiety, internalising coping strategy with peers, externalising coping strategy with adults, Beck standardised level for depression

b. Dependent Variable: INTVBULL

**Coefficients - now with interval nomination scores<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	10.859	3.880		2.799	.007
	DISANEW	.380	.319	.172	1.191	.238
	DISPNEW	-.262	.316	-.119	-.829	.410
	PSPNEW	.083	.439	.031	.189	.851
	SSANEW	.344	.404	.120	.851	.398
	SSPNEW	-.457	.302	-.215	-1.511	.136
	problem solving coping strategy with adults	-.355	.284	-.192	-1.251	.215
	internalising coping strategy with adults	.280	.326	.153	.859	.393
	internalising coping strategy with peers	-.315	.280	-.202	-1.125	.265
	Beck standardised level for self concept	-.373	.922	-.053	-.405	.687
	Beck standardised level for anxiety	.235	1.200	.037	.196	.845
	Beck standardised level for depression	-1.298	1.767	-.186	-.735	.465
	Beck standardised level for anger	-.369	1.414	-.058	-.261	.795
	externalising coping strategy with adults	.047	.358	.024	.131	.896
	externalising coping strategy with peers	.423	.360	.226	1.173	.245
	INTVVICT	-.080	.103	-.095	-.779	.439

a. Dependent Variable: INTVBULL

**Regression**

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.461 <sup>a</sup>	.213	.034	7.62505

a. Predictors: (Constant), INTVBULL, DISPNEW, SSANEW, Beck standardised level for self concept , externalising coping strategy with adults, internalising coping strategy with peers, problem solving coping strategy with adults, Beck standardised level for anger, SSPNEW, DISANEW, PSPNEW, Beck standardised level for anxiety, internalising coping strategy with adults, externalising coping strategy with peers, Beck standardised level for depression

ANOVA<sup>b</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1036.617	15	69.108	1.189	.303 <sup>a</sup>
	Residual	3837.334	66	58.141		
	Total	4873.951	81			

*see for boys only*

a. Predictors: (Constant), INTVBULL, DISPNEW, SSANEW, Beck standardised level for self concept, externalising coping strategy with adults, internalising coping strategy with peers, problem solving coping strategy with adults, Beck standardised level for anger, SSPNEW, DISANEW, PSPNEW, Beck standardised level for anxiety, internalising coping strategy with adults, externalising coping strategy with peers, Beck standardised level for depression

b. Dependent Variable: INTVVICT

Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.808	4.649		2.540	.013
	DISANEW	-.092	.383	-.035	-.241	.810
	DISPNEW	.324	.375	.125	.865	.390
	PSPNEW	.089	.521	.028	.171	.865
	SSANEW	.381	.480	.113	.794	.430
	SSPNEW	-.250	.364	-.100	-.687	.495
	problem solving coping strategy with adults	-.485	.336	-.222	-1.447	.153
	internalising coping strategy with adults	.032	.389	.015	.082	.935
	internalising coping strategy with peers	.043	.336	.023	.128	.898
	Beck standardised level for self concept	-2.223	1.060	-.270	-2.096	.040
	Beck standardised level for anxiety	2.419	1.393	.320	1.737	.087
	Beck standardised level for depression	-1.771	2.095	-.215	-.845	.401
	Beck standardised level for anger	1.061	1.674	.140	.634	.528
	externalising coping strategy with adults	.346	.423	.151	.816	.417
	externalising coping strategy with peers	-.222	.431	-.100	-.514	.609
	INTVBULL	-.113	.145	-.096	-.779	.439

a. Dependent Variable: INTVVICT - *see for boys only.*

## Regression

## Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.828 <sup>a</sup>	.686	.615	2.17244

a. Predictors: (Constant), INTVVICT, SSPNEW, DISANEW, internalising coping strategy with adults, PSPNEW, INTVBULL, externalising coping strategy with adults, Beck standardised level for self concept, Beck standardised level for anger, SSANEW, DISPNEW, problem solving coping strategy with adults, Beck standardised level for anxiety, internalising coping strategy with peers, Beck standardised level for depression



ANOVA<sup>b</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	681.061	15	45.404	9.620	.000 <sup>a</sup>
	Residual	311.488	66	4.720		
	Total	992.549	81			

a. Predictors: (Constant), INTVVICT, SSPNEW, DISANEW, internalising coping strategy with adults, PSPNEW, INTVBULL, externalising coping strategy with adults, Beck standardised level for self concept, Beck standardised level for anger, SSANEW, DISPNEW, problem solving coping strategy with adults, Beck standardised level for anxiety, internalising coping strategy with peers, Beck standardised level for depression

b. Dependent Variable: externalising coping strategy with peers

Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.840	1.343		2.115	.038
	DISANEW	-.078	.109	-.066	-.719	.474
	DISPNEW	.104	.107	.089	.973	.334
	PSPNEW	-.144	.147	-.100	-.975	.333
	SSANEW	.103	.137	.067	.752	.455
	SSPNEW	-.038	.104	-.033	-.365	.717
	problem solving coping strategy with adults	-.086	.097	-.087	-.888	.378
	internalising coping strategy with adults	-.082	.110	-.084	-.742	.461
	internalising coping strategy with peers	.059	.095	.071	.620	.537
	Beck standardised level for self concept	-.270	.310	-.073	-.869	.388
	Beck standardised level for anxiety	.142	.405	.041	.349	.728
	Beck standardised level for depression	.066	.600	.018	.111	.912
	Beck standardised level for anger	.696	.471	.203	1.479	.144
	externalising coping strategy with adults	.695	.086	.675	8.104	.000
	INTVBULL	.048	.041	.091	1.173	.245
	INTVVICT	-.018	.035	-.040	-.514	.609

a. Dependent Variable: externalising coping strategy with peers

## Regression

## Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.810 <sup>a</sup>	.656	.578	2.20659

a. Predictors: (Constant), externalising coping strategy with peers, SSANEW, internalising coping strategy with peers, DISPNEW, Beck standardised level for self concept, INTVBULL, INTVVICT, problem solving coping strategy with adults, Beck standardised level for anxiety, DISANEW, SSPNEW, PSPNEW, Beck standardised level for anger, internalising coping strategy with adults, Beck standardised level for depression

ANOVA<sup>b</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	613.668	15	40.911	8.402	.000 <sup>a</sup>
	Residual	321.357	66	4.869		
	Total	935.024	81			

a. Predictors: (Constant), externalising coping strategy with peers, SSANEW, internalising coping strategy with peers, DISPNEW, Beck standardised level for self concept , INTVBULL, INTVVICT, problem solving coping strategy with adults, Beck standardised level for anxiety, DISANEW, SSPNEW, PSPNEW, Beck standardised level for anger, internalising coping strategy with adults, Beck standardised level for depression

b. Dependent Variable: externalising coping strategy with adults

Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.507	1.397		-1.078	.285
	DISANEW	.099	.110	.087	.904	.369
	DISPNEW	.001	.109	.001	.010	.992
	PSPNEW	-.144	.150	-.103	-.962	.340
	SSANEW	-.149	.138	-.101	-1.078	.285
	SSPNEW	-.044	.106	-.040	-.421	.675
	problem solving coping strategy with adults	.203	.095	.211	2.123	.038
	internalising coping strategy with adults	.081	.112	.085	.721	.473
	internalising coping strategy with peers	-.016	.097	-.020	-.164	.870
	Beck standardised level for self concept	.580	.309	.161	1.877	.065
	Beck standardised level for anxiety	-.125	.412	-.038	-.303	.763
	Beck standardised level for depression	.587	.605	.163	.970	.335
	Beck standardised level for anger	-.571	.481	-.172	-1.188	.239
	INTVBULL	.006	.042	.011	.131	.896
	INTVVICT	.029	.035	.066	.816	.417
	externalising coping strategy with peers	.717	.089	.739	8.104	.000

a. Dependent Variable: externalising coping strategy with adults

## Regression

## Warnings

For models with dependent variable INTVBULL, the following variables are constants or have missing correlations in split file male 1, female 2 = . : PSPNEW. They will be deleted from the analysis.

male 1, female 2 = .



# APPENDIX I

# Regression

## Warnings

*= 'missing' value*

There are no valid cases in split file 1=NO BULL 2= - TO ++=6.00 for models with dependent variable externalising coping strategy with peers. Statistics cannot be computed.  
 No valid cases found in split file 1=NO BULL 2= - TO ++=6.00. Equation-building skipped.

**1=NO BULL 2= - TO ++ = 1.00**

### Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.842 <sup>a</sup>	.709	.607	2.11070

- a. Predictors: (Constant), problem solving coping strategy with adults, Beck standardised level for anxiety, DISPNEW, Beck standardised level for self concept , externalising coping strategy with adults, SSANEW, internalising coping strategy with adults, DISANEW, PSPNEW, Beck standardised level for anger, SSPNEW, internalising coping strategy with peers, Beck standardised level for depression
- b. 1=NO BULL 2= - TO ++ = 1.00

### ANOVA<sup>b,c</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	402.340	13	30.949	6.947	.000 <sup>a</sup>
	Residual	164.836	37	4.455		
	Total	567.176	50			

- a. Predictors: (Constant), problem solving coping strategy with adults, Beck standardised level for anxiety, DISPNEW, Beck standardised level for self concept , externalising coping strategy with adults, SSANEW, internalising coping strategy with adults, DISANEW, PSPNEW, Beck standardised level for anger, SSPNEW, internalising coping strategy with peers, Beck standardised level for depression
- b. Dependent Variable: externalising coping strategy with peers
- c. 1=NO BULL 2= - TO ++ = 1.00



**Coefficients<sup>a,b</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.005	1.616		2.479	.018
	DISANEW	-.085	.141	-.069	-.604	.549
	DISPNEW	.040	.136	.035	.290	.774
	PSPNEW	-.071	.200	-.045	-.354	.725
	SSANEW	.125	.185	.088	.677	.503
	SSPNEW	-.137	.141	-.131	-.972	.337
	externalising coping strategy with adults	.752	.113	.725	6.673	.000
	internalising coping strategy with adults	-.128	.145	-.133	-.883	.383
	internalising coping strategy with peers	.061	.120	.075	.506	.616
	Beck standardised level for self concept	-.062	.355	-.018	-.175	.862
	Beck standardised level for anxiety	.533	.465	.177	1.148	.258
	Beck standardised level for depression	.669	.720	.190	.930	.358
	Beck standardised level for anger	-.032	.543	-.010	-.060	.953
	problem solving coping strategy with adults	-.181	.117	-.187	-1.538	.133

a. Dependent Variable: externalising coping strategy with peers

b. 1=NO BULL 2= - TO ++ = 1.00

**1=NO BULL 2= - TO ++ = 2.00**

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.886 <sup>a</sup>	.785	.620	2.23295

a. Predictors: (Constant), problem solving coping strategy with adults, externalising coping strategy with adults, DISPNEW, Beck standardised level for self concept , SSANEW, SSPNEW, internalising coping strategy with adults, Beck standardised level for anger, PSPNEW, Beck standardised level for anxiety, DISANEW, internalising coping strategy with peers, Beck standardised level for depression

b. 1=NO BULL 2= - TO ++ = 2.00

**ANOVA<sup>b,c</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	308.979	13	23.768	4.767	.002 <sup>a</sup>
	Residual	84.763	17	4.986		
	Total	393.742	30			

a. Predictors: (Constant), problem solving coping strategy with adults, externalising coping strategy with adults, DISPNEW, Beck standardised level for self concept , SSANEW, SSPNEW, internalising coping strategy with adults, Beck standardised level for anger, PSPNEW, Beck standardised level for anxiety, DISANEW, internalising coping strategy with peers, Beck standardised level for depression

b. Dependent Variable: externalising coping strategy with peers

c. 1=NO BULL 2= - TO ++ = 2.00

**Coefficients<sup>a,b</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.448	2.152		1.603	.127
	DISANEW	-.104	.219	-.096	-.475	.641
	DISPNEW	.244	.224	.205	1.089	.291
	PSPNEW	-.122	.303	-.091	-.402	.693
	SSANEW	.130	.214	.078	.608	.551
	SSPNEW	-.045	.203	-.033	-.221	.828
	externalising coping strategy with adults	.663	.172	.644	3.859	.001
	internalising coping strategy with adults	-.055	.231	-.056	-.237	.816
	internalising coping strategy with peers	.065	.230	.078	.283	.781
	Beck standardised level for self concept	-.778	.598	-.191	-1.300	.211
	Beck standardised level for anxiety	-1.083	.937	-.255	-1.156	.264
	Beck standardised level for depression	-1.552	1.251	-.397	-1.241	.231
	Beck standardised level for anger	2.616	.991	.694	2.639	.017
	problem solving coping strategy with adults	-.076	.207	-.074	-.366	.719

a. Dependent Variable: externalising coping strategy with peers

b. 1=NO BULL 2= - TO ++ = 2.00

## Regression

### Warnings

There are no valid cases in split file 1=NO BULL 2= - TO ++=6.00 for models with dependent variable externalising coping strategy with adults. Statistics cannot be computed.

No valid cases found in split file 1=NO BULL 2= - TO ++=6.00. Equation-building skipped.

**1=NO BULL 2= - TO ++ = 1.00**

### Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.835 <sup>a</sup>	.698	.592	2.07377

a. Predictors: (Constant), externalising coping strategy with peers, Beck standardised level for self concept, internalising coping strategy with peers, problem solving coping strategy with adults, DISANEW, SSANEW, Beck standardised level for anger, DISPNEW, PSPNEW, SSPNEW, internalising coping strategy with adults, Beck standardised level for anxiety, Beck standardised level for depression

b. 1=NO BULL 2= - TO ++ = 1.00



**ANOVA<sup>b,c</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	367.627	13	28.279	6.576	.000 <sup>a</sup>
	Residual	159.119	37	4.301		
	Total	526.745	50			

- a. Predictors: (Constant), externalising coping strategy with peers, Beck standardised level for self concept , internalising coping strategy with peers, problem solving coping strategy with adults, DISANEW, SSANEW, Beck standardised level for anger, DISPNEW, PSPNEW, SSPNEW, internalising coping strategy with adults, Beck standardised level for anxiety, Beck standardised level for depression
- b. Dependent Variable: externalising coping strategy with adults
- c. 1=NO BULL 2= - TO ++ = 1.00

**Coefficients<sup>a,b</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-2.518	1.663		-1.514	.139
	DISANEW	.077	.139	.065	.556	.582
	DISPNEW	.082	.134	.075	.617	.541
	PSPNEW	-.067	.196	-.044	-.341	.735
	SSANEW	-.068	.183	-.050	-.374	.710
	SSPNEW	-.001	.141	-.001	-.009	.993
	internalising coping strategy with adults	.169	.141	.184	1.201	.237
	internalising coping strategy with peers	-.122	.117	-.155	-1.042	.304
	Beck standardised level for self concept	.394	.343	.117	1.148	.258
	Beck standardised level for anxiety	-.416	.459	-.143	-.906	.371
	Beck standardised level for depression	.243	.714	.071	.340	.736
	Beck standardised level for anger	-.017	.534	-.006	-.033	.974
	problem solving coping strategy with adults	.220	.113	.236	1.935	.061
	externalising coping strategy with peers	.726	.109	.753	6.673	.000

- a. Dependent Variable: externalising coping strategy with adults
- b. 1=NO BULL 2= - TO ++ = 1.00

**1=NO BULL 2= - TO ++ = 2.00**

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.870 <sup>a</sup>	.757	.572	2.30241

- a. Predictors: (Constant), externalising coping strategy with peers, SSPNEW, DISPNEW, internalising coping strategy with adults, SSANEW, Beck standardised level for self concept , problem solving coping strategy with adults, Beck standardised level for anxiety, PSPNEW, Beck standardised level for anger, DISANEW, internalising coping strategy with peers, Beck standardised level for depression
- b. 1=NO BULL 2= - TO ++ = 2.00

ANOVA<sup>b,c</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	281.301	13	21.639	4.082	.004 <sup>a</sup>
	Residual	90.118	17	5.301		
	Total	371.419	30			

a. Predictors: (Constant), externalising coping strategy with peers, SSPNEW, DISPNEW, internalising coping strategy with adults, SSANEW, Beck standardised level for self concept, problem solving coping strategy with adults, Beck standardised level for anxiety, PSPNEW, Beck standardised level for anger, DISANEW, internalising coping strategy with peers, Beck standardised level for depression

b. Dependent Variable: externalising coping strategy with adults

c. 1=NO BULL 2= - TO ++ = 2.00

Coefficients<sup>a,b</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.115	2.380		.048	.962
	DISANEW	.200	.222	.190	.901	.380
	DISPNEW	-.303	.228	-.261	-1.331	.201
	PSPNEW	-.433	.296	-.334	-1.463	.162
	SSANEW	-.209	.217	-.130	-.962	.349
	SSPNEW	.059	.209	.045	.281	.782
	internalising coping strategy with adults	-.210	.233	-.222	-.900	.380
	internalising coping strategy with peers	.340	.222	.419	1.529	.145
	Beck standardised level for self concept	.732	.622	.185	1.177	.255
	Beck standardised level for anxiety	1.546	.931	.374	1.661	.115
	Beck standardised level for depression	.601	1.339	.158	.449	.659
	Beck standardised level for anger	-1.863	1.126	-.508	-1.654	.117
	problem solving coping strategy with adults	.271	.204	.271	1.328	.202
	externalising coping strategy with peers	.705	.183	.725	3.859	.001

a. Dependent Variable: externalising coping strategy with adults

b. 1=NO BULL 2= - TO ++ = 2.00

## Regression

## Warnings

There are no valid cases in split file 1=NO BULL 2= - TO ++=6.00 for models with dependent variable DISANEW. Statistics cannot be computed.  
No valid cases found in split file 1=NO BULL 2= - TO ++=6.00. Equation-building skipped.

1=NO BULL 2= - TO ++ = 1.00



**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.633 <sup>a</sup>	.401	.191	2.44661

a. Predictors: (Constant), externalising coping strategy with adults, SSANEW, Beck standardised level for anxiety, Beck standardised level for self concept , DISPNEW, PSPNEW, internalising coping strategy with adults, problem solving coping strategy with adults, Beck standardised level for anger, SSPNEW, internalising coping strategy with peers, externalising coping strategy with peers, Beck standardised level for depression

b. 1=NO BULL 2= - TO ++ = 1.00

**ANOVA<sup>b,c</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	148.444	13	11.419	1.908	.062 <sup>a</sup>
	Residual	221.478	37	5.986		
	Total	369.922	50			

a. Predictors: (Constant), externalising coping strategy with adults, SSANEW, Beck standardised level for anxiety, Beck standardised level for self concept , DISPNEW, PSPNEW, internalising coping strategy with adults, problem solving coping strategy with adults, Beck standardised level for anger, SSPNEW, internalising coping strategy with peers, externalising coping strategy with peers, Beck standardised level for depression

b. Dependent Variable: DISANEW

c. 1=NO BULL 2= - TO ++ = 1.00

**Coefficients<sup>a,b</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.742	2.002		.870	.390
	DISPNEW	.504	.135	.552	3.738	.001
	PSPNEW	-.076	.231	-.061	-.330	.743
	SSANEW	.205	.213	.178	.961	.343
	SSPNEW	.035	.166	.042	.212	.834
	internalising coping strategy with adults	.322	.161	.416	1.996	.053
	internalising coping strategy with peers	-.209	.136	-.316	-1.538	.133
	Beck standardised level for self concept	-.050	.411	-.018	-.121	.905
	Beck standardised level for anxiety	.746	.534	.307	1.396	.171
	Beck standardised level for depression	.091	.844	.032	.107	.915
	Beck standardised level for anger	-.120	.630	-.047	-.191	.850
	problem solving coping strategy with adults	-.050	.140	-.064	-.354	.725
	externalising coping strategy with peers	-.115	.190	-.142	-.604	.549
	externalising coping strategy with adults	.107	.193	.128	.556	.582

a. Dependent Variable: DISANEW

b. 1=NO BULL 2= - TO ++ = 1.00

*-1111*

**1=NO BULL 2= - TO ++ = 2.00**

### Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.833 <sup>a</sup>	.694	.460	2.45732

a. Predictors: (Constant), externalising coping strategy with adults, problem solving coping strategy with adults, DISPNEW, Beck standardised level for self concept, SSANEW, SSPNEW, internalising coping strategy with adults, Beck standardised level for anger, PSPNEW, Beck standardised level for anxiety, externalising coping strategy with peers, internalising coping strategy with peers, Beck standardised level for depression

b. 1=NO BULL 2= - TO ++ = 2.00

### ANOVA<sup>b,c</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	232.895	13	17.915	2.967	.019 <sup>a</sup>
	Residual	102.654	17	6.038		
	Total	335.548	30			

a. Predictors: (Constant), externalising coping strategy with adults, problem solving coping strategy with adults, DISPNEW, Beck standardised level for self concept, SSANEW, SSPNEW, internalising coping strategy with adults, Beck standardised level for anger, PSPNEW, Beck standardised level for anxiety, externalising coping strategy with peers, internalising coping strategy with peers, Beck standardised level for depression

b. Dependent Variable: DISANEW

c. 1=NO BULL 2= - TO ++ = 2.00

### Coefficients<sup>a,b</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.861	2.500		.744	.467
	DISPNEW	.802	.166	.728	4.843	.000
	PSPNEW	-.064	.335	-.052	-.191	.851
	SSANEW	.073	.237	.048	.309	.761
	SSPNEW	-.465	.193	-.374	-2.402	.028
	internalising coping strategy with adults	-.128	.252	-.143	-.507	.619
	internalising coping strategy with peers	.041	.253	.053	.161	.874
	Beck standardised level for self concept	.237	.688	.063	.344	.735
	Beck standardised level for anxiety	.432	1.066	.110	.405	.690
	Beck standardised level for depression	-.341	1.435	-.095	-.238	.815
	Beck standardised level for anger	.637	1.286	.183	.495	.627
	problem solving coping strategy with adults	.296	.217	.311	1.362	.191
	externalising coping strategy with peers	-.126	.265	-.137	-.475	.641
	externalising coping strategy with adults	.228	.253	.240	.901	.380

a. Dependent Variable: DISANEW

b. 1=NO BULL 2= - TO ++ = 2.00

## Regression



### Warnings

There are no valid cases in split file 1=NO BULL 2= - TO ++=6.00 for models with dependent variable DISPNEW. Statistics cannot be computed.  
 No valid cases found in split file 1=NO BULL 2= - TO ++=6.00. Equation-building skipped.

**1=NO BULL 2= - TO ++ = 1.00**

#### Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.679 <sup>a</sup>	.461	.271	2.53982

a. Predictors: (Constant), DISANEW, Beck standardised level for anger, problem solving coping strategy with adults, Beck standardised level for self concept , SSPNEW, internalising coping strategy with adults, externalising coping strategy with peers, PSPNEW, SSANEW, internalising coping strategy with peers, Beck standardised level for anxiety, externalising coping strategy with adults, Beck standardised level for depression

b. 1=NO BULL 2= - TO ++ = 1.00

#### ANOVA<sup>b,c</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	203.835	13	15.680	2.431	.017 <sup>a</sup>
	Residual	238.674	37	6.451		
	Total	442.510	50			

a. Predictors: (Constant), DISANEW, Beck standardised level for anger, problem solving coping strategy with adults, Beck standardised level for self concept , SSPNEW, internalising coping strategy with adults, externalising coping strategy with peers, PSPNEW, SSANEW, internalising coping strategy with peers, Beck standardised level for anxiety, externalising coping strategy with adults, Beck standardised level for depression

b. Dependent Variable: DISPNEW

c. 1=NO BULL 2= - TO ++ = 1.00

**Coefficients<sup>a,b</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.863	2.001		1.931	.061
	PSPNEW	.088	.240	.064	.366	.717
	SSANEW	-.055	.224	-.044	-.246	.807
	SSPNEW	-.122	.171	-.132	-.714	.480
	internalising coping strategy with adults	-.385	.164	-.455	-2.339	.025
	internalising coping strategy with peers	.142	.144	.196	.987	.330
	Beck standardised level for self concept	-.190	.426	-.062	-.446	.658
	Beck standardised level for anxiety	.143	.568	.054	.251	.803
	Beck standardised level for depression	-.899	.863	-.289	-1.041	.305
	Beck standardised level for anger	-.019	.654	-.007	-.029	.977
	problem solving coping strategy with adults	.016	.146	.019	.111	.912
	externalising coping strategy with peers	.057	.198	.065	.290	.774
	externalising coping strategy with adults	.124	.200	.135	.617	.541
	DISANEW	.544	.145	.497	3.738	.001

a. Dependent Variable: DISPNEW

b. 1=NO BULL 2= - TO ++ = 1.00

**1=NO BULL 2= - TO ++ = 2.00**

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.816 <sup>a</sup>	.665	.409	2.33321

a. Predictors: (Constant), DISANEW, SSANEW, PSPNEW, internalising coping strategy with adults, SSPNEW, Beck standardised level for self concept , externalising coping strategy with adults, Beck standardised level for anxiety, problem solving coping strategy with adults, Beck standardised level for anger, externalising coping strategy with peers, internalising coping strategy with peers, Beck standardised level for depression

b. 1=NO BULL 2= - TO ++ = 2.00

**ANOVA<sup>b,c</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	183.842	13	14.142	2.598	.034 <sup>a</sup>
	Residual	92.545	17	5.444		
	Total	276.387	30			

a. Predictors: (Constant), DISANEW, SSANEW, PSPNEW, internalising coping strategy with adults, SSPNEW, Beck standardised level for self concept , externalising coping strategy with adults, Beck standardised level for anxiety, problem solving coping strategy with adults, Beck standardised level for anger, externalising coping strategy with peers, internalising coping strategy with peers, Beck standardised level for depression

b. Dependent Variable: DISPNEW

c. 1=NO BULL 2= - TO ++ = 2.00



**Coefficients<sup>a,b</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.401	2.410		-.167	.870
	PSPNEW	-.047	.318	-.042	-.146	.885
	SSANEW	-.033	.226	-.024	-.147	.885
	SSPNEW	.366	.193	.324	1.893	.076
	internalising coping strategy with adults	-.016	.241	-.020	-.066	.948
	internalising coping strategy with peers	.114	.239	.163	.478	.639
	Beck standardised level for self concept	-.059	.656	-.017	-.090	.929
	Beck standardised level for anxiety	.272	1.015	.076	.268	.792
	Beck standardised level for depression	.580	1.358	.177	.427	.675
	Beck standardised level for anger	-1.296	1.189	-.410	-1.090	.291
	problem solving coping strategy with adults	-.110	.215	-.127	-.510	.617
	externalising coping strategy with peers	.267	.245	.319	1.089	.291
	externalising coping strategy with adults	-.311	.234	-.361	-1.331	.201
	DISANEW	.723	.149	.797	4.843	.000

a. Dependent Variable: DISPNEW

b. 1=NO BULL 2= - TO ++ = 2.00

## Regression

### Warnings

There are no valid cases in split file 1=NO BULL 2= - TO ++=6.00 for models with dependent variable PSPNEW. Statistics cannot be computed.  
 No valid cases found in split file 1=NO BULL 2= - TO ++=6.00. Equation-building skipped.

**1=NO BULL 2= - TO ++ = 1.00**

### Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.722 <sup>a</sup>	.521	.353	1.73526

a. Predictors: (Constant), DISPNEW, Beck standardised level for self concept , problem solving coping strategy with adults, externalising coping strategy with peers, SSPNEW, internalising coping strategy with adults, Beck standardised level for anger, DISANEW, SSANEW, Beck standardised level for anxiety, internalising coping strategy with peers, externalising coping strategy with adults, Beck standardised level for depression

b. 1=NO BULL 2= - TO ++ = 1.00

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.736 <sup>a</sup>	.542	.381	1.86182

- a. Predictors: (Constant), PSPNEW, Beck standardised level for depression, DISANEW, Beck standardised level for self concept, SSPNEW, problem solving coping strategy with adults, externalising coping strategy with adults, internalising coping strategy with adults, DISPNEW, internalising coping strategy with peers, Beck standardised level for anxiety, externalising coping strategy with peers, Beck standardised level for anger
- b. 1=NO BULL 2= - TO ++ = 1.00

**ANOVA<sup>b,c</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	151.901	13	11.685	3.371	.002 <sup>a</sup>
	Residual	128.256	37	3.466		
	Total	280.157	50			

- a. Predictors: (Constant), PSPNEW, Beck standardised level for depression, DISANEW, Beck standardised level for self concept, SSPNEW, problem solving coping strategy with adults, externalising coping strategy with adults, internalising coping strategy with adults, DISPNEW, internalising coping strategy with peers, Beck standardised level for anxiety, externalising coping strategy with peers, Beck standardised level for anger
- b. Dependent Variable: SSANEW
- c. 1=NO BULL 2= - TO ++ = 1.00

**Coefficients<sup>a,b</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.867	1.532		-.566	.575
	SSPNEW	.457	.102	.620	4.495	.000
	internalising coping strategy with adults	-.026	.129	-.039	-.202	.841
	internalising coping strategy with peers	.020	.107	.034	.186	.854
	Beck standardised level for self concept	.241	.311	.098	.775	.443
	Beck standardised level for anxiety	-.271	.415	-.128	-.655	.517
	Beck standardised level for depression	.414	.638	.167	.648	.521
	Beck standardised level for anger	-.742	.464	-.334	-1.601	.118
	problem solving coping strategy with adults	.310	.094	.457	3.294	.002
	externalising coping strategy with peers	.098	.144	.139	.677	.503
	externalising coping strategy with adults	-.055	.147	-.076	-.374	.710
	DISANEW	.119	.124	.136	.961	.343
	DISPNEW	-.030	.120	-.037	-.246	.807
	PSPNEW	-.354	.167	-.323	-2.127	.040

- a. Dependent Variable: SSANEW
- b. 1=NO BULL 2= - TO ++ = 1.00

**1=NO BULL 2= - TO ++ = 2.00**



ANOVA<sup>b,c</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	167.649	13	12.896	4.072	.004 <sup>a</sup>
	Residual	53.835	17	3.167		
	Total	221.484	30			

a. Predictors: (Constant), DISPNEW, Beck standardised level for anger, problem solving coping strategy with adults, SSPNEW, Beck standardised level for self concept, SSANEW, externalising coping strategy with adults, internalising coping strategy with peers, Beck standardised level for anxiety, internalising coping strategy with adults, DISANEW, externalising coping strategy with peers, Beck standardised level for depression

b. Dependent Variable: PSPNEW

c. 1=NO BULL 2= - TO ++ = 2.00

Coefficients<sup>a,b</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.864	1.583		2.441	.026
	SSANEW	-.108	.170	-.087	-.634	.534
	SSPNEW	-.133	.159	-.131	-.835	.415
	internalising coping strategy with adults	-.424	.153	-.582	-2.778	.013
	internalising coping strategy with peers	.521	.133	.831	3.914	.001
	Beck standardised level for self concept	.604	.478	.198	1.263	.224
	Beck standardised level for anxiety	1.215	.717	.381	1.694	.109
	Beck standardised level for depression	-.330	1.038	-.112	-.318	.755
	Beck standardised level for anger	-.904	.912	-.320	-.991	.335
	problem solving coping strategy with adults	.464	.121	.601	3.821	.001
	externalising coping strategy with peers	-.077	.192	-.103	-.402	.693
	externalising coping strategy with adults	-.258	.177	-.335	-1.463	.162
	DISANEW	-.033	.175	-.041	-.191	.851
	DISPNEW	-.027	.185	-.030	-.146	.885

a. Dependent Variable: PSPNEW

b. 1=NO BULL 2= - TO ++ = 2.00

## Regression

## Warnings

There are no valid cases in split file 1=NO BULL 2= - TO ++=6.00 for models with dependent variable SSANEW. Statistics cannot be computed.  
No valid cases found in split file 1=NO BULL 2= - TO ++=6.00. Equation-building skipped.

1=NO BULL 2= - TO ++ = 1.00

ANOVA<sup>b,c</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	121.412	13	9.339	3.102	.003 <sup>a</sup>
	Residual	111.411	37	3.011		
	Total	232.824	50			

a. Predictors: (Constant), DISPNEW, Beck standardised level for self concept , problem solving coping strategy with adults, externalising coping strategy with peers, SSPNEW, internalising coping strategy with adults, Beck standardised level for anger, DISANEW, SSANEW, Beck standardised level for anxiety, internalising coping strategy with peers, externalising coping strategy with adults, Beck standardised level for depression

b. Dependent Variable: PSPNEW

c. 1=NO BULL 2= - TO ++ = 1.00

Coefficients<sup>a,b</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.584	1.370		1.887	.067
	SSANEW	-.308	.145	-.337	-2.127	.040
	SSPNEW	.193	.113	.287	1.697	.098
	internalising coping strategy with adults	.072	.120	.118	.605	.549
	internalising coping strategy with peers	-.012	.099	-.023	-.119	.906
	Beck standardised level for self concept	.556	.277	.249	2.007	.052
	Beck standardised level for anxiety	.801	.366	.415	2.190	.035
	Beck standardised level for depression	.021	.598	.010	.036	.972
	Beck standardised level for anger	-.884	.423	-.436	-2.091	.043
	problem solving coping strategy with adults	.315	.085	.510	3.697	.001
	externalising coping strategy with peers	-.048	.135	-.075	-.354	.725
	externalising coping strategy with adults	-.047	.137	-.070	-.341	.735
	DISANEW	-.038	.116	-.048	-.330	.743
	DISPNEW	.041	.112	.057	.366	.717

a. Dependent Variable: PSPNEW

b. 1=NO BULL 2= - TO ++ = 1.00

1=NO BULL 2= - TO ++ = 2.00

Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.870 <sup>a</sup>	.757	.571	1.77954

a. Predictors: (Constant), DISPNEW, Beck standardised level for anger, problem solving coping strategy with adults, SSPNEW, Beck standardised level for self concept , SSANEW, externalising coping strategy with adults, internalising coping strategy with peers, Beck standardised level for anxiety, internalising coping strategy with adults, DISANEW, externalising coping strategy with peers, Beck standardised level for depression

b. 1=NO BULL 2= - TO ++ = 2.00



### Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.503 <sup>a</sup>	.253	-.318	2.50488

a. Predictors: (Constant), PSPNEW, SSPNEW, internalising coping strategy with adults, DISPNEW, Beck standardised level for self concept , externalising coping strategy with adults, problem solving coping strategy with adults, Beck standardised level for anger, Beck standardised level for anxiety, DISANEW, externalising coping strategy with peers, internalising coping strategy with peers, Beck standardised level for depression

b. 1=NO BULL 2= - TO ++ = 2.00

### ANOVA<sup>b,c</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	36.174	13	2.783	.443	.929 <sup>a</sup>
	Residual	106.665	17	6.274		
	Total	142.839	30			

a. Predictors: (Constant), PSPNEW, SSPNEW, internalising coping strategy with adults, DISPNEW, Beck standardised level for self concept , externalising coping strategy with adults, problem solving coping strategy with adults, Beck standardised level for anger, Beck standardised level for anxiety, DISANEW, externalising coping strategy with peers, internalising coping strategy with peers, Beck standardised level for depression

b. Dependent Variable: SSANEW

c. 1=NO BULL 2= - TO ++ = 2.00

### Coefficients<sup>a,b</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.266	2.571		.492	.629
	SSPNEW	.228	.221	.281	1.029	.318
	internalising coping strategy with adults	-.020	.259	-.035	-.078	.938
	internalising coping strategy with peers	.040	.258	.079	.154	.879
	Beck standardised level for self concept	.224	.702	.091	.319	.754
	Beck standardised level for anxiety	.299	1.089	.117	.274	.787
	Beck standardised level for depression	-.043	1.465	-.018	-.029	.977
	Beck standardised level for anger	-.654	1.311	-.288	-.499	.624
	problem solving coping strategy with adults	.198	.228	.319	.866	.398
	externalising coping strategy with peers	.164	.269	.272	.608	.551
	externalising coping strategy with adults	-.247	.257	-.399	-.962	.349
	DISANEW	.076	.247	.117	.309	.761
	DISPNEW	-.038	.260	-.053	-.147	.885
	PSPNEW	-.214	.337	-.266	-.634	.534

a. Dependent Variable: SSANEW

b. 1=NO BULL 2= - TO ++ = 2.00

## Regression

### Warnings

There are no valid cases in split file 1=NO BULL 2= - TO ++=6.00 for models with dependent variable SSPNEW. Statistics cannot be computed.  
 No valid cases found in split file 1=NO BULL 2= - TO ++=6.00. Equation-building skipped.

**1=NO BULL 2= - TO ++ = 1.00**

### Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.761 <sup>a</sup>	.580	.432	2.42240

a. Predictors: (Constant), SSANEW, externalising coping strategy with adults, Beck standardised level for anxiety, Beck standardised level for self concept , DISPNEW, PSPNEW, internalising coping strategy with adults, DISANEW, problem solving coping strategy with adults, Beck standardised level for anger, internalising coping strategy with peers, externalising coping strategy with peers, Beck standardised level for depression

b. 1=NO BULL 2= - TO ++ = 1.00

### ANOVA<sup>b,c</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	299.589	13	23.045	3.927	.001 <sup>a</sup>
	Residual	217.117	37	5.868		
	Total	516.706	50			

a. Predictors: (Constant), SSANEW, externalising coping strategy with adults, Beck standardised level for anxiety, Beck standardised level for self concept , DISPNEW, PSPNEW, internalising coping strategy with adults, DISANEW, problem solving coping strategy with adults, Beck standardised level for anger, internalising coping strategy with peers, externalising coping strategy with peers, Beck standardised level for depression

b. Dependent Variable: SSPNEW

c. 1=NO BULL 2= - TO ++ = 1.00



**Coefficients<sup>a,b</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.541	1.916		1.848	.073
	internalising coping strategy with adults	-.146	.166	-.160	-.880	.385
	internalising coping strategy with peers	.177	.136	.226	1.301	.201
	Beck standardised level for self concept	.042	.407	.013	.102	.919
	Beck standardised level for anxiety	.707	.530	.246	1.333	.191
	Beck standardised level for depression	-.305	.834	-.091	-.366	.716
	Beck standardised level for anger	.569	.617	.188	.923	.362
	problem solving coping strategy with adults	-.173	.136	-.188	-1.267	.213
	externalising coping strategy with peers	-.181	.186	-.190	-.972	.337
	externalising coping strategy with adults	-.002	.192	-.002	-.009	.993
	DISANEW	.034	.163	.029	.212	.834
	DISPNEW	-.111	.156	-.103	-.714	.480
	PSPNEW	.375	.221	.252	1.697	.098
	SSANEW	.773	.172	.569	4.495	.000

a. Dependent Variable: SSPNEW

b. 1=NO BULL 2= - TO ++ = 1.00

**1=NO BULL 2= - TO ++ = 2.00**

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.667 <sup>a</sup>	.444	.020	2.66273

a. Predictors: (Constant), SSANEW, PSPNEW, internalising coping strategy with adults, DISPNEW, Beck standardised level for self concept , externalising coping strategy with adults, problem solving coping strategy with adults, Beck standardised level for anger, DISANEW, Beck standardised level for anxiety, externalising coping strategy with peers, internalising coping strategy with peers, Beck standardised level for depression

b. 1=NO BULL 2= - TO ++ = 2.00

**ANOVA<sup>b,c</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	96.435	13	7.418	1.046	.457 <sup>a</sup>
	Residual	120.533	17	7.090		
	Total	216.968	30			

a. Predictors: (Constant), SSANEW, PSPNEW, internalising coping strategy with adults, DISPNEW, Beck standardised level for self concept , externalising coping strategy with adults, problem solving coping strategy with adults, Beck standardised level for anger, DISANEW, Beck standardised level for anxiety, externalising coping strategy with peers, internalising coping strategy with peers, Beck standardised level for depression

b. Dependent Variable: SSPNEW

c. 1=NO BULL 2= - TO ++ = 2.00

**Coefficients<sup>a,b</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.713	2.601		1.427	.172
	internalising coping strategy with adults	-.249	.269	-.345	-.925	.368
	internalising coping strategy with peers	.162	.272	.261	.596	.559
	Beck standardised level for self concept	.715	.728	.237	.982	.340
	Beck standardised level for anxiety	.334	1.158	.106	.289	.776
	Beck standardised level for depression	.646	1.550	.222	.417	.682
	Beck standardised level for anger	-.306	1.402	-.109	-.219	.830
	problem solving coping strategy with adults	.413	.227	.540	1.822	.086
	externalising coping strategy with peers	-.064	.289	-.086	-.221	.828
	externalising coping strategy with adults	.079	.280	.103	.281	.782
	DISANEW	-.545	.227	-.678	-2.402	.028
	DISPNEW	.476	.252	.537	1.893	.076
	PSPNEW	-.297	.356	-.300	-.835	.415
	SSANEW	.257	.250	.209	1.029	.318

a. Dependent Variable: SSPNEW

b. 1=NO BULL 2= - TO ++ = 2.00

**Regression**

**Warnings**

There are no valid cases in split file 1=NO BULL 2= - TO ++=6.00 for models with dependent variable internalising coping strategy with adults. Statistics cannot be computed.  
 No valid cases found in split file 1=NO BULL 2= - TO ++=6.00. Equation-building skipped.

**1=NO BULL 2= - TO ++ = 1.00**

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.815 <sup>a</sup>	.664	.545	2.37018

a. Predictors: (Constant), SSPNEW, DISANEW, Beck standardised level for self concept , Beck standardised level for anger, problem solving coping strategy with adults, externalising coping strategy with peers, internalising coping strategy with peers, DISPNEW, PSPNEW, SSANEW, Beck standardised level for anxiety, externalising coping strategy with adults, Beck standardised level for depression

b. 1=NO BULL 2= - TO ++ = 1.00



ANOVA<sup>b,c</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	410.064	13	31.543	5.615	.000 <sup>a</sup>
	Residual	207.858	37	5.618		
	Total	617.922	50			

a. Predictors: (Constant), SSPNEW, DISANEW, Beck standardised level for self concept , Beck standardised level for anger, problem solving coping strategy with adults, externalising coping strategy with peers, internalising coping strategy with peers, DISPNEW, PSPNEW, SSANEW, Beck standardised level for anxiety, externalising coping strategy with adults, Beck standardised level for depression

b. Dependent Variable: internalising coping strategy with adults

c. 1=NO BULL 2= - TO ++ = 1.00

Coefficients<sup>a,b</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.461	1.875		1.846	.073
	internalising coping strategy with peers	.527	.104	.618	5.046	.000
	Beck standardised level for self concept	-.347	.394	-.095	-.880	.384
	Beck standardised level for anxiety	-.286	.529	-.091	-.540	.592
	Beck standardised level for depression	1.154	.795	.314	1.451	.155
	Beck standardised level for anger	-.618	.602	-.187	-1.027	.311
	problem solving coping strategy with adults	.059	.136	.059	.438	.664
	externalising coping strategy with peers	-.161	.183	-.154	-.883	.383
	externalising coping strategy with adults	.221	.184	.204	1.201	.237
	DISANEW	.302	.151	.234	1.996	.053
	DISPNEW	-.335	.143	-.283	-2.339	.025
	PSPNEW	.135	.223	.083	.605	.549
	SSANEW	-.042	.209	-.028	-.202	.841
	SSPNEW	-.140	.159	-.128	-.880	.385

a. Dependent Variable: internalising coping strategy with adults

b. 1=NO BULL 2= - TO ++ = 1.00

1=NO BULL 2= - TO ++ = 2.00

Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.881 <sup>a</sup>	.776	.605	2.34386

a. Predictors: (Constant), SSPNEW, internalising coping strategy with peers, Beck standardised level for self concept , DISPNEW, problem solving coping strategy with adults, externalising coping strategy with peers, SSANEW, Beck standardised level for anxiety, PSPNEW, DISANEW, Beck standardised level for anger, externalising coping strategy with adults, Beck standardised level for depression

b. 1=NO BULL 2= - TO ++ = 2.00

ANOVA<sup>b,c</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	324.091	13	24.930	4.538	.002 <sup>a</sup>
	Residual	93.392	17	5.494		
	Total	417.484	30			

a. Predictors: (Constant), SSPNEW, internalising coping strategy with peers, Beck standardised level for self concept, DISPNEW, problem solving coping strategy with adults, externalising coping strategy with peers, SSANEW, Beck standardised level for anxiety, PSPNEW, DISANEW, Beck standardised level for anger, externalising coping strategy with adults, Beck standardised level for depression

b. Dependent Variable: internalising coping strategy with adults

c. 1=NO BULL 2= - TO ++ = 2.00

Coefficients<sup>a,b</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.251	2.062		2.547	.021
	internalising coping strategy with peers	.792	.146	.921	5.410	.000
	Beck standardised level for self concept	.101	.658	.024	.153	.880
	Beck standardised level for anxiety	1.494	.955	.341	1.565	.136
	Beck standardised level for depression	-.628	1.363	-.156	-.461	.651
	Beck standardised level for anger	-.232	1.234	-.060	-.188	.853
	problem solving coping strategy with adults	.513	.179	.484	2.866	.011
	externalising coping strategy with peers	-.060	.254	-.058	-.237	.816
	externalising coping strategy with adults	-.217	.241	-.205	-.900	.380
	DISANEW	-.116	.230	-.104	-.507	.619
	DISPNEW	-.016	.244	-.013	-.066	.948
	PSPNEW	-.736	.265	-.536	-2.778	.013
	SSANEW	-.018	.227	-.010	-.078	.938
	SSPNEW	-.193	.208	-.139	-.925	.368

a. Dependent Variable: internalising coping strategy with adults

b. 1=NO BULL 2= - TO ++ = 2.00

## Regression

## Warnings

There are no valid cases in split file 1=NO BULL 2= - TO ++=6.00 for models with dependent variable internalising coping strategy with peers. Statistics cannot be computed.

No valid cases found in split file 1=NO BULL 2= - TO ++=6.00. Equation-building skipped.

1=NO BULL 2= - TO ++ = 1.00



**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.800 <sup>a</sup>	.641	.514	2.87036

a. Predictors: (Constant), internalising coping strategy with adults, externalising coping strategy with peers, SSANEW, DISANEW, Beck standardised level for self concept , PSPNEW, Beck standardised level for anger, problem solving coping strategy with adults, DISPNEW, SSPNEW, Beck standardised level for anxiety, externalising coping strategy with adults, Beck standardised level for depression

b. 1=NO BULL 2= - TO ++ = 1.00

**ANOVA<sup>b,c</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	543.198	13	41.784	5.072	.000 <sup>a</sup>
	Residual	304.841	37	8.239		
	Total	848.039	50			

a. Predictors: (Constant), internalising coping strategy with adults, externalising coping strategy with peers, SSANEW, DISANEW, Beck standardised level for self concept , PSPNEW, Beck standardised level for anger, problem solving coping strategy with adults, DISPNEW, SSPNEW, Beck standardised level for anxiety, externalising coping strategy with adults, Beck standardised level for depression

b. Dependent Variable: internalising coping strategy with peers

c. 1=NO BULL 2= - TO ++ = 1.00

**Coefficients<sup>a,b</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.721	2.369		.304	.763
	Beck standardised level for self concept	.294	.480	.069	.612	.545
	Beck standardised level for anxiety	.668	.634	.181	1.054	.299
	Beck standardised level for depression	.377	.988	.087	.381	.705
	Beck standardised level for anger	-.016	.739	-.004	-.022	.982
	problem solving coping strategy with adults	-.088	.164	-.075	-.535	.596
	externalising coping strategy with peers	.113	.223	.092	.506	.616
	externalising coping strategy with adults	-.234	.224	-.184	-1.042	.304
	DISANEW	-.288	.187	-.190	-1.538	.133
	DISPNEW	.181	.183	.131	.987	.330
	PSPNEW	-.032	.272	-.017	-.119	.906
	SSANEW	.047	.253	.027	.186	.854
	SSPNEW	.248	.190	.194	1.301	.201
	internalising coping strategy with adults	.773	.153	.660	5.046	.000

a. Dependent Variable: internalising coping strategy with peers

b. 1=NO BULL 2= - TO ++ = 1.00

**1=NO BULL 2= - TO ++ = 2.00**

### Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.913 <sup>a</sup>	.833	.706	2.35330

a. Predictors: (Constant), internalising coping strategy with adults, SSPNEW, PSPNEW, DISPNEW, SSANEW, Beck standardised level for self concept , externalising coping strategy with adults, Beck standardised level for anxiety, problem solving coping strategy with adults, Beck standardised level for anger, DISANEW, externalising coping strategy with peers, Beck standardised level for depression

b. 1=NO BULL 2= - TO ++ = 2.00

### ANOVA<sup>b,c</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	470.241	13	36.172	6.532	.000 <sup>a</sup>
	Residual	94.146	17	5.538		
	Total	564.387	30			

a. Predictors: (Constant), internalising coping strategy with adults, SSPNEW, PSPNEW, DISPNEW, SSANEW, Beck standardised level for self concept , externalising coping strategy with adults, Beck standardised level for anxiety, problem solving coping strategy with adults, Beck standardised level for anger, DISANEW, externalising coping strategy with peers, Beck standardised level for depression

b. Dependent Variable: internalising coping strategy with peers

c. 1=NO BULL 2= - TO ++ = 2.00

### Coefficients<sup>a,b</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-4.401	2.186		-2.013	.060
	Beck standardised level for self concept	-.137	.661	-.028	-.208	.838
	Beck standardised level for anxiety	-1.267	.979	-.249	-1.294	.213
	Beck standardised level for depression	1.328	1.338	.284	.992	.335
	Beck standardised level for anger	.191	1.240	.042	.154	.879
	problem solving coping strategy with adults	-.467	.187	-.379	-2.495	.023
	externalising coping strategy with peers	.072	.255	.060	.283	.781
	externalising coping strategy with adults	.355	.232	.288	1.529	.145
	DISANEW	.037	.232	.029	.161	.874
	DISPNEW	.116	.243	.081	.478	.639
	PSPNEW	.910	.233	.570	3.914	.001
	SSANEW	.035	.228	.018	.154	.879
	SSPNEW	.126	.212	.078	.596	.559
	internalising coping strategy with adults	.799	.148	.687	5.410	.000

a. Dependent Variable: internalising coping strategy with peers

b. 1=NO BULL 2= - TO ++ = 2.00

## Regression



### Warnings

There are no valid cases in split file 1=NO BULL 2= - TO +=6.00 for models with dependent variable Beck standardised level for self concept . Statistics cannot be computed.

No valid cases found in split file 1=NO BULL 2= - TO +=6.00. Equation-building skipped.

**1=NO BULL 2= - TO += 1.00**

#### Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.492 <sup>a</sup>	.242	-.025	.97761

a. Predictors: (Constant), internalising coping strategy with peers, DISANEW, problem solving coping strategy with adults, externalising coping strategy with peers, SSANEW, Beck standardised level for anger, PSPNEW, DISPNEW, SSPNEW, Beck standardised level for anxiety, internalising coping strategy with adults, externalising coping strategy with adults, Beck standardised level for depression

b. 1=NO BULL 2= - TO += 1.00

#### ANOVA<sup>b,c</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.266	13	.867	.907	.555 <sup>a</sup>
	Residual	35.362	37	.956		
	Total	46.627	50			

a. Predictors: (Constant), internalising coping strategy with peers, DISANEW, problem solving coping strategy with adults, externalising coping strategy with peers, SSANEW, Beck standardised level for anger, PSPNEW, DISPNEW, SSPNEW, Beck standardised level for anxiety, internalising coping strategy with adults, externalising coping strategy with adults, Beck standardised level for depression

b. Dependent Variable: Beck standardised level for self concept

c. 1=NO BULL 2= - TO += 1.00

**Coefficients<sup>a,b</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.917	.794		1.155	.255
	Beck standardised level for anxiety	-.178	.217	-.207	-.822	.416
	Beck standardised level for depression	-.432	.330	-.428	-1.312	.198
	Beck standardised level for anger	.429	.242	.472	1.773	.084
	problem solving coping strategy with adults	-.045	.056	-.161	-.802	.428
	externalising coping strategy with peers	-.013	.076	-.046	-.175	.862
	externalising coping strategy with adults	.087	.076	.294	1.148	.258
	DISANEW	-.008	.066	-.022	-.121	.905
	DISPNEW	-.028	.063	-.087	-.446	.658
	PSPNEW	.177	.088	.395	2.007	.052
	SSANEW	.066	.086	.163	.775	.443
	SSPNEW	.007	.066	.023	.102	.919
	internalising coping strategy with adults	-.059	.067	-.215	-.880	.384
	internalising coping strategy with peers	.034	.056	.145	.612	.545

a. Dependent Variable: Beck standardised level for self concept

b. 1=NO BULL 2= - TO ++ = 1.00

**1=NO BULL 2= - TO ++ = 2.00**

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.683 <sup>a</sup>	.467	.059	.86303

a. Predictors: (Constant), internalising coping strategy with peers, SSPNEW, PSPNEW, DISPNEW, SSANEW, problem solving coping strategy with adults, Beck standardised level for anxiety, externalising coping strategy with adults, Beck standardised level for anger, DISANEW, externalising coping strategy with peers, internalising coping strategy with adults, Beck standardised level for depression

b. 1=NO BULL 2= - TO ++ = 2.00

**ANOVA<sup>b,c</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.080	13	.852	1.144	.390 <sup>a</sup>
	Residual	12.662	17	.745		
	Total	23.742	30			

a. Predictors: (Constant), internalising coping strategy with peers, SSPNEW, PSPNEW, DISPNEW, SSANEW, problem solving coping strategy with adults, Beck standardised level for anxiety, externalising coping strategy with adults, Beck standardised level for anger, DISANEW, externalising coping strategy with peers, internalising coping strategy with adults, Beck standardised level for depression

b. Dependent Variable: Beck standardised level for self concept

c. 1=NO BULL 2= - TO ++ = 2.00



**Coefficients<sup>a,b</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.143	.848		1.348	.195
	Beck standardised level for anxiety	-.242	.372	-.232	-.652	.523
	Beck standardised level for depression	-.814	.465	-.847	-1.751	.098
	Beck standardised level for anger	.701	.422	.757	1.660	.115
	problem solving coping strategy with adults	-.103	.076	-.405	-1.343	.197
	externalising coping strategy with peers	-.116	.089	-.473	-1.300	.211
	externalising coping strategy with adults	.103	.087	.407	1.177	.255
	DISANEW	.029	.085	.110	.344	.735
	DISPNEW	-.008	.090	-.028	-.090	.929
	PSPNEW	.142	.112	.434	1.263	.224
	SSANEW	.027	.083	.065	.319	.754
	SSPNEW	.075	.076	.227	.982	.340
	internalising coping strategy with adults	.014	.089	.057	.153	.880
	internalising coping strategy with peers	-.018	.089	-.090	-.208	.838

a. Dependent Variable: Beck standardised level for self concept

b. 1=NO BULL 2= - TO ++ = 2.00

## Regression

### Warnings

There are no valid cases in split file 1=NO BULL 2= - TO ++=6.00 for models with dependent variable Beck standardised level for anxiety. Statistics cannot be computed.

No valid cases found in split file 1=NO BULL 2= - TO ++=6.00. Equation-building skipped.

**1=NO BULL 2= - TO ++ = 1.00**

### Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.826 <sup>a</sup>	.682	.570	.73390

a. Predictors: (Constant), Beck standardised level for self concept , externalising coping strategy with peers, internalising coping strategy with peers, problem solving coping strategy with adults, DISANEW, SSANEW, Beck standardised level for anger, DISPNEW, PSPNEW, SSPNEW, internalising coping strategy with adults, externalising coping strategy with adults, Beck standardised level for depression

b. 1=NO BULL 2= - TO ++ = 1.00

ANOVA<sup>b,c</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	42.660	13	3.282	6.093	.000 <sup>a</sup>
	Residual	19.928	37	.539		
	Total	62.588	50			

a. Predictors: (Constant), Beck standardised level for self concept , externalising coping strategy with peers, internalising coping strategy with peers, problem solving coping strategy with adults, DISANEW, SSANEW, Beck standardised level for anger, DISPNEW, PSPNEW, SSPNEW, internalising coping strategy with adults, externalising coping strategy with adults, Beck standardised level for depression

b. Dependent Variable: Beck standardised level for anxiety

c. 1=NO BULL 2= - TO ++ = 1.00

Coefficients<sup>a,b</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.184	.575		-2.060	.046
	Beck standardised level for depression	.518	.238	.442	2.172	.036
	Beck standardised level for anger	.192	.186	.182	1.029	.310
	problem solving coping strategy with adults	-.033	.042	-.103	-.788	.436
	externalising coping strategy with peers	.064	.056	.194	1.148	.258
	externalising coping strategy with adults	-.052	.058	-.151	-.906	.371
	DISANEW	.067	.048	.163	1.396	.171
	DISPNEW	.012	.047	.032	.251	.803
	PSPNEW	.143	.065	.276	2.190	.035
	SSANEW	-.042	.064	-.089	-.655	.517
	SSPNEW	.065	.049	.186	1.333	.191
	internalising coping strategy with adults	-.027	.051	-.086	-.540	.592
	internalising coping strategy with peers	.044	.041	.161	1.054	.299
	Beck standardised level for self concept	-.101	.122	-.087	-.822	.416

a. Dependent Variable: Beck standardised level for anxiety

b. 1=NO BULL 2= - TO ++ = 1.00

1=NO BULL 2= - TO ++ = 2.00

Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.871 <sup>a</sup>	.758	.573	.55652

a. Predictors: (Constant), Beck standardised level for self concept , problem solving coping strategy with adults, DISPNEW, externalising coping strategy with adults, SSANEW, SSPNEW, internalising coping strategy with adults, Beck standardised level for anger, PSPNEW, DISANEW, externalising coping strategy with peers, internalising coping strategy with peers, Beck standardised level for depression

b. 1=NO BULL 2= - TO ++ = 2.00



ANOVA<sup>b,c</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16.477	13	1.267	4.092	.004 <sup>a</sup>
	Residual	5.265	17	.310		
	Total	21.742	30			

a. Predictors: (Constant), Beck standardised level for self concept , problem solving coping strategy with adults, DISPNEW, externalising coping strategy with adults, SSANEW, SSPNEW, internalising coping strategy with adults, Beck standardised level for anger, PSPNEW, DISANEW, externalising coping strategy with peers, internalising coping strategy with peers, Beck standardised level for depression

b. Dependent Variable: Beck standardised level for anxiety

c. 1=NO BULL 2= - TO ++ = 2.00

Coefficients<sup>a,b</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.158	.574		-.276	.786
	Beck standardised level for depression	.495	.303	.538	1.634	.121
	Beck standardised level for anger	.224	.288	.253	.778	.447
	problem solving coping strategy with adults	-.101	.046	-.418	-2.222	.040
	externalising coping strategy with peers	-.067	.058	-.286	-1.156	.264
	externalising coping strategy with adults	.090	.054	.373	1.661	.115
	DISANEW	.022	.055	.087	.405	.690
	DISPNEW	.015	.058	.055	.268	.792
	PSPNEW	.119	.070	.379	1.694	.109
	SSANEW	.015	.054	.038	.274	.787
	SSPNEW	.015	.051	.046	.289	.776
	internalising coping strategy with adults	.084	.054	.369	1.565	.136
	internalising coping strategy with peers	-.071	.055	-.361	-1.294	.213
	Beck standardised level for self concept	-.101	.154	-.105	-.652	.523

a. Dependent Variable: Beck standardised level for anxiety

b. 1=NO BULL 2= - TO ++ = 2.00

## Regression

## Warnings

There are no valid cases in split file 1=NO BULL 2= - TO ++=6.00 for models with dependent variable Beck standardised level for depression. Statistics cannot be computed.

No valid cases found in split file 1=NO BULL 2= - TO ++=6.00. Equation-building skipped.

1=NO BULL 2= - TO ++ = 1.00

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.903 <sup>a</sup>	.816	.751	.47669

a. Predictors: (Constant), Beck standardised level for anxiety, SSANEW, externalising coping strategy with adults, Beck standardised level for self concept, DISPNEW, PSPNEW, internalising coping strategy with adults, DISANEW, problem solving coping strategy with adults, Beck standardised level for anger, SSPNEW, internalising coping strategy with peers, externalising coping strategy with peers

b. 1=NO BULL 2= - TO ++ = 1.00

**ANOVA<sup>b,c</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	37.239	13	2.865	12.606	.000 <sup>a</sup>
	Residual	8.408	37	.227		
	Total	45.647	50			

a. Predictors: (Constant), Beck standardised level for anxiety, SSANEW, externalising coping strategy with adults, Beck standardised level for self concept, DISPNEW, PSPNEW, internalising coping strategy with adults, DISANEW, problem solving coping strategy with adults, Beck standardised level for anger, SSPNEW, internalising coping strategy with peers, externalising coping strategy with peers

b. Dependent Variable: Beck standardised level for depression

c. 1=NO BULL 2= - TO ++ = 1.00

**Coefficients<sup>a,b</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.215	.392		-.547	.588
	Beck standardised level for anger	.474	.095	.527	4.993	.000
	problem solving coping strategy with adults	.007	.027	.024	.243	.809
	externalising coping strategy with peers	.034	.037	.120	.930	.358
	externalising coping strategy with adults	.013	.038	.044	.340	.736
	DISANEW	.003	.032	.010	.107	.915
	DISPNEW	-.032	.030	-.099	-1.041	.305
	PSPNEW	.002	.045	.004	.036	.972
	SSANEW	.027	.042	.067	.648	.521
	SSPNEW	-.012	.032	-.040	-.366	.716
	internalising coping strategy with adults	.047	.032	.172	1.451	.155
	internalising coping strategy with peers	.010	.027	.045	.381	.705
	Beck standardised level for self concept	-.103	.078	-.104	-1.312	.198
	Beck standardised level for anxiety	.218	.101	.256	2.172	.036

a. Dependent Variable: Beck standardised level for depression

b. 1=NO BULL 2= - TO ++ = 1.00

**1=NO BULL 2= - TO ++ = 2.00**



**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.942 <sup>a</sup>	.886	.800	.41464

a. Predictors: (Constant), Beck standardised level for anxiety, SSPNEW, PSPNEW, DISPNEW, SSANEW, Beck standardised level for self concept, externalising coping strategy with adults, internalising coping strategy with adults, problem solving coping strategy with adults, Beck standardised level for anger, DISANEW, externalising coping strategy with peers, internalising coping strategy with peers

b. 1=NO BULL 2= - TO ++ = 2.00

**ANOVA<sup>b,c</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	22.819	13	1.755	10.210	.000 <sup>a</sup>
	Residual	2.923	17	.172		
	Total	25.742	30			

a. Predictors: (Constant), Beck standardised level for anxiety, SSPNEW, PSPNEW, DISPNEW, SSANEW, Beck standardised level for self concept, externalising coping strategy with adults, internalising coping strategy with adults, problem solving coping strategy with adults, Beck standardised level for anger, DISANEW, externalising coping strategy with peers, internalising coping strategy with peers

b. Dependent Variable: Beck standardised level for depression

c. 1=NO BULL 2= - TO ++ = 2.00

**Coefficients<sup>a,b</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.310	.422		.734	.473
	Beck standardised level for anger	.639	.154	.663	4.146	.001
	problem solving coping strategy with adults	.002	.039	.009	.058	.954
	externalising coping strategy with peers	-.054	.043	-.209	-1.241	.231
	externalising coping strategy with adults	.020	.043	.074	.449	.659
	DISANEW	-.010	.041	-.035	-.238	.815
	DISPNEW	.018	.043	.060	.427	.675
	PSPNEW	-.018	.056	-.053	-.318	.755
	SSANEW	-.001	.040	-.003	-.029	.977
	SSPNEW	.016	.038	.045	.417	.682
	internalising coping strategy with adults	-.020	.043	-.079	-.461	.651
	internalising coping strategy with peers	.041	.042	.193	.992	.335
	Beck standardised level for self concept	-.188	.107	-.180	-1.751	.098
	Beck standardised level for anxiety	.275	.168	.252	1.634	.121

a. Dependent Variable: Beck standardised level for depression

b. 1=NO BULL 2= - TO ++ = 2.00

**Regression**

### Warnings

There are no valid cases in split file 1=NO BULL 2= - TO ++=6.00 for models with dependent variable Beck standardised level for anger. Statistics cannot be computed.  
 No valid cases found in split file 1=NO BULL 2= - TO ++=6.00. Equation-building skipped.

**1=NO BULL 2= - TO ++ = 1.00**

### Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.856 <sup>a</sup>	.733	.640	.63848

a. Predictors: (Constant), Beck standardised level for depression, PSPNEW, SSANEW, DISANEW, Beck standardised level for self concept , externalising coping strategy with adults, internalising coping strategy with adults, problem solving coping strategy with adults, DISPNEW, SSPNEW, internalising coping strategy with peers, Beck standardised level for anxiety, externalising coping strategy with peers

b. 1=NO BULL 2= - TO ++ = 1.00

### ANOVA<sup>b,c</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	41.505	13	3.193	7.832	.000 <sup>a</sup>
	Residual	15.083	37	.408		
	Total	56.588	50			

a. Predictors: (Constant), Beck standardised level for depression, PSPNEW, SSANEW, DISANEW, Beck standardised level for self concept , externalising coping strategy with adults, internalising coping strategy with adults, problem solving coping strategy with adults, DISPNEW, SSPNEW, internalising coping strategy with peers, Beck standardised level for anxiety, externalising coping strategy with peers

b. Dependent Variable: Beck standardised level for anger

c. 1=NO BULL 2= - TO ++ = 1.00



**Coefficients<sup>a,b</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.582	.519		1.121	.270
	problem solving coping strategy with adults	.043	.036	.142	1.200	.238
	externalising coping strategy with peers	-.003	.050	-.009	-.060	.953
	externalising coping strategy with adults	-.002	.051	-.005	-.033	.974
	DISANEW	-.008	.043	-.021	-.191	.850
	DISPNEW	-.001	.041	-.003	-.029	.977
	PSPNEW	-.120	.057	-.243	-2.091	.043
	SSANEW	-.087	.055	-.194	-1.601	.118
	SSPNEW	.040	.043	.120	.923	.362
	internalising coping strategy with adults	-.045	.044	-.148	-1.027	.311
	internalising coping strategy with peers	-.001	.037	-.003	-.022	.982
	Beck standardised level for self concept	.183	.103	.166	1.773	.084
	Beck standardised level for anxiety	.145	.141	.153	1.029	.310
	Beck standardised level for depression	.850	.170	.763	4.993	.000

a. Dependent Variable: Beck standardised level for anger

b. 1=NO BULL 2= - TO ++ = 1.00

**1=NO BULL 2= - TO ++ = 2.00**

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.933 <sup>a</sup>	.870	.771	.46011

a. Predictors: (Constant), Beck standardised level for depression, SSPNEW, DISPNEW, PSPNEW, SSANEW, externalising coping strategy with adults, problem solving coping strategy with adults, internalising coping strategy with adults, Beck standardised level for self concept , externalising coping strategy with peers, DISANEW, Beck standardised level for anxiety, internalising coping strategy with peers

b. 1=NO BULL 2= - TO ++ = 2.00

**ANOVA<sup>b,c</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	24.078	13	1.852	8.749	.000 <sup>a</sup>
	Residual	3.599	17	.212		
	Total	27.677	30			

a. Predictors: (Constant), Beck standardised level for depression, SSPNEW, DISPNEW, PSPNEW, SSANEW, externalising coping strategy with adults, problem solving coping strategy with adults, internalising coping strategy with adults, Beck standardised level for self concept , externalising coping strategy with peers, DISANEW, Beck standardised level for anxiety, internalising coping strategy with peers

b. Dependent Variable: Beck standardised level for anger

c. 1=NO BULL 2= - TO ++ = 2.00

**Coefficients<sup>a,b</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.175	.474		-.370	.716
	problem solving coping strategy with adults	.044	.041	.159	1.049	.309
	externalising coping strategy with peers	.111	.042	.419	2.639	.017
	externalising coping strategy with adults	-.074	.045	-.273	-1.654	.117
	DISANEW	.022	.045	.078	.495	.627
	DISPNEW	-.050	.046	-.159	-1.090	.291
	PSPNEW	-.060	.061	-.171	-.991	.335
	SSANEW	-.022	.044	-.050	-.499	.624
	SSPNEW	-.009	.042	-.026	-.219	.830
	internalising coping strategy with adults	-.009	.048	-.035	-.188	.853
	internalising coping strategy with peers	.007	.047	.033	.154	.879
	Beck standardised level for self concept	.199	.120	.184	1.660	.115
	Beck standardised level for anxiety	.153	.197	.136	.778	.447
	Beck standardised level for depression	.787	.190	.759	4.146	.001

a. Dependent Variable: Beck standardised level for anger

b. 1=NO BULL 2= - TO ++ = 2.00

## Regression

### Warnings

There are no valid cases in split file 1=NO BULL 2= - TO ++=6.00 for models with dependent variable problem solving coping strategy with adults. Statistics cannot be computed.

No valid cases found in split file 1=NO BULL 2= - TO ++=6.00. Equation-building skipped.

**1=NO BULL 2= - TO ++ = 1.00**

### Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.710 <sup>a</sup>	.503	.329	2.86348

a. Predictors: (Constant), Beck standardised level for anger, Beck standardised level for self concept, DISANEW, SSANEW, PSPNEW, externalising coping strategy with adults, internalising coping strategy with adults, DISPNEW, SSPNEW, Beck standardised level for anxiety, internalising coping strategy with peers, externalising coping strategy with peers, Beck standardised level for depression

b. 1=NO BULL 2= - TO ++ = 1.00



ANOVA<sup>b,c</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	307.598	13	23.661	2.886	.006 <sup>a</sup>
	Residual	303.383	37	8.200		
	Total	610.980	50			

a. Predictors: (Constant), Beck standardised level for anger, Beck standardised level for self concept , DISANEW, SSANEW, PSPNEW, externalising coping strategy with adults, internalising coping strategy with adults, DISPNEW, SSPNEW, Beck standardised level for anxiety, internalising coping strategy with peers, externalising coping strategy with peers, Beck standardised level for depression

b. Dependent Variable: problem solving coping strategy with adults

c. 1=NO BULL 2= - TO ++ = 1.00

Coefficients<sup>a,b</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.223	2.307		1.397	.171
	externalising coping strategy with peers	-.332	.216	-.320	-1.538	.133
	externalising coping strategy with adults	.419	.216	.389	1.935	.061
	DISANEW	-.068	.192	-.053	-.354	.725
	DISPNEW	.021	.185	.017	.111	.912
	PSPNEW	.857	.232	.529	3.697	.001
	SSANEW	.732	.222	.496	3.294	.002
	SSPNEW	-.241	.190	-.222	-1.267	.213
	internalising coping strategy with adults	.087	.198	.087	.438	.664
	internalising coping strategy with peers	-.087	.163	-.103	-.535	.596
	Beck standardised level for self concept	-.383	.477	-.106	-.802	.428
	Beck standardised level for anxiety	-.501	.636	-.160	-.788	.436
	Beck standardised level for depression	.240	.987	.066	.243	.809
	Beck standardised level for anger	.868	.723	.264	1.200	.238

a. Dependent Variable: problem solving coping strategy with adults

b. 1=NO BULL 2= - TO ++ = 1.00

**1=NO BULL 2= - TO ++ = 2.00**

Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.830 <sup>a</sup>	.689	.451	2.60654

a. Predictors: (Constant), Beck standardised level for anger, SSPNEW, DISPNEW, SSANEW, PSPNEW, Beck standardised level for self concept , externalising coping strategy with adults, internalising coping strategy with adults, Beck standardised level for anxiety, DISANEW, internalising coping strategy with peers, externalising coping strategy with peers, Beck standardised level for depression

b. 1=NO BULL 2= - TO ++ = 2.00

ANOVA<sup>b,c</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	255.598	13	19.661	2.894	.021 <sup>a</sup>
	Residual	115.499	17	6.794		
	Total	371.097	30			

a. Predictors: (Constant), Beck standardised level for anger, SSPNEW, DISPNEW, SSANEW, PSPNEW, Beck standardised level for self concept, externalising coping strategy with adults, internalising coping strategy with adults, Beck standardised level for anxiety, DISANEW, internalising coping strategy with peers, externalising coping strategy with peers, Beck standardised level for depression

b. Dependent Variable: problem solving coping strategy with adults

c. 1=NO BULL 2= - TO ++ = 2.00

Coefficients<sup>a,b</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-2.166	2.643		-.819	.424
	externalising coping strategy with peers	-.103	.282	-.106	-.366	.719
	externalising coping strategy with adults	.347	.261	.347	1.328	.202
	DISANEW	.333	.244	.316	1.362	.191
	DISPNEW	-.137	.269	-.118	-.510	.617
	PSPNEW	.996	.261	.769	3.821	.001
	SSANEW	.214	.247	.133	.866	.398
	SSPNEW	.396	.217	.303	1.822	.086
	internalising coping strategy with adults	.635	.221	.673	2.866	.011
	internalising coping strategy with peers	-.574	.230	-.707	-2.495	.023
	Beck standardised level for self concept	-.935	.697	-.237	-1.343	.197
	Beck standardised level for anxiety	-2.222	1.000	-.538	-2.222	.040
	Beck standardised level for depression	.089	1.525	.023	.058	.954
	Beck standardised level for anger	1.396	1.332	.381	1.049	.309

a. Dependent Variable: problem solving coping strategy with adults

b. 1=NO BULL 2= - TO ++ = 2.00



# APPENDIX J

Lesson 1 4/11/02

R: We're going to practise singing as well based on a popular song.. and do some kind of rap music as part of our play, it so it's a really big thing and everyone will sing it - it's not going to be just one person who will be singing it. When we do the play the play will be on roughly around Easter – depending on how many people are in the group and how long it takes us – it's going to be a play based on real-life, like Eastenders, .... (more introductory chat by the researcher)

...and we're going to do it in front of the whole school – and even in front of the parents

Children: sounds of excitement.. I've done it before!

R: If you are watching a play about something that had happened to you, do you think it would help you to know that it had happened to somebody else as well?

Ch: Yes

R: Can you give me any example?

Dolphin: Your parents splitting up?

R: That's a good one yes because some children think that they're the only ones and actually they find out that there are so many of them!

Lion: When a member of your family dies?

R: Oh yes, that's true, I had a friend whose daughter died and her brothers and sisters were really upset and it helped them to know that it had happened to other children too

(Reminder re: using animal names)

Tiger: When your granddad has a heart attack?

R: Yes, those kinds of things – when somebody goes into hospital and you really worry about them

Tiger: my granddad did – had a heart attack and went into hospital and I saw him and I started crying and I couldn't stop crying

R: Ahh, it's hard isn't it – and how's your granddad now?

Tiger: He died

R: Did he die did he? He's gone to heaven has he? What does your religion say about that?



Tiger: My nanny really misses him so every Saturday and Sunday she comes to my house ...

R: How long ago did that happen to you?

Tiger: (after prompting) 3 years

Lion: my Nan went into hospital to get new kneecaps and while she was there a bug came into the hospital and it killed her

R: How long ago was that?

Lion: about .. months ago

R: Oh I'm so sorry to hear that, that's really sad

Tiger: You could do your friends moving far away from you

R: Oh do you know that friendship is really important isn't it?...

(yes)

R: had that happened to you too?

Tiger: A friend lived round where I live and she moved to Northolt.. it doesn't seem far away but it is for me as I don't see her very often – I only see her like.. a day in the holidays – and I still get upset and I still miss her a lot

R: How long ago did that happen?

Tiger: A year.. we were friends when we were 5 months old..

R: I had a friend as well when I was your age and she moved all the way to Slough – I've never forgotten it.. (tells group about having the same teacher as them when I was their age)

Panda: My gran – I went to India and we went to this Bollywood thing and my sister was dancing on the stage she was that little, and when we go to my grandma and grandfathers house she died with a heart attack (R: your sister?) – no my grandmother – when we opened the door she was dead – she had a heart attack

R: That's really sad, isn't it – because everybody at all ages always loses a grandparent because you can't avoid it can you? You're going to go to heaven or whatever your religion says at some point...but it is really distressing because you have an attachment to them don't' you?

Tiger: Once when I was with my friend in my friend's house – we went to the park and I fell on my back and I went to hospital then my friend – someone who was drunk (drugs?) – they killed my friend and I told the police and then I went home

R: when did that happen?

Tiger: 3 months ago – (unclear may have been years)

Panda: When I was eating my dinner this hot boiling water spilt on my leg and I had blisters everywhere and I was screaming and crying and I went to the hospital and they put this special thing on it and I came down with a happy smile on my face

R: You were very brave!

Panda: It was when I was seven

Dolphin: Someone maybe your dad – my dad broke his leg and drove him to hospital and you think of terrible things –

R: So you worry about the adults too! Do you think lots of children worry about adults?

Lion: If they're very close to them I think they will

R: Anybody else worry about an adult?

Panda: When my mum goes to pick my sister up from high school me and my sister get worried because it really is at night-time and it's dark

Lion: When my mum and brother go down the canal on their bikes I worry about them .. on their bikes in case they fall in the canal

R: That's nice because that means you love them very much and it's normal and natural to worry about people – some people have bigger worries than others don't they?

Dolphin – I worry about my Granddad because both of them had diabetes but one of them died because he went to the doctors and then he died – my other granddad had diabetes and he has to be careful.. it worries me a bit.. because the diabetes may get worse and he will die and that worries me a lot

R: (sums up)

Lion: When I walk home from school a boy bullies me (R: is he from this school?) No he's from another school (R: discusses ways in which he can ask for help and asks him if he wants an adult to help – asks him if he walks home on his own) Yes (R: asks him what school the bully goes to, if he is waiting for him, how often it happens) Once a month – about the same (size) – he calls me names (R: do you want to talk to me at the end?) No...

Discussion re: bullying – how worrying is bullying?

Tiger: very much – because when I was in my old school I got bullied and .. he blamed me... he kicked him on the leg and I didn't....and I had to go to Mr .. 's office



and I (unclear) .. got expelled – if you kick some or be rude yeah.. (another child: it's a tough school)

Lion: The bully that was bullying me – he's stopped now – but my brother he got pushed down the stairs at school – and this boy got some other boy ..

Researcher gives out small pieces of paper and asks the children to 'write on here something that made you worry a lot – it can be anything – something you mentioned today or something else (to you or to a friend) – I don't want you to put your name on it – then you will put the pieces of paper in the middle of the table (reassures about confidentiality agreement between group members and researcher and outside group)

Dolphin: say someone – there's a child in a school and their parent is the teacher and say they heard – on the next one would you have the door closed in case someone heard and they went and said something if there's another child in the school who heard it (R: says she will shut the door if requested)

R: Discusses reason for examples and script writing uses examples from Eastenders – drinking, drug-taking etc. What about the happy times?

Tiger – you know my sister when we were doing drama - ...when some guy killed... this girl went to jail because they thought that erm..this guy had poisoned this boy... when she came back she was doing.. the person who was doing the revenge – he put the person in jail....(R: is this a film you're talking about?)... 12 o'clock in the middle of the night – we saw.. taking drugs and stablign each other. and when he went...I had a nightmare then and I woke up ...

R: do you know why adults say you shouldn't watch scary films?

Lion: It could happen to you? (might think it could happen to him) –

R: can anyone give an example?

Dolphin: if you watch something bad it could have an effect on you that you may do it like say they were trying to do something really bad like selling drugs it may have an effect on you to try and do that as well

(R: how would that work then?)

Tiger: because erm if you want to copy someone yeah, it won't be a good idea because yo could do a present full of drugs and a bad man comes and puts drugs in your water and then if the person finds out yeah he then the man who shouldn't do it and then gives it to other people?

R: Did anyone else follow that?

Lion: My brother was taking drugs and this policeman saw him and called another policeman and they put his hands on top of the car and took his drugs off him and then arrested him..

(R: do you think he was lucky to get caught by the police or not?)

Lion: Yeah.. he couldn't know what drugs he was taking he could have died..

(R: that's a very clever thing to say; well done lion – very mature – do you know what mature means?)

Dolphin: very grown up?

(Research: asks them again to write most worrying thing in your or your friend's life – could be parents splitting up, someone taking drugs, someone dying...)

(Children asked if they could write a list! – if they should have a title etc – writes names on badges)

Tiger: my mum splitted up.. me and my sisters wanted to have a dad to help my mum and me and my mum and my sister went up to my room and shut the door and we were private talking? - and I said don't tell no-one....(told friend that mum had split up) and I said do you promise and she said I promise and she told her friend and my friend said why did your mum and dad ... .. and I said because I'm not allowed to tell none of my friends ...but I had to tell because when I was two years old he got a table and dropped in on my mums belly and she had a very bad tummy ache and she went to hospital.. (R: emphasises how brave it is to share that event)

R: how does it make you feel to share?

Tiger: It makes you feel unhappy because if you tell someone it really hurts you if they tell anybody..

Dolphin: when my mum and dad split up I split up and felt really upset because I thought I won't see my dad again and my mum and dad still talk to each other and my mum' all alone now because she's only got me and my sister but my mum has a boyfriend and my dad has a girlfriend and when my mum had her boyfriend my dad was really angry and he got really angry with my mum and he was really really horrible to my mum and my mum got really scared so when my mum found out that my dad had a girlfriend she was ok with it and erm.. my mum said to him you don't have to get all aggressive just because I'm seeing someone else and you're seeing someone else – and now they're ok seeing somebody else and I got really upset when really bad things were going on with my mum and dad .

(R: positive feedback for sharing...etc.. do you think children know that other children also have the same experiences?)

Tiger: ...(R: how do you know?) – because one day X and her mum were so upset X told X and X told me that her mum and dad had split up .. I saw X's mum and X's dad fighting and I told her have your mm and dad split up? And she goes how do you know? And I said I heard your mum and dad and she said don't tell no-one about ti will you.. and I keep my promise to you.. because she's my best friend and I met her when she was in year 1 and I still promised her..



(R: do you feel that you can trust everyone sitting at this table? Confidentiality 'promises' around the table – instructions to put papers in the middle with code names on and pick one out that is not their own)

(R: does anybody not want there's to be read? Tiger said 'I mind')

Tiger: (reading Lion's) my brother X was taking drugs and he didn't know what drugs he was taking..

R: How do we think Lions feels? Lion will tell us if we're right or wrong?

Panda: I think he felt really upset for his brother

Dolphin: I think he felt really upset because he knows that he's brother and he's really sorry for him for taking them... because he's addicted to taking the drugs..

R: asks Lion if this is true? Lion said yes R: do you know what addicted means?

Lion: you want to stop but you just carry on taking them

Tiger: I ...try to upset.. and he tells his mum and dad...(unclear)

Is there any feelings that you had that we haven't mentions (no) what about scared wee you scared? (Yes) and worried? (yes)

Dolphin - [her own experiences] - .. when my mum and dad split up and they divorced and thought I would never see my dad again but I see him and he speaks to my mum still but have a few arguments and I miss living with him ..

People calling me names like teacher's pet it really upsets me. teachers pet I don't really like because when Mrs X asks me to go and do something like get something photocopied for me I don't when they call me teachers pet – I don't really like it because it always makes me upset –

They split up four years ago but they have been divorced for two.. my dad's just bought a new house with his girlfriend and it's a really nice house .. I sleep in my we say we're step sisters and brothers so I sleep in my step sisters room and me and my sister go and stay there – we have our own beds X has a Harry Potter quilt and I have a dolphin quilt

Tiger: I see him nearly every weekend... he told someone to ring my mum up and my mum told me to speak to the girl – it was my birthday....and when I said hello she .. some nasty .....it hurts me.. she said .. you're granddad died..I'm so happy.. I told my mother and my sister and she went to the police and .. and my best mate mum from old school. stabbed her in the heart. (R: did that happen in real life? Yes) my best mate said why are you being nasty to my friend? ....

(R: and all you're trying

Panda: When people call me names

When I go to the shop and if they don't say give me your money or I'll beat you up.....(worries about it happening) – peoples with drinks..

When people don't want to play with me because of my colour....because you know my friends yeah – my cousin – I don't want to be her cousin because she keeps being nasty to me she says don't play with her she's got brown skins she says – no she is black .. she keeps on stealing my friends.

R: Have you ever known adults to go to someone to talk about their problems?

Panda: Solicitors

Tiger: My mums speaks to her best mate and they still.. went out with my best mate...so she went to the police station and they .....

Lion: Or you could get help off an adult?

Lion: (unclear)

R: Do you think it might make them realise they're not the only ones?

Dolphin: Yeah I think it would – if .. people experienced it like me and they're still a bit upset even though it happened quite a while ago we could help them to get .. like discuss why they're still upset and their problems with their parents splitting up.

R: Do you think it would have helped you if lots of children talked about it?

Dolphin: Yes. My friend X she helped me through it because I was really upset and she helped me with my problems and I think it would be a good idea ...

(R: some children haven't got a best friend have they?)

Dolphin: No but some people just have friends that they can't talk to..

R: Like boys?

Lion: Yes

R: Passes round 'magic box' – talks about play – children watching the play will feel what? What will they feel?

Lion: happy

Panda: they might feel say if your mum and dad split up and like it's a play .. and then they got back together again the crowd might cheering and saying that's really nice (R: interrupts with suggestion that this doesn't often happen in real life but there can still be happy endings it doesn't have to mean that your parents have to get back together again to find happiness)



Tiger: In this story that I've got a book of these two persons.....this man yeah..split up from his wife.. very nice girl...when they split up..UNCLEAR (R: uggggh!! That's not a very happy ending is it?)

Magic box is passed round. Each child to say 'I am a special person' – (R:'and you are – all very special people') [immediately after former comment by researcher]  
Lion: 'Nice carpet that you've got in there'

## Lesson 2

R: Recaps on previous week – comparisons of real-life events – Eastenders = believable

Tiger: My [favourite] actor is Jamie and Phil....I like Jamie more – because he's quite sweet and Phi - I like how he acts and he stabbed Lisa...I got a magazine of Eastenders.. and Phil said to Sonja that I have killed Lisa and Sonja tells the police..

R: So why would you like him for killing Lisa? Do you think you like him because he killed Lisa?

Tiger: No it's not about that..I like him when he ..when somebody goes to the pub and E20 he goes..(unclear) R: so he likes to fight?

R: so you like sweet characters and you also like characters who fight – why do you like characters who fight? (you're not the only one)

Tiger: Because er.. I don't want to say it..

Panda: my favourite actors are Sonja and Mo..because she's (Mo) because she's got power in her soul, like if someone bullies her yeah she stands up for herself - ..she used to be scared but now she's really tough..

Tiger: I want to say now....because if somebody is bullying you so hard that you can't fight properly, not like beating up or like when they get a knife..if Tom is bullying me and I get so scarred and then you see the characters who fight a lot not like beating like bullying... then you could go for yourself so..when I saw it to my ..I asked my friend .do you want to act Eastenders and he said yes and I was Jamie. X was Phil ..he came to Jamie and start bullying...I was so weak..Phil was strong I was weak., when I saw this programme then I came ..and now I was more stronger than Phil...by accident punched her face....(R: why do you like Phil being aggressive?)

Panda: ...Sonja because whenever she's really low she says I'm gonna work hard, I'm gonna do it - and she does her exams and she gets A's

Tiger: Can we talk about pop stars? ....I like Nellie

Lion: I like Enimen...cause it's got really good rhymes (unclear) R: what is it about the words that you like?

Tiger: he swears a lot...I like his songs..This song he spat on the food..I don't like Enimen cause I got this album ... he swears...he was digging his mum...I don't like that ..

Panda: My favourite pop star is S Club Juniors...(other children: they're so weak - ..[gasps of disapproval])..on CBBC they went to auditions they really put their emotions to it and they got chosen and they sound rally well and I think their music is rally good

Tiger: I got one more character in Eastenders – one's Tom and one's Trevor (gasps of shock from group) because Tom tries his best to get Sharon...and Trevor ...he fakes to like Mo (R: how do you know he doesn't like Mo?)

Tiger: Because you can tell because Sam loved Trevor and Trevor loved Sam but Trevor didn't like Sam because Sam knew what ...when Trevor was with Mo..she eatted up Mo all the time and raped her and (sounds of disgust from audience) ..

Panda: My favourite actor's tom because when Trevor took Mo into the house Trevor he pushed Mo and then the match fell and then Tom saved Mo and Sean's life an before when he was little Sharon said that there was a mum and baby and they never got out in time so tom he was brave and he got in there and he died....

Lion: I don't like that sort of stuff because they ..people when they get drunk they get really angry and start pushing people and fighting and keep on call women sluts and...

(R: Comments on Lion's mature attitude and 'I don't blame you either')

Tiger: I find [that stuff] it's not fair..I don't really like..do you know when Phil killed Lisa I don't rally like Phil – it's not happy because .. when do you know ...Gus trying to like Sonja I feel sorry for that bit..because he knew that (unclear)..

(R: talks about Lions mature comment & mentions that a 'gentleman' wouldn't be like that)

Tiger: Can I tell you about my family? .. My mum and my dad yeah they were fighting yesterday and I was brave and my dad touched my mum and I said leave me alone and I was brave to do something – she said do something so I said OK and I went outside and got my next door neighbour to help us.. and my dad hit my next door neighbour so badly that I called the ambulance and ..my dad punched her in the heart .. in the chest..he said that when we and my mum went to the hospital to see and the doctor said sorry we can't it's too late and I said what happened and he just...she's dead..when we went home I couldn't sleep because I'm thinking of my [mum's] best friend ...[it happened] yesterday when we were sleeping..I had a bad nightmare that I was hitting my dad in the chest... I going to go [to the hospital] today – I can't (unclear) – ....it was only yesterday that the doctor said that she's dead so I can't....when are we going to see her body ..bury her..(other child asks; are you going to her funeral?)..it's on Saturday (Lion: that's good you don't get a day off school..)

Panda: You must be proud of yourself....because she was so brave, she called the ambulance...



**Tiger:** I couldn't let my mum do it because she was in a big mess with my dad and my mum said ..I said if he comes once more tell me to ring the police..tell him to go..my mum tell my dad (unclear) they were out of our lives (unclear)...on Saturday he came but we didn't open the door because we had to go to London so we quickly got out the house and catch a train to go to London..on Sunday I was still asleep and my mum still opened the door it was he...so I was hurt said that I can't wait them up because my big sister's not going to school and my little sister..have a nightmare...I was so afraid ..next door..want them to come and help me ..I said don't worry he won't do anything ..if he does my mum will say something..suddenly my dad looked back and punched my best friend in the heart..chest and she died and I'm still scared if he comes again because horrible (unclear) people come..

**Panda:** Does your dad still live with you

**Tiger:** my mum chucked him out

**Panda:** you should do a security lock because when he comes..

**Lion:** My mum's friend – I think it was her daughter or her other friend – one of the daughters went out as soon as she opened the gate she turned round and went to shut it and as soon as she went past the tree she fainted and died...that happened ages ago..

**Tiger:** Is you mum still worried about her?

**Lion:** No – this was ages ago

**R:** Instructions re: to think about one the written events and choose one to act out in groups of 3 and to choose 4 emotions for each person:

**Tiger:**  
Worried, frightened, nervous

(group debate..)

**Lion:** Scared.... nasty is a type of word..

**R:** To Tiger: had to warn her regarding her continuous use of force during role-play as she played the mother (against her father)..during discussions regarding the play where Tiger played the mum, Panda played the daughter and Lion played the father.

What emotions did the dad have?

**Lion:** I think the dad was a bit bossy to the mum like pushing her and that..angry..

**Tiger:** (keen to answer re: the father) I was.. he was cross and when he came he think that he could come..cross...disappointed, he was very very very very very angry and [he was disappointed because] he wanted to come to the house and he wanted to live with us...(lion: unclear) yeah but you don't know that I might change my mind – I thought that I could if he is a really husband and I'm the real wife if I chucked him out but we were going to .. when he opened the door yeah we could easily change our

minds and let your husband come into the house (to Lion) (R: and you think that your dad wanted to come back? Tiger: Yes R: and he was disappointed that he couldn't? Tiger: yeah, and if he had no house where he is...out on the streets.. like in London. there's people..

R: Let's talk about the mum's emotions then – 4 emotions

Tiger: worried, frightened, scared and little bit nervous.

Panda: [For the daughter] I started crying because I thought the dad was going to punch the mum ...[emotions were] sad and scared, unhappy...

R: Do you want to add anything Tiger:

Tiger: I I wasn't scared, or worried or unhappy I felt I was very disappointed about my dad...because I don't like seeing my dad because he has a scary face

(R: defines the word disappointed)

[MEMO: PROJECTION? If a child role plays another person but gives them the emotion that they felt at that time, i.e: the father felt disappointed because really the child did or did the child take on their emotion? If not, and it is projection, then is this related to egocentricity – is a child more likely to project if they are unable to decentre?]

Tiger: I was disappointed because I had told my mum and dad ..you need me to help...[scary face makes me feel] very bloody scared..I go upstairs..I told myself that don't be just a chicken because I'm 10 yrs old now – just be brave yeah, just be yourself.... I run downstairs I got a this big stick (whole group laughs) – he make me because my dad was going to hit my mum – I don't want my mum hit..I don't want to get hit by my dad so I put the stick across his bum..drama..(R: does it make you nervous to think about it? –asks due to Tiger's inability to stop laughing at this point)

Tiger: [Yes] I go all shaky – I was shaking....[wants to practise this on other member]

R: Discussion re: disappointed

Panda: I'm disappointed when it's a rainy day and I'm so excited to go to Thorpe Park or something and then my dad says you can't go because it's raining badly because I'm really looking forward and excited for it...

R: Lion is fidgety today! Have you ever been disappointed Lion?

Lion: I can't think of any...

Tiger: I feel disappointed if I want to go on a trip to Beacon park and I can't – my mum says you can't because it's badly raining and I can't I feel disappointed and I can't go....because I'm losing the fun...

R: School trip.. fantastic! Why are you not going Panda?



Panda: because you know my mum she said that a lot of dangers happen to children going on trips because when I'm going to beacon park when a thunder storm hits the bus I get really scared...because it happens across the..(R: and we all like our mums to be there when we get scared – Panda affirms this)

R: when you were at the door [Tiger] speaking to your dad....pushing him away..it that what happens then? Do you think that sometimes people push people away?.....sometimes people can use words can't they?..

Tiger: I said get away .....to my dad..my real dad...go away I don't want you here.

.(R: to Panda: you said it's a stranger at the door?)

Tiger: because she didn't know that it as her dad

Panda: because I haven't seen him for a long time

(R: to Tiger: Oh, you haven't seen him for a long time?)

Tiger: I see him – I knew it was him – (R: so why did you use the word stranger [Panda] if you were acting out Tiger?)

Tiger: because Panda didn't saw him for ages – (R: tries to clarify this point – why do you think you used the word stranger?)

Panda: because [Tiger] told me because I didn't know what to say – (R: did you think to say to Tiger I know who your dad is – did you think that but didn't say it?)

Panda: I didn't say it –

R: when you asked Panda to use the word stranger why did you do that

Tiger: because I knew what was going to happen because... this morning my sister..I think ...she was so small – my sister is 6 yrs old – because she opened the door she didn't know what to do and my dad was that close to take her away but suddenly I cam and I pushed my little sister..(Tape ends and R turns it over)

Lion: When Panda was a little girl in the play because she hadn't seen her dad for a long time she would probably forgotten what her dad looks like

R: Tiger said she did know it was her dad at the door....

Tiger: I didn't know that it was going to be him at the door so I told him if it is anybody else that you don't know then call and say mum it's a stranger at the door...I said to [Panda] – if there (unclear) ...then you are a stranger that no one knows you so I thought that she didn't know anybody in the street or some people...and then I told her to say mum there is a stranger at the door and I don't know who he is....(R: were you asking her to *pretend* it was a stranger when she knew it was her dad? [so that she would let him in])



Tiger: The truth is that she was pretending to be me and she said mum it's a stranger (R: were you forgetting then that she was you?) mmmmm because I had a photo at the door and when I lifted the door I saw his face and compared to his face and (unclear) your face...(to Lion)....and I knew it was his so I just told him to get (unclear)...

Panda: Yes (Tiger would have felt brave)

Tiger: Yes ..I felt... brave..said don't call the police call the next door neighbour.....a little bit shaky...but not that brave just a tiny brave...(unclear)...I lost my weight

Children practise a role-play based on Lion's experience (his brother taking drugs).

Researcher advises the group that it is illegal to take drugs at *any* age – (the group were emphasising the age of the child taking drugs).

Researcher asks for 4 emotions that Lion's brother would have had. Lion played his brother.

Lion: Scared, nervous, strong (R: asks why but Lion can't respond, how did he feel when arrested?) – worried.

(R: How do you think that the mother felt? (of the brother who was being arrested)

Panda: Really disappointed and worried if he was going to be in jail – locked in jail for 10 years.

(R:How do you think the boy's (who was being arrested) brother would have felt?

Tiger: (couldn't say) (R: prompts) I felt so worried because he was 18 and (unclear) ..go to prison..(R: how do you think that he felt?)..So excited to go to jail..because I think that if his mum drove him mad he might be excited to go jail because (Lion: my mum doesn't drive my brother mad! R: let Tiger speak she might have a reason for saying that - maybe it's her own experience? Why do you think he would feel excited? ) ...your (unclear).family are blaming him that he does everything wrong but he doesn't ..(R: what feeling does that give him?) erm, disappointed. (R:....when somebody blames you for things and says look how bad you are you're always doing everything wrong - how does that make you feel?) Unhappy (R:....excited – how do you mean/) I don't give a clue (don't know).

Researcher notices that Panda is covering her eyes. Why is it important to feel what other people feel. To understand what they feel.

Tiger: It wouldn't be cool that erm if that happened to you you can learn how, you can compare..that whatever children (unclear) whatever happened to your life..it did happen in to other people life.

Panda: when are we going to know about what play we are going to do?

Discussion re: play.

Panda: Are we going to practise at lunchtimes..?



R: Discusses confidentiality. One member asks if they can tell their parents about the issues they are discussing – R: talks to group about the importance of keeping other people's experiences private – suggests that they might want to talk to that group member before telling any adults about the other member's private conversations – as some families know each other.

Tiger: My mum because my dad..my mum said that erm.. that erm..my dad said to my mum thank god that your grandad's dead I'm so happy....me and my mum.. my mum shut the door and when he went up to sleep again I was crying cause I don't like it when people be horrible to my family....When I was in my old school ..was being horrible to my family and I never wanted to speak to them and I'm still used to people who talk about my family because I feel so upset..because they have to keep remembering me about those things and I don't want to..even if it happened in morning but I still ..remember in....(unclear) nightmares... I look at my baby sister and my mum about erm. Dream that that my friends killed my mum and ...baby..I had a dream (unclear).

### Session 3

Introducing new group members: Seahorse, Cheetah and Scorpion and Monkeyman.

Discussion re: rules and confidentiality.

Dolphin: When my granddad died.. on Thursday it will be a year since he died

Tiger: When (Lion's) brother used to take drugs

Cheetah: When my gran, granddad and my uncle died....(when?) one of them died in April, one of them died in March and one of them died in October (R: empathises).

R: Instructs new members to write down the most worrying things. A friend of yours.or yourself. your brothers, sisters, you don't even have to say who it's about...

Tiger: can you write about if your dad beated up anybody else?

R: Why are we doing this?...

Lion: because if they happen to somebody else?

Tiger: because we are going to do a play about this

R: If you think that a lot of children might have this worry say so – as we can put a play on..

Scorpion: My mum and dad might split up, they keep on having arguments and ..this erm, and this year yeah...my uncle was arrested for kicking someone out of a window

(R: notices that Scorpion looks tearful and empathises).

Seahorse: Because when you (unclear) sometimes you can talk to your mum or your dad..

Dolphin: When they split you can't really talk to them because you normally talk to them but you can't talk to them because its happened to them and they need someone to talk to themselves.

Monkeyman: This is like something we can do in the play because lots of people are scared of Miss X ..if she tells you off or something..(R: does that worry you?) Yeah.

Panda: It worries quite a few of us

(Whole group agrees).

Monkeyman: She's really scary she stands up and goes....

Panda: Whenever we do something she starts shouting and we didn't know because when I first came in her class I didn't know how to write in the maths group and she said that's wrong and she shouted.

(R: How do you feel when she shouts at you?)

Monkeyman: I feel scared because I don't like lots of people shouting at me because in Ms B we don't like..she doesn't shout at us..(R: so you like it CALM?) – yes.

(R: Some children don't get calmness at home, what happens if the parents are arguing?)

Tiger: erm...going on like fighting and stuff

Cheetah: People start crying

(R: so there's a lot of noise?)

Monkeyman: In shock..sometimes when you're sitting down..when she was marking books in year 4 or something and if ..done something wrong she goes....

(R: Does it make you feel ..embarrassed?)

Monkeyman: Yeah, because I'm not as smart as everyone else in the class (group disagree)

Panda: When I was in Ms H maths group we were doing this ..work yeah..and she said go to the board and see what you do..I was scared..I thought she was going to give me a detention..I didn't know what to do as it was so complicated..

Tiger: Do you know Ms H class, I always get in trouble..because someone in my class they always make me in trouble when they're reading..when I was in Ms H maths group first she was (unclear) then afterwards someone would copy my work and they



Ms H thought I was copying and I started crying..because she was saying why are you guys making me more grey hair?

Monkeyman: When my mum and dad split up.....(doesn't worry now).

R: when boys worry who do they talk to?

Monkeyman: I talk to my friends at school sometimes..if things happen at home yeah..you feel better telling someone.

Cheetah: (didn't want to read his out).

Seahorse: When I was on the plane and the plane started shaking and it started shaking so much that I started getting a bit scared that we might crash and the plane might go down.. and last week someone in my class said that they were going to beat me up in the disco and because they had done it before..they hit me and give me black eyes...and I was getting really scared (talked to friend who said they would look after them).

Panda: When my sister bullies me.

Has anyone else had an experience like that – do you want to talk about yours Lion?  
Lion: No.

R: Does anyone want to share a similar experience?

Seahorse: When I went to my cousins house they started to say like you're not allowed to play with me because you're younger than me..

Dolphin: My sister she's younger than me. I'm like on the computer and she just comes up beats me up..the other day she punched me in the arm now I can't bend it..my sister is allowed all her friend yeah and I'm only allowed my friends once in a while..when my sister's there she says go away, go outside or go downstairs but I wanna be in my room and she just starts beating me up again because I won't go out the room.....me and Cheetah were practising our dance and P because she didn't want me in the room she just beat me up and hit me in the stomach.

Panda: (R: how often does that happen?) (quietly) everyday – (for) two weeks..she calls me names (R: have you told your mum) yeah, (anybody else you can tell?) - no – she beats me up..badly..she punches me, she scratches me (Panda very quiet) (R: advises).

Panda: When my friends make fun out of me. Loads (of them). (R: are they bullying you?) Yes. (Have you got any other friends who could stick up for you?) – no. R: discusses a group strategy – whole group keen to start looking out for Panda.

Panda: People make me upset – sometimes (because of name calling) but when we're playing PE yeah, they start saying P look somebody else..it just happened today and this boy said P you don't care for anything else you just act for yourself..he was making fun out of me and saying you're posh and perfect and I'm not I'm just like a



normal kid but everybody keeps on calling me little miss perfect and I don't like it  
(Tiger: I don't!)

R: I think you're fantastic (etc) whole group shows support.

Tiger: when we're playing..we had a friend...like two years ago, my granddad was fixing my light and all of a sudden my baby sister by accident..all the light..when the light was shaking (doesn't want to talk about it – gets upset). When I got home yeah, when I got to my cousins house they always (unclear) me and sometimes they talk about my granddad and they talk behind my back and say shame your granddad's died..and even it's their granddad who died...

Tiger: At school being in trouble...Sometimes make me in trouble if ...because today she told B that I love him but I don't even love him and I told Ms B then Ms B told S who is a troublemaker and some days some people are being bossy to me and getting me in trouble..like P is being bossy to me sometimes..

R: Does anyone else worry about getting in trouble at school?

R: How do you know you're worried?

Monkeyman: because I've got moved down into a lower maths group and Ms B and Ms S wanted to talk to me after school...they are going to talk to me tomorrow because I'm not doing that good at work and everything..it's like a lot..(not just maths) I think they are like gonna tell my mum and my dad and something..because they'll like shout at me at home.....sometimes I get in trouble at school and my mum and dad were called in and Ms B had to talk to them..so I get in trouble quite a lot..I get told off not like in the class but in the playground..(Panda leaning back on chair – R checks if she is OK ..she appears to look a bit unwell..she says she has something in her eye..R: asks her to put her head between her knees as she looks a bit faint and sits her next to her own chair)...

Tiger: My cousin taking drugs. That worries me, but he didn't get caught, he's still having it, taking it now. My mum and my dad getting split up. (R: most worrying thing out of all of those?) I got three. My cousin taking drugs and my granddad dying.

Dolphin: number one – parents getting divorced, two: granddad dying, three: people saying nasty things to me four: people picking on my sister five: people nicking my things....I talked to Cheetah because she said that she had the same experience and she like helped me when I felt upset...

R: When you talked to your friends had it happened to any of them?

Monkeyman: No.

R: Counts number of children who have parents who have split up = 4 (out of 8)

Tiger: ...sometimes I speak to S because she usually gets bullied..if I get bullied I try to chat to Dolphin or Cheetah....



Trustbuilding task using blindfolds.

Tiger: because boys always fight and they ...Lion knew that boys fight..

Scorpion: because maybe he has experience of fighting and another reason is that because he's a boy and he has lots of fights and girls might have cat-fights

R: Why do you think worrying makes people fight?

Scorpion: say like if people call other people names and they don't like it ..they might hit other children back.(R: why do some children fight and others don't?).because some others feel if they fight yeah they are going to get in trouble and some children yeah they just forget yeah that if they fight they are going to get in big trouble, say like it might happen at school and you might get detention or called in...if other children call them names they might fight and some people don't because they know those rules and responsibility..(R: do you mean inside their head?) .....cause up in their head yeah..they might need it..in the class in the first term they might have this book about the home-school agreement and then it says children, parents and teachers and rules which we have to do and improve....(R: why would they be worried about breaking the rules?)..because they're going to get in trouble..with the teacher and Ms E (Deputy Head) (R: why do some not worry then and just fight?) ..because they might have forgot..have I made my point (group laughs R: so you think they might forget?)..definitely...say like their head is full of something and the other children they might have the rule up in their head..(do you think the worry stops the rule from being heard?) ..yeah definitely..the rules might stop the children fighting..if they worry

Monekyman: Say somebody had a problem at home or something then they like thinking about that, I'm just saying what he said yeah but erm they're thinking about something else but then they can't think about the rules.

R: Concerned about Panda – she appeared to fall asleep. Discussion about resolving conflicts.

Scorpion: If I had a fight yeah I would be really upset yeah because I would get hurt init when I had a fight and I would get worried that other people might ump in ..

R: Has anyone had worries that have made them forget the rules? What kind of big worries are you talking about?

Scorpion: say like in class I keep on talking when my teacher's talking...cause my mind's full of something else...

Monkeyman: sometimes I just forget the rules..and I don't have any rules in my head..becuase I don't know I just forget them....

Cheetah: when you start school– when they give you the school agreement and like a year later and you're doing something they just say you've signed this contract that you said that you do this and do that and you're thinking no I didn't I didn't but you



have and you just keep on doing it and doing it and like it never ever comes to your mind that until you get into another year and start...

R: Some people don't feel guilty

Scorpion: once when I was a little kid yeah there was a whole sweet in woolworths so when I was a little kid yeah I used to take some sweets put them in my pocket and then eat it on the bus...

R: Reminder to look out for Panda and Dolphin. To keep safe and confidentiality reminder.

**Week 4 (Prior to this session on Monday the Researcher was informed that Panda had been admitted to hospital on Friday with symptoms resembling a panic or anxiety attack – the teacher said she had revealed she was being bullied and suggested there were difficulties at home as social services were involved. Apparently she had exhibited these symptoms several times before.**

R: Discusses conflict both real and inside your head.

Monkeyman: My mum was dancing on a snooker table (in a photo) (when he had been told not to)

Kitten: ..once I wanted to do something and I told my mum about it and my mum said go and ask your dad and I told my dad about it and he said go and ask your mum and I was just caught in the middle because I didn't know if they were going to respond.

Lion: My brother was dancing in front of the budgie and when he was asleep it came and danced on his belly

Tiger: me and my sister she always dance upstairs in my room and when I'm trying to do my homework I can't do my homework ..I go upstairs shut the tape down and she starts....because I can't do my homework she told me to hush my mouth and I said why don't you..

Kitten: once in my class erm this girl was acting really silly and so erm I followed her and done something silly as well and my teacher said don't do that and then my friend started doing it again and so I didn't really know what to do.

Tiger: get hurt..if you're spinning around in the class..you could hurt someone..

R: what else might you worry about?

Dolphin: Say if you did it..say jumping and you copied them..and then they stopped they might say oh why you copying me and then start picking on you

R: what about if you didn't copy them?



Monkeyman: they say why are you.....in a nasty way...like you're blanking them..(R: do you think this person might be quite cool?) yes..

Boys all agree that people who play up are often cool. R asks for examples.

Tiger: If monkeyman is acting so cool it means that you can do anything you like and if he sees a nice girl..he's cool..

Elephant; maybe like a cool person would be doing something and he might say...they say rude things but it's like code for something else and somebody else might take it seriously and they might not like it.

Kiteen: erm, if somebody was the leader of this gang and is always telling jokes and stuff then that would be like a person acting cool to you.

R: what kinds of things make a person cool?

Monkeyman: doing naughty stuff ...say..you know like erm..go upstairs and then come through and you can open the door to the boys toilet .....(describes breaking a school rule) (R: is it cool to break all kinds of rules?) not all, some

R: why is breaking the rules cool?

Scorpion: because people can show off when they're acting real cool....definitely not (being a scaredy cat when breaking the rules but..) brave..cause they're not afraid of getting told off....

R: Does a role play with another child re: conflict. Two children are in front of the teacher – R & Dolphin play two children being reprimanded for fighting – monkeyman is the teacher. The moral being that 'brave' is admitting when you're wrong.

Discussion re: being brave.

What is brave?...

Rabbit: ...telling the truth and you could have got in trouble

Kitten: Once, erm, erm, two of my friends got into a fight and I really didn't like it and they were trying to figure out what to do and because I saw that I was trying to figure out what to tell them and what to do and I couldn't think of anything.

Elephant: This always nearly happens everyday, if I'm lucky then no, me and my sister we always fight it's like a habit and erm sometimes I think oh its always her fault she always starts it and try and sort it out sort of in my head erm should I say sorry first but I said sorry last time so its her turn and I thought oh I don't feel right so then I'll go up to her and say sorry.

R: discusses guilt. Who's ever felt guilty? (All put up their hands).  
A time when you felt guilty?



Monkeyman: (forgotten)

Scorpion: When I was in the house er and I starting playing with my brother when we watched wrestling and then he got in trouble and I didn't and then I felt guilty so I told my mum it was me and then I got beat..from my mum.

[MEMO: Are physical punishments more harmful if received from father to son compared to mother to son? Harmful here refers to damage to self leading to aggressive projection? This is noted because Scorpion does not project compared to Monkeyman who does and is also physically punished by his father (and possibly mother)]

Rabbit: I always fight with my brother and last time I fought with him and he started crying to my mum oh J being horrible and I went no he's not he's (unclear) and then after I said to my brother sorry and I said to my mum it wasn't D it was me.

R: what does guilt feel like?

Monkeyman: feels like you've got something in your tummy (unclear) – (indicates a pain in his tummy)

Seahorse: Weird - you just like standing there watching someone else get the blame and its just like weird and you can't keep quiet and you just have to get it out...get in trouble..

R: where is this feeling?

Tiger: sometimes I get it in my heart. I don't like my sisters getting in trouble.

Monkeyman: I was looking at something in the dictionary and this boy came over and he closed it onto my hand and I got really angry and punched him and I had to go to the head-teacher's room so I went there yeah and then she was asking questions and I didn't know what to say and I started crying.....because I didn't say nothing...I didn't say what I had done...I didn't say anything...and I didn't tell my mum and dad..

Tiger: I sometimes my sister comes over to snatch the playstation... and I get angry and I start pulling her hair, punching her, pinching her...on the floor...she starts crying to my mum...she says get upstairs to your room and I said mum can I tell you something..she say what..I say I (unclear)..also at night-time she was so upset so I said mum can I tell you now.....my sister it wasn't her fault it was my fault because I punched her and kicked her and stuff and she said why because she snatched the playstation and she said oh..tomorrow you can play on it all the time.

Kitten: Once my cousin came over and we never ever fight but this time I was playing my game-boy and my cousin wanted to play with it and I said no because I wanted to play with it myself and my mum said you can play with it another day just give it to your cousin and I give it to my cousin and she went to sit down on the stairs and I sit down in my room and I felt like guilty so I went up to her and felt said sorry.



R: Explains about projection (refers to meeting someone happy when you're feeling bad)

Elephant: I just know that I felt that before

Tiger: I was sad on the day when my...I went ..myself and I saw person in the school she's in year 6 and she's so happy I said you're so lucky and she said why and I said I'm sad she said why and my mum told me to ...by myself she got me happy by ... (unclear)

Lion has a problem asserting himself in the role of teacher when faced with Tiger who he was supposed to be reprimanding. Tiger continuously shouts and is aggressive – again she has to be warned about touching.

Researcher gets Scorion and Monkeyman to advise Lion on how to be more assertive with a change in body language and use of voice etc.

Scorpion: You weren't acting that big for yourself...like Ms H did to us...

Monkeyman: (Swaps roles with Lion) (Is slightly aggressive – verbally and with aggressive pointing – R: points this out).

Discussion re: assertiveness, passiveness and aggression. Getting the balance right.

R: Has to tell tiger not to overact, to calm down.

End/

## **Week 5**

Panda has returned and the researcher welcomes her back and reinforces the group agreement that everyone will look out for Panda – the whole group agree. Panda said that Tiger had done this (Tiger is away this week).

Discussion regarding the play. The researcher gives out the roles of script writer and director in the play and stresses the importance of these roles.

Researcher begins the discussion about conflicts and how we resolve them.

R: Does everyone know what it feels like to be bullied?

Monkeyman: Yes.

Elephant: No, I just know how it feels.

R: Has it happened to anyone in this room.

Kitten: Yes...it felt really really horrible.(R: how did you manage to sort it out?)  
.it's actually still going on..

**Panda:** When I was in nursery in X all the children used to pick on me and I didn't use to have anybody to play with and always used to chase me and hit me and I don't like it then I left that school because the teachers were being horrible to me and I never done nothing to them...they said I spitted when I never and they said I swore when I never I don't swear and I don't spit and all the children keep on complaining about me and I'm not doing nothing I'm just minding my own business (R: so the teachers were believing the other children when they lied?) yes

**Dolphin:** Someone had a..like my friend..someone had pushed her over and she had cut her knees bad and then er then they blamed instead..they almost blamed me...,like Panda they almost blamed me instead of the person who did it and they always used to be horrible and my mum didn't really like it and she put me...

**Panda:** you know this boy he's at X he's called Christopher...him and his brother used to bully me from outside the school when I used ot play with my friend they used to call me bad names and then once my cousin we was playing in the part together and then his mates they ganged up on us and they pushed me over and they started hitting me and started pushing me off the swing and I told my mum.

**R:** (Discusses the difference between the way girls tend to bully compared to boys) Boys don't tend to call each other names so much do they? They just tend to..

**Monkeyman:** Fight

**Elephant:** This hasn't actually happened to me, well actually it has, one day with my friend I normally play with X (Panda) so she'll know what I'm talking about I'm not going to say their names but what they normally do it they always like it their way and they always like step on my feet and I say to them no lets do it a different way instead of your way and they just start saying no we're going to do it ...either my way or your way and then everybody else has to choose who they want to play with...(R: and does that work?) No.

**Kitten:** Once in class...in key stage one once.....the same thing kind of happened to me but instead it was about Christopher the same person that done that thing to Panda and erm, he called me goofy and I really didn't like it so I told the teacher and then he stopped doing it to me..

**Monkeyman:** When I was a little baby my brother always used to get teased and everything so one day yeah when he was fighting yeah, with these people I cam over yeah and I broke it up yeah, and I got them by the neck and I put them on the wall..

**R:** Do you think bullies bully because they're...really happy?

**Lion:** No...when they're angry...

**Monkeyman:** If something at home is like bothering you so if your mum and dad split up or something then you come to school and you like you're sitting down talking or something and then one of your mates come over yeah and then they say you alright and everything and you get angry with them and then you start beating them up.



Lion: Bullies get angry when they get name called. (By) other bullies.

R: Do you think bullies might get picked on at home at all?

Scorpion: Say like do you know when they're at a school yeah and they're in a gang yeah, and they fight yeah and other people are scared of them but when they're all alone yeah and they're not in a big group yeah..they don't act strong..and they're afraid..(R: what kind of people might pick on them?)..older..older, stronger, wiser..kinda like teenagers..and brothers and sisters or some other people.

Monkeyman: Year six people

R: Do you think sometimes bullies can be picked on my adults?

Lion: Yes (boys all agree)

Monkeyman: Cause once on TV there's this man and then he hit this girl and she died...that was in real life

Kitten: Some adults be horrible to children just abuse them and stuff cause it's been happening and they're showing it on the telly and stuff.

Elephant: Sometimes like..somebody might be like they accept you did something and the other person might be really annoyed or somebody else..might be...really like scream and shout at them and they might just cry

Rabbit: ..someone was horrible to someone else and the teacher could really lash out at them or their mum or something..brother or sister..and they really have a big fight and they're pushing each other and their mum sees them and their mum might really really shout at them

Panda: Can I tell a story? When I was in year 3 I used to ...swearing at my sister..pulled his hair (unclear) these boys they were ...all keep on starring..and they wouldn't help me because these boys thought I swore but I never cause I pulled just his hair..this boy beated me up he started kicking me punching me and nobody was helping me they were just staring and I was crying on top of the stairs...the teacher blamed me and said why did you (unclear) and I was sticking up for my sister..blaming me but I never done nothing and I just got beated up..

.Elephant: One time I had this skipping rope around me and I got badbly strangled ..these boys got this french skipping rope put it round my neck and started (unclear) ..it and I got a really big burn and I could about speak who it was..instead of just staring because her cousin was actually doing it so she got the skipping rope and she tried really hard to let go and in the end she managed to get the French skipping rope off me.

Researcher gives the children a picture each and asks them to tell a story, either using their imagination or real-life:



Monkeyman: (Picture of a historical building). There was this big house and it was haunted and the people went in then they were looking for a knife cause they lost it and they found it and then a ghost scared them and then they dropped it and then they ran away and then they told everyone come and see the ghost, they came and then they got the knife and then they killed the ghost.

Panda: (Picture of two girls in a hospital). There was two sisters one was playing at school and then when she came home she was hit by a car crash and then she got rushed to hospital and then she had to stay in there for 5 weeks and then her other sister she was playing on the climbing frames and she broke her arm and they have to do an Xray to see if she has broken her bones and stuff and she has to stay in there for 6 weeks so they both stay in the same room. (R: Why do they both stay in the same room?) Cause they might miss each other.

Dolphin: (Picture of a mature couple walking along a harbour)  
There was this man and lady who went on holiday together to was quite far from where they lived....and they both loved the sea so they stayed in a hotel near the sea and everyday before everyone was up they would take a walk near the sea so they could see the sunrise and they saw a big view so they always went back when they had time to go on holiday.

Lion: (R: gives him a picture of a man with a blanket round his head in front of a slightly obscured police sign and asks him to say a story) Do I have to say one? (R: tries to encourage him) I can't think of one. (R: What do you see?) A man with a towel round his face.....(R: why you think he might have a towel round his face?).cause he ..fixing the car? (unclear)..(R: prompts)..to keep him warm?...

Note: Lion remained silent and appeared embarrassed so the researcher did not prompt him anymore.

Scorpion: ..Some guy yeah and he was in ..fighting against the ..America..against Iraq or whatever..it probably Sama Bin Laden or Talisman troop or he might be some guy who hasn't got no home cause it was blown up. There's a big fight going on and they're throwing bombs and then it hit his house and he had to live on the street and because he was....cause he was bleeding on the side when the bomb hit he put a towel round it or he probably got stabbed..

Rabbit: (Picture of two children lying down on the earth)  
This lady and man they like...they in the woods and they like bullying someone and they like looking for some children or something to ...they're looking for people who are walking in there and hiding about it and erm when they come they going to start like bullying them and they might start like pushing them and everything and I think...

Kitten: (Picture of a boy peering through an ajar door)

Erm, I think that erm this boy's mum and dad had a fight and he's looking through the door just to see how the fight is going and he's quite scared about it and he wonders



when it's going to stop. ..That his mum and dad had a fight and he's looking through the door just to see how the fight is doing and erm if he's mum and dad's alright..

Elephant: (Picture of a man holding a young woman's chin aggressively with glasses in the background) There was this girl and they were going and experiment and she accidentally dropped something and teacher was shouting at her and saying why did you ..put that down and then he started swearing and being really rude to her and she starts crying.

Monkeyman: There was this little boy his mum and dad split up and then the mum went away yeah and then one day they looked at this picture of the husband and the guy looked at this wife and then he went back and then they ran to each other and then they hug..

Note: Monkeyman had previously stated that his mum and dad did split up but reconciled.

Panda: (Picture of bomb damaged high rise blocks)

In America the army were rushed because a building was (has difficulty R: prompts)....they were blowing it up to make an army camp and erm they smashed it and hit it and ...all of the soldiers to erm smash it down and erm....

R: Gives out the scriptwriting roles to

Dolphin and Panda. Panda was very fussy about her writing and consequently could only proceed at a very slow pace. Panda later states that she finds the role difficult and is happy for Elephant to take over as script writer.

Panda: Am I going to get a good part? This is scary.

The children suggest that the 2 plays should be about parents splitting up (Dolphin had already started to write a script) and bullying.

R: [Gives out the Director's role (for both plays) to Scorpion but has to reassure him that he would get a larger part in order for him to accept the role (as previously the researcher had mentioned that the director will only get a small role)].

Panda: Can the script writers choose the people?

Researcher talks about the idea of bullying for one of the plays...

R: Monkeyman wants to be?.. Monkeyman: The bully

Panda: I wanna be the bully and not Benny (the victim) – Everyone joined in with the request for being the bully in the play. Lion started making a wailing noise – for no reason – he appeared happy.

## **Week 6**

New Member is introduced as 'Pony'.

Discussion about class activities during the week.

R: What is the best thing so far about this group?

Panda: about talking and stuff and since you're talking you get it over with and it gets it out of your mind...

R: Do you think that it helps you to talk about things that you worry about then?

Whole group agrees.

Scorpion: So that other people can help you....

Monkeyman: So if you go home yeah so if there is nothing good on TV so it's good to stay here!

Elephant: It's just fun!

(R: Is it just the acting you like or?...)

Elephant (and others): Acting!

Scorpion: My favourite bit of this group is that I'm the director

(R: Talks about the little devil and the little angel in our heads)

Monkeyman: If you want to steal something the little devil goes yes steal it and...

Lion: I don't have one of them.....I've got an imaginary friend..it's like just a devil instead of an angel...(R: How comes you're not bad all the time then?)..cause sometimes my mum is like an angel and she says do stuff good...(R: so you have a little angel who pops its head up sometimes?) yeah, but that's my mum.....

Scorpion: Monkeyman said he's angel was his mum and he said I don't like the angel that much

(R: what kind of things would the angel say to you?)

Monkeyman: Like be good and stuff...don't do that....(R: what would the little devil tell you to do if.....) Get my PE bag and [makes swiping action with bag], (R: what would the little angel say?) Go and tell the teacher (R: what happens to the little angel



when you do get in trouble then?) – I (makes flicking action to indicate that he flicks it off his shoulder)

Scorpion: Sometimes when it's playtime and the devil takes us (unclear) inside the class the angel takes over and sometimes when outside the angel takes over...like today two people were fighting and the angel came into my head and I broke the fight up (R: do you mean that the devil and the angel were fighting) yes, yes....

R: Does that ever happen to anybody else?

Dolphin: Yeah, that happened today, scorpion was fighting with M and me and X tried to break it up – my angel was saying break it up my devil was saying get in the fight and you carry on in the fight as well but I went in the angel

Monkeyman: (I like devils because) they look pretty cool

Scorpion: Devil yeah, and you have fight and you might have ...power..(unclear) and it can breathe and like fire comes out like a dragon and it uses fire.....

Elephant: I have like 3 things I have a devil and an angel and I have God as my angel

Scorpion: My mum (is my angel)

Monkeyman: (has an Egyptian man on his head) he sits on my head so like I have a devil there and an angel there and he just dances...he teaches me how to dance

Dolphin: My devil is my little rascal sister I have two angels..two of my cousins..one is K ....

Cheetah: I have got ...my devil..says good stuff and my angel says bad stuff...if I punch someone and my devil turns into an angel and says 'you can't punch' ..

Kitten: My angel is my mum and my devil is my little cousin D she scratches my other cousins

R: This is not supposed to be real life – it's supposed to be inside your head – talks about consciences

Cheetah: ..this man was speaking to my mum yeah and .....(unclear)

R: Who thinks their devil and angel are real and whose are inside their head?

Lion: ..in my head..the people in my head that tell me good stuff are my mum and my dad...and erm my brother tells me to do bad stuff...

R: Some people don't have an angel and a devil.....

Tiger: I got erm 3 angels and 2 devils my devils are 1 my cousin brother and 1 my dad and my angels are my baby sister and my mum and one of my friends are in my year....(R: are these real people Tiger?) yes

R: ..explains..giving example

Tiger: When I was in a park with my friend..in my house upstairs my sister always says that erm go on just break something..and I was with my friend (unclear)..I said sorry...(R: Have you ever felt guilty Tiger?) ..I felt guilty that time..

R: Has anyone else ever felt guilty?

Monkeyman: Not really,...yeah once but not a lot..(R: but you said you felt guilty in your stomach)..yeah not a lot...

Scorpion: (shakes head: no)

Dolphin: Today my friend Zoe in my class she heard a voice saying stupid idiot.....(gives another's example of guilt)

Panda: My angels are my mum and dad and my (unclear) and my two devils are my little sister and my....they're outside of me...(R: if you did something silly and you didn't perform like you wanted to – gives example – has anyone got any (punishing) of those kinds of voices?

Lion: (had hand up but changes his mind)

Panda: Sometimes I'm taking a nap or watching TV and my big sister goes and tells my little sister to beat me up..

Monkeyman: Once I done this test and I didn't finish it and I said oh you're so stupid but it's in my mind

Tiger: Do you know Ms S class when we're doing maths, sometimes we're doing timetables sometimes when we're getting some wrong.....I just say that I can do my ..timetable...what did you say ..and I say sorry

Cheetah: I was standing up and this girl..I've got 3 things in my head I've got a devil and an angel and my gran..

Panda: I let myself down..because Ms X was..class was this stupid week and ..cause I didn't do the first test...so I let myself down in my head....(R: did you feel bad?) yeah but I got 2..christmas...

(R: Talks about regret.. and appraisal of an example:)

Monkeyman: They would start beating you up..he come up and he said ..say thanks yeah for not telling of people

Lion: (would have helped him)



R: If you saw bullying going on the playground to someone you didn't like very much and they were really upset and they were being bullied by a group of people

Hands up if you would help

All the girls put their hands up.

R: No boys would help?

Scorpion: If he got really gets beaten up and gets..when he starts bleeding or starts crying then I would help, I wouldn't help right in the beginning when they start fighting and he's taking them on I would fight when he's getting the most hits – I would help but I won't do it so early..

Monkeyman: I'd laugh at them or I'd go and help the people that are beating him up (R: why?) because I don't like him (R: what if you didn't like him because he'd just irritated you?) I'd just laugh...If I .like hated him. Or if he started beating me up I'd start beating him up.

R: Who of you, if you didn't help would feel guilty –

Scorpion: (would feel guilty for a while but not until the next day) No – I'd feel guilty until the fight stops

Monkeyman (would laugh) Cause there was this guy that I didn't like – (would help a girl) boys yeah, they can handle it.but

R: Who feels guilty a lot? Over lots of things?  
Most of the girls put their hands up.

Kitten: I feel so guilty over nothing cause once I had this packet of sweets and I had my cousins over and I wanted to give it to them and I let the last one and I felt so guilty over that

Rabbit: When my brother was fighting before and he started..I started hitting him for no reason and he started telling of me and I kept saying you telling mummy of me and blamed him for it ...said he started it when he didn't – after that I felt really guilty so I told my mum...

Lion: I feel sorry for the chickens because we have to kill them to eat them..

Children practise plays.

[When researcher talks about parents arguing Scorpion is fiddling with something and distracting the group from what the R is saying].

R: X is playing a victim and that must be really hard....how do you think it feels to be a victim? Can you imagine?

Monkeyman: I can't. (R: How can you act it?) I'm saying it. ..because I've never... like (been a victim)

Children give suggestions of how to act it.

R: How will the victim feel then?

Elephant: They will feel like really like feel like not punching but they'll feel hurt

R: So they will feel physical in the stomach?

Lion:

CONTINUE ADDING TO 'ORGANISING THE DATA'

### **Week 7**

#### **Completion of task (helping responses)**

Practising plays.

### **Week 8**

Introducing new member 'cat'. Very shy – refused to come in until another girl went out and got her (very low self esteem, ex anx & mod depression).

Monkeyman asked to go home. Researcher and boys persuaded him to stay.

Tiger: My friend's mum died..on Christmas..she had a heart attack..

Kitten: My fish he died as well – he died of, it was Christmas day and then overnight he died

Scorpion: Somebody probably feeded it some party things or something..

(discussion re: fish)

Rabbit: ...me and my brother had 3 fish each and they all died

Anachonda: I had my hamster and my brothers action man was on the banister and it dropped on it and I think it's blinded and I have to take it to the vet

Panda: My cousin she had a hamster and she forgot to feed him..and he died

Monkeyman: My mum and dad split up (R: this Christmas just gone?) Yeah

Group show their support

Lion: When my nan died we thought she was ..to stay and she never..she died (unclear)



**Tiger:** I will support Monkeyman

**Dolphin:** I don't really find it (Christmas) a bad thing anymore.....because they aren't together they don't argue anymore (R: so it's better?) yeah...so every year..one year I'm with my mum and then my dad but every year I'm at my mums I feel like a bit more happier..I have my cousins.... we go over there after my birthday and at Christmas and it's really good because I get to spend the whole day with them and I never get to spend time with them.....they still argue..stupid stuff like having me and my sister..just a bit annoying..

**Cheetah:** I don't find Christmas very amusing any more...I do but I don't anymore..I used to but now I don't..it is good but..

**Monkeyman:** I don't find it very exciting...cause like now I'm getting older and everything yeah....(unclear)

**Elephant:** The night before Christmas..it's Christmas mum!..went downstairs yeah..but now year I wake up in the morning and it's Christmas and I went back to sleep again..

**Dolphin:** my box of trainers..I didn't know I was getting..she put them in a big box..the year before she used boxes that just got smaller and smaller...it was really funny...a bit small finding..

**Elephant:** my childminder's kitten she had an injection so that she wouldn't have kittens and they had to take the stitches out because she was pulling at it...making funny noises..

**Kitten:** My mum's birthday was on the 12<sup>th</sup> December and me and my dad were wrapping her present and to play a joke on her I went downstairs and got a potato and wrapped it up.....gave it to her and she laughed so much..

**Anaconda:** when they first split up I was crying and everything and I started to get used to it I just knew I could see my dad and obviously I'm living with my mum and I can see my dad anytime I want....and I'll go stay with him the weekends...(R: what was the worst thing about it?) when my mum wouldn't let me see my dad no more...and everytime I used to go down my aunties he always used to be there (R: anything that you can say that was good about them splitting up...it there less arguing now?) my brother's dad keeps on coming back to the house and my mums stopped it now and they argue all the time...

**R:** encourages group support for Panda in the playground.

**Free association game (2<sup>nd</sup> word from pupil):**

**Rabbit:** fight – horrible

**Lion:** sky – high

**Tiger:** fear – nasty

**Kitten:** kick – push

Elephant: saw – sew  
Monkeyman: handle – hand  
Panda: tackle – tickle  
Anaconda: fish – dish  
Scorpion: had – pump (?)  
Pony: shy – mum  
Seahorse: run – fast  
Cat: sunshine – sand  
Cheetah: fleet – think  
Dolphin: shake – rattle  
Rabbit: stick – hold  
Lion: push – pushing  
Tiger: handle – hand  
Kitten: pinch – splash  
Elephant: skip – hop  
Monkeyman: kick – bite  
Panda: fear – (pause – unclear)  
Anaconda: laugh – daft  
Scorpion: happy – happen (?)  
Pony: giggle – smile  
Seahorse – charm – (unclear)

Different format this time whereby the child says animal name, a word and then the next person says their name and then the next word that comes into their head:

Cat –  
Cheetah – shrug  
...  
Dolphin – snake  
Rabbit – turn  
Lion – amusing

(overall transcription not possible as too many words unclear)

Pupils asked to write down suggestions for rap song – things that they worry about or things that make them happy or they think are cool. Children to write down on a piece of paper.

Tiger: Lose yourself (example given from an Eminem song)

### **Writing the rap song:**

R: Can anybody think of something good – things like when you do well at school and the teacher praises you. Or your dad says you're really good at football you are...

Monkeyman: if they praise you they're lying..if you playing football and then you lose?..yeah..say you're good and everything and you think you're rubbish they'll try and make you feel good and everything cause...you'll stop playing football and stuff..

(R: discusses this with Monkeyman)



Children read their lines out (see below)

Rabbit, Panda, Seahorse didn't want to read theirs out.

Seahorse:

I was very sad when I had to leave my holiday because I missed everyone  
I was happy when I went on holiday to see my nan, grandad, Auntie and Uncle

Dolphin:

My parents are divorced  
Lifes cruel I hate it  
Life wont' be the saem again

My life's good.

I love it. Having fun, that's what life's about.

Scopion:

I was watching a scary movie when it finished I was going to sleep and then all the  
lights turned off.  
When I listen to music I feel better.

Cheetah:

My life is full of hate and fear  
I feel like I want to die

Sometimes I feel so happy - happy enough to laugh once in a while.

Elephant:

I got strangle by two boys with a French skipping rope – I felt like I was going to die  
I was saved by a girl and when I got up I was shaking, shivering and was crying.

Lion:

I felt upset when my nan died in November  
I was happy when I was in bed and woke up on Christmas day.

Kitten:

My mum and dad were arguing bad. I felt really sad. I thought they were going to  
split up. That was the worst day of my life.

My best friend is a good friend and stands up for me.

Anaconda:

I was very sad when my mum and dad broke up.  
I was very happy when my mum and dad was together before we split up.

Rabbit.

People are not nice when they pick on people because they get hurt.  
People should think before they say because they could get hurt themselves.

**Tiger:**  
Bullying to me and my sister.  
I was so so angry when my mum and dad divorce.  
I was so upset.  
My firend's mum died so sad I went to her funeral.

**Panda:**  
Bullying is bad.  
Bullying is wrong – why do you do it – I just wanna know.

I'm happy when Mr teacher says how well I done.

**Monkeyman:**  
I was sad when my dad moved out.

**Cat:**  
I didn't like it outside today it was very cold.

Rap song by Anaconda with Monkeyman doing a beat.

I was so unhappy when my mum and dad broke up  
But before when they were still together I was so happy  
But now my dad has gone I can't do nothing about it

## **Week 9**

Discussion re: play – absenses – pupils arranged understudies/stand-ins.

Monkeyman telling other members of the group that he might not come – kept asking if he could go and being persuaded otherwise.

Group support for Panda who said she is getting

Panda: my friends keep secrets from me they don't tell me theyjust all of them just ..up together they don't tell me nothing so I feel left out..

R: encourages group to support/look out for Panda.

Tiger: I always give support for her. In the dinner hall someone in here they were telling secrets to x and x and they didn't bother to tell and I felt left out as well.

Dolphin: Today me and Seahorse were playing and these 4 boys annoy me and they say I'm jealous and I don't know why....one of them is in this group...because he's going out with my friend Cheetah (Monkeyman) and I was like a bit angry that day because something had gone on with my mum and dad and I was really annoying the day before.....(R: arguing?) kind of but I'm not going to say..cheetah something



happened ..my friends and that..she did this trick on me..she thought it would make me better but it made me angry even more..

Tiger: Today Dolphin...she was moving her table...and I helped her even though she didn't even tell me to...

Kitten: sometimes when I'm not around I think that people are talking about me and I really don't like it..

Groupwork on the lyrics from Pink's 'family portrait' song.

Photos:

Tiger: Do you know my mum and my dad's photo album, it's in my room, and I always get ..see him..so excited..when my mum and dad are together ..every time in my prayer I pray to God and I say please can you get my mum and dad back together because my mum can't do anything..she has to pay the bills she has to do everything..we help her.. but my two sisters don't help it's only me..I do things for her as well

Lion: I remember the happy times when my nan was here..

Dolphin: I can't really look at it as me and my mum my sister and my dad because we never really had photos cause me and my sister were only young then the only photos I really have are me my mum, my step-brother, my kinda like my step-dad and my mum – and with my dad I've got pictures of him, my sister, me, my dad's girlfriend and then her two children – so I've not really got pictures of me, my sister, my dad and my mum.

Problem with recorder.

Recording back on. Singing practise using the lyrics to family portrait all the children sang along to the song, except Monkeyman and Lion who did not want to join in. Anaconda joined in but appeared to be distracted by Monkeyman.

From the transcriptions, raw data was transferred to the table below. Headings were established and a new table created (see 'Organising the Data') which did not include verbatim but did include labels which allowed links to be made and categories to be formed (see tables 1-4).

Links?	Label & Verbatum	Heading:
	<p><b>Labels:</b>            Single            Multiple (poss) for categories            None for Low level &amp; Core concepts</p> <p><u>Lesson 1 4/11/02</u></p> <p><i>R: We're going to practise singing as well based on a popular song. and do some kind of rap music as part of our play, it so it's a really big thing and everyone will sing it - it's not going to be just one person who will be singing it. When we do the play the play will be on roughly around Easter – depending on how many people are in the group and how long it takes us – it's going to be a play based on real-life, like Eastenders, .... (more introductory chat by the researcher)</i></p> <p><i>...and we're going to do it in front of the whole school – and even in front of the parents</i>  <i>Children: sounds of excitement.. I've done it before!</i></p> <p><i>R: If you are watching a play about something that had happened to you, do you think it would help you to know that it had happened to somebody else as well?</i></p> <p><i>Ch: Yes</i></p> <p><i>R: Can you give me any example?</i></p>	<p><b>Category –            Low-Level            Concept –            Core Concept</b></p>



	<ul style="list-style-type: none"> <li>• Dolphin: Your parents splitting up?</li> </ul> <p><i>R: That's a good one yes because some children think that they're the only ones and actually they find out that there are so many of them!</i></p> <ul style="list-style-type: none"> <li>• Lion: When a member of your family dies?</li> </ul> <p><i>R: Oh yes, that's true, I had a friend whose daughter died and her brothers and sisters were really upset and it helped them to know that it had happened to other children too</i></p> <ul style="list-style-type: none"> <li>• (Reminder re: using animal names)</li> <li>• Tiger: When your granddad has a heart attack?</li> </ul> <p><i>R: Yes, those kinds of things – when somebody goes into hospital and you really worry about them</i></p>	<p><b>Stressor – parents</b></p> <p>-</p> <p><b>Stressor – fear of death</b></p> <p><b>Stressor – fear of death</b></p>
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	<ul style="list-style-type: none"> <li>• Tiger: my granddad did – had a heart attack and went into hospital and I saw him and I started crying and I couldn't stop crying</li> </ul> <p><i>R: Ahh, it's hard isn't it – and how's your granddad now?</i></p> <ul style="list-style-type: none"> <li>• Tiger: He died</li> </ul> <p><i>R: Did he die did he? He's gone to heaven has he? What does your religion say about that?</i></p> <ul style="list-style-type: none"> <li>• Tiger: My nanny really misses him so every Saturday and Sunday she comes to my house ...</li> </ul> <p><i>R: How long ago did that happen to you?</i></p> <ul style="list-style-type: none"> <li>• Tiger: (after prompting) 3 years</li> <li>• Lion: my Nan went into hospital to get new kneecaps and while she was there a bug came</li> </ul>	<p>Affect – crying</p> <p>-</p> <p>Stressor – death</p> <p>Stressor – family grieving</p> <p>Stressor: death</p>
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## Organising the Data

Links?	Label & Verbatim	Heading: Category – Low-Level Concept – Core Concept
	<p><b>Labels:</b> Single Multiple (poss) for categories None for Low level &amp; Core concepts</p> <p><u>Lesson 1 4/11/02</u></p>	
Parents splitting up	<ul style="list-style-type: none"> <li>• Dolphin:</li> </ul>	Stressor – parents splitting up
Health, death	<ul style="list-style-type: none"> <li>• Lion</li> <li>• Tiger:</li> </ul>	Stressor – fear of death
	<ul style="list-style-type: none"> <li>• Tiger:</li> </ul>	Stressor – fear of death & crying
	<ul style="list-style-type: none"> <li>• Tiger:</li> </ul>	Stressor – death
	<ul style="list-style-type: none"> <li>• Tiger:</li> </ul>	Stressor – family grief
	<ul style="list-style-type: none"> <li>• Lion:</li> </ul>	Stressor: death
Friendship	<ul style="list-style-type: none"> <li>• Tiger:</li> </ul>	Stressor – loss of friends

<p>Death</p>	<ul style="list-style-type: none"> <li>• Tiger:</li> </ul> <ul style="list-style-type: none"> <li>• Panda:</li> </ul> <ul style="list-style-type: none"> <li>• Tiger:</li> </ul>	<p>Stressor – missing friends</p> <p>Stressor – missing loved one</p> <p>Stressor: death</p> <p>Stressor: story of murder</p>
<p>Health</p>	<ul style="list-style-type: none"> <li>• Panda:</li> </ul> <p><i>R: You were very brave!</i></p>	<p>Stressor: injury, pain</p> <p>Brave</p>
<p>Health/Death</p>	<ul style="list-style-type: none"> <li>• Dolphin:</li> </ul>	<p>Stressor: fear of illness/death</p>
<p>Health, safety</p>	<ul style="list-style-type: none"> <li>• Lion:</li> </ul>	<p>Worry about adults if close</p> <p>Worry about</p>



<p><b>Bullying</b></p>	<ul style="list-style-type: none"> <li>● <b>Panda:</b></li> <li>● <b>Lion:</b></li> <li>● <b>Dolphin</b></li> <li>● <b>Lion</b></li> <li>● <b>Tiger:</b> very much...because when I was in my old school I got bullied and .. he blamed me... he kicked him on the leg and I didn't...and I had to go to Mr .. 's office and I (unclear) .. got expelled - if you kick some or be rude yeah.. (another child: it's a tough school)</li> </ul>	<p>safety of mother/sister in dark</p> <p>Worry about safety of mother/brother</p> <p>Worry about adult health</p> <p>Worry about bully getting him again</p> <p>Worry about getting bullied again</p> <p>Worry about getting in trouble because of being bullied &amp; getting blame</p>
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Trust	<ul style="list-style-type: none"> <li>• Lion:</li> <li>• Dolphin:</li> </ul>	<p>Siblings getting bullied Ganging up</p> <p>Worry about confidentiality</p>
Films	<ul style="list-style-type: none"> <li>• Tiger</li> <li>• Lion:</li> <li>• Dolphin:</li> <li>• Tiger:</li> </ul>	<p>Violent films</p> <p>Nightmares</p> <p>Fearful film like fantasy</p> <p>Films – fear it could happen to you</p> <p>Films – may copy bad behaviour</p> <p>Copying films lead to same storyline</p>



<p><b>Drugs</b></p>	<ul style="list-style-type: none"> <li>• <b>Lion:</b></li> <li>• <b>Lion:</b></li> </ul>	<p><b>Worry re: brother taking drugs</b></p>
<p><b>Parents splitting up</b></p>	<ul style="list-style-type: none"> <li>• <b>Tiger:</b></li> <li>• <b>Tiger:</b></li> </ul>	<p><b>Worry about what could have happened</b>  <b>Glad police stopped brother</b></p>
		<p><b>Worry re; when parents split up</b></p>
		<p><b>Worry re: mother's needs</b></p>
		<p><b>Broken trust</b></p>
		<p><b>Keeping worry secret</b></p>
		<p><b>Memory of father's violence towards mother</b></p>
		<p><b>Fear of trusting</b></p>
		<p><b>Upset at parents</b></p>

	<ul style="list-style-type: none"> <li>• <b>Dolphin:</b></li> </ul>	<p><b>splitting up</b></p> <p><b>Worry of never seeing father again</b></p> <p><b>Concern about mother's needs</b></p> <p><b>Fear at father's jealousy towards mother</b></p> <p><b>Mum not jealous</b></p> <p><b>Mum not liking aggression</b></p> <p><b>Memory remains</b></p>
<p><b>Privacy</b></p>	<ul style="list-style-type: none"> <li>• <b>Tiger:</b></li> </ul>	<p><b>Other's embarrassment of parent's fighting/splitting</b></p>
<p><b>Trust</b></p>		<p><b>Keeping other people's secrets important for friendship</b></p>



Empathy	<ul style="list-style-type: none"> <li>• Panda:</li> <li>• Dolphin</li> </ul>	<p>Fear of trusting group</p> <p>Evidence of empathy</p> <p>Understanding deeper empathy with accuracy</p>
Drugs	<ul style="list-style-type: none"> <li>• Lion:</li> </ul>	<p>Understanding drug addiction</p>
Parents splitting	<ul style="list-style-type: none"> <li>• Dolphin</li> </ul>	<p>Worry re: never seeing father again</p> <p>Father speaks to mother now</p> <p>Misses living with father</p>

Bullying	<ul style="list-style-type: none"> <li>• Panda:</li> </ul>	Upset at name calling when helping teacher
Parents splitting	<ul style="list-style-type: none"> <li>• Dolphin</li> </ul>	Divorce date Likes to stays in dad's house
Anxiety-Fantasy	<ul style="list-style-type: none"> <li>• Tiger</li> </ul>	Sees dad regularly Malicious conversations lead to death like reality [fantasy]
Bullying		Worry re: name calling
Fears of threats	<ul style="list-style-type: none"> <li>• Panda:</li> </ul>	Worry re: threats by drunk people



<b>Bullying</b>		<b>Worry re: being left out due to racism</b>
<b>Mixed family ethnicity</b>		<b>Cousins different ethnicity</b>
<b>Friendship</b>		<b>Cousin steals friends</b>
<b>View of adults</b>		<b>Adults confide in solicitors</b>
<b>Friendship-fantasy</b>	<ul style="list-style-type: none"> <li>• Panda:</li> </ul>	<b>Talking to best mate leads story about trip to police station</b>
<b>View of adults</b>	<ul style="list-style-type: none"> <li>• Tiger:</li> </ul>	
<b>Parents splitting</b>	<ul style="list-style-type: none"> <li>• Lion: Or you could get help off an adult?</li> </ul>	<b>Getting help with problem from an adult is option</b>
		<b>Sharing might help</b>

Friendship	<ul style="list-style-type: none"> <li>• Dolphin: Yeah I think it would – if .. people experienced it like me and they're still a bit upset even though it happened quite a while ago we could help them to get .. like discuss why they're still upset and their problems with their parents splitting up.</li> </ul>	<p>Recognising lasting effect of parental separation</p> <p>Friend helped with problem</p> <p>Others have friends they can't talk to</p>
Parents splitting	<ul style="list-style-type: none"> <li>• Lion: Yes</li> </ul>	<p>Boys can't talk to friends</p>
Self-esteem	<ul style="list-style-type: none"> <li>• Panda:</li> <li>• Tiger:</li> </ul>	<p>Happy ending of parents reconciling</p> <p>Story of splitting up leads to horrific ending</p>
Favourite	<ul style="list-style-type: none"> <li>• Lion</li> </ul> <p><u>Lesson 2</u></p>	<p>Embarrassment at positive affirmation causes defensive verbatum</p>



**TV/Pop stars**

- **Tiger:**

**Admiration for sweet character**

**Admiration for murderous character**

**Favourite character likes to fight**

**Ashamed of reasons for liking violent characters**

**Favourite character stands up to bullies**

**Likes weak person becoming stronger**

- **Panda:**

**Bullying**

**Being bullied so hard might be**

Role-play		scary
Favourite TV/Pop character	<ul style="list-style-type: none"> <li>• Tiger:</li> </ul>	Becoming violent to friend in role- playing
	<ul style="list-style-type: none"> <li>• Panda:</li> </ul>	Favourite character strong determination to achieve academically
	<ul style="list-style-type: none"> <li>• Lion:</li> </ul>	Likes Eminem because of rhymes
	<ul style="list-style-type: none"> <li>• Tiger:</li> </ul>	Likes Eminem because of swearing and spitting  Doesn't like Eminem as puts mum down





Parents splitting	<ul style="list-style-type: none"> <li>• <b>Lion:</b></li> </ul>	<p>watching drunk, angry people</p>
Parents splitting	<ul style="list-style-type: none"> <li>• <b>Tiger:</b></li> </ul>	<p>Doesn't like people who call women sluts</p> <p>Changes mind about liking character when violent after group member states scenes not nice.</p>
Social skills		<p>Sympathy with scorned lover</p> <p>Story of parents fighting &amp; father murdering</p> <p>Nightmare of hitting father</p>
Parents splitting	<ul style="list-style-type: none"> <li>• <b>Lion:</b></li> </ul>	<p>Lack of empathy or embarrassment?</p> <p>Praising others</p>



	<ul style="list-style-type: none"> <li>• Panda:</li> <li>• Tiger:</li> </ul>	<p>Parents arguing</p> <p>Police/mum to get rid of father</p> <p>Fear of father leads to terror story</p> <p>Father kills best friend</p> <p>Father causes horrible people to come</p> <p>Listens to others</p> <p>Mum chucked dad out</p> <p>Concern for security of others</p>
Social skills	<ul style="list-style-type: none"> <li>• Panda:</li> </ul>	
Parents splitting	<ul style="list-style-type: none"> <li>• Tiger:</li> </ul>	
Social skills	<ul style="list-style-type: none"> <li>• Panda:</li> </ul>	

	<ul style="list-style-type: none"> <li>• <b>Lion:</b> My mum's friend – I think it was her daughter or her other friend – one of the daughters went out as soon as she opened the gate she turned round and went to shut it and as soon as she went past the tree she fainted and died... that happened ages ago..</li> <li>• <b>Tiger:</b></li> </ul>	<p>Story of non-violent death</p>
<p><b>Social skills</b></p>	<ul style="list-style-type: none"> <li>• <b>Tiger:</b></li> </ul>	<p>Tries to understand but flawed</p>
<p><b>Role-play</b></p>	<ul style="list-style-type: none"> <li>• <b>Lion:</b></li> </ul>	<p>Impulsive/ Aggressive</p>
<p><b>Social skills</b></p>		<p>Understanding other's emotions</p>
<p><b>Parents splitting</b></p>	<ul style="list-style-type: none"> <li>• <b>Tiger:</b></li> </ul>	<p>Empathy with father</p>
		<p>Imagines self as real wife in role-play may reconcile</p>
		<p>Worry re: father's well-being</p>
		<p>Anxiety of</p>



<p><b>Social skills</b></p> <p>Parents splitting</p>	<ul style="list-style-type: none"> <li>• Panda:</li> <li>• Tiger:</li> </ul> <p><b>[MEMO: PROJECTION? If a child role plays another person but gives them the emotion that they felt at that time, ie: the father felt disappointed because really the child did or did the child take on their emotion? If not, and it is projection, then is this related to egocentricity – is a child more likely to project if they are unable to decentre?]</b></p> <ul style="list-style-type: none"> <li>• Tiger:</li> </ul>	<p>mother</p> <p>Empathy for others</p> <p>No anxious emotions as self But disappointed at scary dad</p> <p>Disappointed as wanted to help parents</p> <p>Extreme fear at parental conflict</p> <p>Brave to protect mother</p> <p>Hits father to protect mother</p> <p>Parental conflict leads to violent</p>
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		<p>story</p> <p>Nervousness leads to laughter &amp; shaking</p>
Psychosomatic	<ul style="list-style-type: none"> <li>• Lion:</li> </ul>	<p>Fidgety</p>
Parents splitting	<ul style="list-style-type: none"> <li>• Tiger:</li> </ul>	<p>Understands meaning of disappointment</p>
Attachment	<ul style="list-style-type: none"> <li>• Panda:</li> </ul>	<p>Scared of thunder prevents separation from mother</p>
Parents splitting	<ul style="list-style-type: none"> <li>• Tiger:</li> </ul>	<p>Doesn't want 'real' dad around</p>
Decentration		<p>Difficulty seeing self as third person</p>



		<p>story</p> <p>Nervousness leads to laughter &amp; shaking</p>
<p>Psychosomatic</p>	<ul style="list-style-type: none"> <li>• Lion:</li> </ul>	<p>Fidgety</p>
<p>Parents splitting</p>	<ul style="list-style-type: none"> <li>• Tiger:</li> </ul>	<p>Understands meaning of disappointment</p>
<p>Attachment</p>	<ul style="list-style-type: none"> <li>• Panda:</li> </ul>	<p>Scared of thunder prevents separation from mother</p>
<p>Parents splitting</p>	<ul style="list-style-type: none"> <li>• Tiger:</li> </ul>	<p>Doesn't want 'real' dad around</p>
<p>Decentration</p>		<p>Difficulty seeing self as third person</p>

<p>Parents splitting</p>	<ul style="list-style-type: none"> <li>• Tiger:</li> </ul>	<p><b>Stops dad taking younger sister by pushing</b></p>
<p>Social skills</p>	<ul style="list-style-type: none"> <li>• Lion:</li> </ul>	<p><b>Understands another's perspective</b></p>
<p>Parents splitting</p>	<p>Tiger:</p> <ul style="list-style-type: none"> <li>• Lion: Scared, nervous, strong (<i>R: asks why but Lion can't respond, how did he feel when arrested?</i>) – worried.</li> </ul>	<p><b>Shaky and brave when father came</b></p>
<p>Social skills</p>	<ul style="list-style-type: none"> <li>• Panda:</li> </ul>	<p><b>Understanding another's emotions</b></p>
<p>Social skills</p>	<ul style="list-style-type: none"> <li>• Tiger:</li> </ul>	<p><b>Understands another's emotions</b></p>
<p>Social skills</p>	<ul style="list-style-type: none"> <li>• Tiger:</li> </ul>	<p><b>Cannot recognise another's emotions</b></p>
<p>Social skills</p>	<ul style="list-style-type: none"> <li>• Tiger:</li> </ul>	<p><b>Inappropriate emotion for another</b></p>



Reasoning		<p>Projecting unhappy story onto another person's life</p> <p>Disappointed at being blamed</p> <p>Cannot explain emotions</p> <p>Cool to share similar experiences</p>
Social skills		<p>Dad happy at family grief</p>
Social skills	<ul style="list-style-type: none"> <li>• Tiger:</li> </ul>	<p>Memories of people being horrible to family hurt</p>
Non-friends		<p>Memories of people being horrible to family lead to violent nightmares when family are</p>

		murdered
Death	<ul style="list-style-type: none"> <li>• <b>Session 3</b></li> <li>• Dolphin:</li> <li>• Cheetah:</li> </ul>	Remembering death Grief at deaths in family
Fear	<ul style="list-style-type: none"> <li>• Tiger:</li> </ul>	Worry of dad beating people up
Parents splitting	<ul style="list-style-type: none"> <li>• Scorpion:</li> </ul>	Fresh worry re: parents might split up
Aggression	<p><i>(R: notices that Scorpion looks tearful and empathises).</i></p> <ul style="list-style-type: none"> <li>• Seahorse:</li> </ul>	Parents keep on arguing (tearful) Violent uncle
Parents splitting up		Can talk to mum or dad sometimes



Fear	<ul style="list-style-type: none"> <li>• Dolphin:</li>   <li>• Monkeyman:</li>   <li>• Panda:</li>   <li>• (Whole group agrees).</li>   <li>• Monkeyman:</li> </ul>	<p>Can't talk to mum or dad as they are having problems</p> <p>Parents splitting need support</p> <p>Fear of teacher</p> <p>Worry re: fear of teacher</p> <p>Worry re: fear of teacher (all)</p> <p>Teacher's behaviour is scary</p> <p>Teacher shouting in front of class scares</p>
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<p>Parents splitting</p>	<ul style="list-style-type: none"> <li>• Monkeyman:</li> </ul>	<p>Prefers class where there is no shouting</p>
<p>Fear</p>	<ul style="list-style-type: none"> <li>• Tiger: erm...going on like fighting and stuff</li> </ul> <p>Monkeyman:</p> <ul style="list-style-type: none"> <li>• Panda:</li> <li>• Tiger:</li> </ul>	<p>Fighting at home</p> <p>Frightening teacher is noisy</p> <p>Feels shame at scary teacher</p> <p>Doesn't like people shouting at him</p> <p>Fear of being shamed and punished by scary teacher</p> <p>Scary teacher's telling off led to crying</p>



<b>Parents splitting</b>	<ul style="list-style-type: none"> <li>• <b>Monkeyman:</b></li> </ul>	<p><b>Worried when parents split</b></p> <p><b>Can sometimes talk to friends about worries at home</b></p> <p><b>Talking to friends helps</b></p>
<b>Trust</b>	<ul style="list-style-type: none"> <li>• <b>Cheetah:</b></li> </ul>	<p><b>Lack of trust re: worries</b></p>
<b>Bullying</b>	<ul style="list-style-type: none"> <li>• <b>Seahorse:</b></li> </ul>	<p><b>Worries about peer threats</b></p>
<b>Friendship/bully</b>		<p><b>Friend protects</b></p>
<b>Bullying</b>	<ul style="list-style-type: none"> <li>• <b>Panda:</b></li> </ul>	<p><b>Worries about sister bullying her</b></p>
<b>Trust</b>	<ul style="list-style-type: none"> <li>• <b>Lion:</b></li> </ul>	<p><b>Embarrassment re: stressors</b></p>





<p><b>Death</b></p>	<ul style="list-style-type: none"> <li>• <b>Tiger:</b></li> </ul>	<p><b>Wants to be seen as normal</b></p> <p><b>Memory of Grandad dying upsets</b></p> <p><b>Family tease about grandad dying</b></p> <p><b>Stressor – getting into trouble at school by troublemakers</b></p>
<p><b>Fears</b></p>	<ul style="list-style-type: none"> <li>• <b>Monkeyman:</b></li> </ul>	<p><b>Stressor: underachieving in school</b></p> <p><b>Low academic confidence</b></p> <p><b>Parents shouting at home due to underachievement</b></p>

<p>Psychosomatic</p>	<ul style="list-style-type: none"> <li>• Panda</li> </ul>	<p>Anxiety attack</p>
<p>Drugs</p>	<ul style="list-style-type: none"> <li>• Tiger</li> </ul>	<p>Stressor: Cousin taking drugs</p>
<p>Parents splitting</p>		<p>Stressor: Parents splitting up</p>
<p>Death</p>		<p>Stressor: Granddad dying</p>
<p>Parents splitting</p>	<ul style="list-style-type: none"> <li>• Dolphin</li> </ul>	<p>Stressor: Parents getting divorced</p>
<p>Death</p>		<p>Granddad dying</p>
<p>Bullying</p>		<p>Stressor: people saying nasty things</p>



Fear	<ul style="list-style-type: none"> <li>• Monkeyman:</li> </ul>	<p>Stressor: getting things stolen</p> <p>Friend had same experience comforted</p>
Friendship	<ul style="list-style-type: none"> <li>• Tiger:</li> </ul>	<p>No friends had same experience</p>
Aggression	<ul style="list-style-type: none"> <li>• Scorpion:</li> </ul>	<p>Speaks to child because she is a victim</p> <p>Dolphin &amp; Cheetah support if getting bullied</p>
Aggression	<ul style="list-style-type: none"> <li>• Scorpion:</li> </ul>	<p>Hitting if called names</p>

**Rules**

**Discipline prevents some children only**

**Some forget discipline**

**Knowing rules**

**Home-school agreement**

**Rules written down and in the head**

**Follow rules as worried about reprimand**

**Forgetting rules due to head being full**

**Problem distracts from rules**

**Monkeyman:**



	<ul style="list-style-type: none"> <li>• Scorpion:</li>   <li>• Monkeyman:</li>   <li>• Cheetah:</li> </ul>	<p>Worry over getting hurt in fight</p> <p>Worried about getting ganged up on</p> <p>Worries distract in class</p> <p>Forget rules</p> <p>No rules in head</p> <p>Home school agreement reminds about rules</p>
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**Week 4**

- **Monkeyman:**

**Mother breaking rules surprises**

- **Kitten:**

**Passing the buck between parents**

**Lack of response from parents**

- **Lion:**

**[T]alks about unrelated topic- attempt at humour?**

- **Tiger:**

**Argument with sister**

- **Kitten:**

**Copying leads to reprimand**

**Reprimand makes me think before acting next time**

- **Dolphin:**

**Fear of being picked on if**



**Being cool**

- **Monkeyman:**

**copying**

**May get picked on if don't copy cool person**

- **Tiger:**

**Acting cool means can do anything**

- **Elephant:**

**People who don't understand cool code think it is rude**

- **Kitten:**

**K: Leaders are funny and cool**

- **Monkeyman:**

**Cool to break rules**

- **Scorpion:**

**Cool people are brave**

		<p>Cool people not afraid of getting told off</p>
Brave	<ul style="list-style-type: none"> <li>• Rabbit:</li> </ul>	<p>Being honest is brave</p>
Friendship	<ul style="list-style-type: none"> <li>• Kitten:</li> </ul>	<p>Couldn't help resolve friend's conflict</p>
Aggression	<ul style="list-style-type: none"> <li>• Elephant:</li> </ul>	<p>Fight with sister almost everyday</p>
Guilt	<ul style="list-style-type: none"> <li>• Scorpion:</li> <li>• Rabbit:</li> <li>• Monkeyman:</li> </ul>	<p>Fighting with sister a habit</p> <p>Feels guilt after fight with sister</p> <p>Guilty confession leads to beating from mum</p> <p>Fight with brother leads to guilt</p> <p>Feels guilt in stomach</p>



	<ul style="list-style-type: none"> <li>• Seahorse:</li> <li>• Tiger:</li> <li>• Monkeyman:</li> </ul>	<p>Have to confess even if get in trouble</p> <p>Guilty feeling in heart (anxiety?) Don't like sisters in trouble</p> <p>Aggression leads to violent reprimand</p> <p>Defenceless when reprimanded leads to tears</p> <p>Sharing leads to violent retaliation to sister</p> <p>Cannot confess as mum won't listen</p> <p>Guilt leads to confession</p> <p>Reward for</p>
Aggression		
Rules		
Aggression	<ul style="list-style-type: none"> <li>• Tiger:</li> </ul>	
Guilt	<ul style="list-style-type: none"> <li>• Tiger:</li> </ul>	

<p><b>Guilt</b></p>	<ul style="list-style-type: none"> <li>• Kitten:</li> </ul>	<p><b>confession</b></p> <p>Sharing leads to refusal, guilt &amp; apology</p>
<p><b>Friendship</b></p>	<ul style="list-style-type: none"> <li>• Tiger:</li> </ul>	<p>Meeting happy person when sad makes happy</p>
<p><b>Social skills/ Aggression</b></p>		<p>Tiger: aggressive, impulsive</p> <p>Lion: passive</p> <p>Monkeyman: aggressive</p>
<p><b>Social skills</b></p>		



<p>Bullying</p>	<ul style="list-style-type: none"> <li>• Scorpion:</li> <li>• Tiger</li> </ul> <p><b>Week 5</b></p> <ul style="list-style-type: none"> <li>• Monkeyman:</li> <li>• Elephant: No, I just know how it feels.</li> </ul> <p><i>R: Has it happened to anyone in this room.</i></p> <ul style="list-style-type: none"> <li>• Kitten:</li> <li>• Panda:</li> </ul>	<p>Have to act big to be assertive</p> <p>Tiger: Gets overexcited with violent acting</p> <p>(boys don't admit to being bullied)</p> <p>Know what it feels like to be bullied</p> <p>Know what it feels like to be bullied</p> <p>Being bullied feels horrible</p> <p>Picked on in nursery by children and teachers</p> <p>Nursery teachers</p>
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horrible led to leaving

Lies from children led to false accusations from teachers

Lie from child almost led to blame

Nursery teachers horrible lead to leaving

Bullied by boy and brother outside school

Gang attack

Told mum when bullied

Bullying by boys is fighting

• Dolphin:

Panda:

• Monkeyman:



	<ul style="list-style-type: none"> <li>• Elephant:</li> <li>• Kitten:</li> <li>• Monkeyman:</li> <li>• Lion: No...when they're angry...</li> <li>• Monkeyman:</li> <li>• Lion:</li> </ul>	<p>Trying to stop others complying with bully doesn't work</p> <p>Telling teacher about name-calling worked</p> <p>Sticking up for brother using violence worked</p> <p>Anger causes bullying</p> <p>Parents splitting at home make angry leads violence to mates</p> <p>Bullies get bullied too &amp; leads to</p>
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**Bullying/Parents Splitting**

	<ul style="list-style-type: none"> <li>• Scorpion:</li> <li>• Monkeyman:</li> </ul> <p><i>[Memo: Does this suggest a 'hierarchy of bullies and victims ie: victims – bully – older bully..?]</i></p> <ul style="list-style-type: none"> <li>• Monkeyman:</li> <li>• Kitten:</li> </ul>	<p>anger</p> <p>Bullies gang makes them scary</p> <p>Bullies alone don't act strong &amp; afraid</p> <p>Older wiser people pick on bullies</p> <p>Year 6 pick on bullies</p> <p>[All boys:] bullies can be picked on by adults</p> <p>Telly showed physical abuse from adult to child</p> <p>Telly shows truth of abuse by adults to children</p>
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TV



Aggression	<ul style="list-style-type: none"> <li>• Elephant:</li> </ul>	Screaming and shouting at people makes them cry
Bullying	<ul style="list-style-type: none"> <li>• Panda:</li> <li>• Elephant:</li> </ul>	<p>Getting blame by teachers instead of bullies after getting beaten</p> <p>Friend rescues from strangulation by bullies</p>
Story	<ul style="list-style-type: none"> <li>• Monkeyman:</li> <li>• Panda:</li> <li>• Dolphin:</li> <li>• Lion:</li> </ul>	<p>Story of fear &amp; violent retaliation</p> <p>Sisters might miss each other</p> <p>Story of reliving holiday memories</p> <p>Cannot think of story only practical</p>

	<ul style="list-style-type: none"> <li>• Scorpion:</li> <li>• Rabbit:</li> <li>• Kitten:</li> <li>• Elephant:</li> <li>• Monkeyman:</li> </ul>	<p><b>description</b></p> <p>Story of war &amp; violence leads to homelessness and injury</p> <p>Picture of children leads to adults seeking victims</p> <p>Story of fear over parental fight – wanting it to stop – worry if parents ok</p> <p>Aggressive expression in picture leads to story of teacher frightening student</p> <p>Romantic encounter in picture leads to story of reconciliation</p>
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	<ul style="list-style-type: none"> <li>• Panda:</li> </ul>	<p>between parents as missing</p> <p>Picture of bombed buildings leads to demolition by army story</p> <p>[Panda: obsessive re: writing slows down]</p>
Social skills	<ul style="list-style-type: none"> <li>• Monkeyman:</li> </ul>	<p>Seeks power as script-writer</p>
Fears	<ul style="list-style-type: none"> <li>• Panda:</li> </ul>	<p>Fear of disappointment scary</p>
Power		<p>Seeks role as bully</p> <p>Seeks role as bully as doesn't want to be victim</p> <p>[All:] seek role as bully</p>

<p>Support</p> <p>Internal/External guidance</p>	<p><b>Week 6</b></p> <ul style="list-style-type: none"> <li>• Panda:</li> <li>• Monkeyman:</li> <li>• Scorpion:</li> <li>• Monkeyman:</li> </ul>	<p>All]: Talking may lead to help from others</p> <p>Talking about worries gets it out of your mind</p> <p>Recalls ID impulses only but sometimes Mum= internal voice (s/ego) which overrides</p> <p>Doesn't like mum's voice (=S/ego)</p> <p>Listens to others</p> <p>S/ego provides alternative to aggressive response</p> <p>S/ego pushed</p>
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	<ul style="list-style-type: none"> <li>• Scorpion:</li>   <li>• Dolphin:</li>   <li>• Monkeyman:</li>   <li>• Scorpion:</li>   <li>• Elephant:</li>   <li>• Scorpion:</li>   <li>• Monkeyman:</li> </ul>	<p>away &amp; ID impulse leads to trouble</p> <p>Devil may take over at playtime &amp; angel may take over in class</p> <p>Angel more powerful in an event today</p> <p>Devil = cool</p> <p>Devil = powerful/fearful</p> <p>Has devil - God = angel</p> <p>Mum=angel</p> <p>Has another influence which teaches him how to dance</p>
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	<ul style="list-style-type: none"> <li>• Dolphin:</li> <li>• Cheetah:</li> <li>• Kitten:</li> <li>• Lion:</li> <li>• Tiger:</li> </ul> <p><b>[Memo: interesting how boys refer to angel as mum [=feminine] but ID =masculine for both boys and girls – usually unless external]</b></p>	<p>(=humour?)</p> <p>External devil and angels</p> <p>Devil turns into angel and guides behaviour (s/ego)</p> <p>Devil = external figure</p> <p>Id &amp; S/ego internal</p> <p>S/ego voice =parents</p> <p>Id voice=brother</p> <p>External ID &amp; S/ego</p> <p>Ex Devil=male cousin &amp; dad</p> <p>Ex Angel-mum, Sister &amp; friend</p>
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Guilt		Felt guilty
Social skills	<ul style="list-style-type: none"> <li>• Tiger:</li> <li>• Monkeyman:</li> <li>• Scorpion:</li> </ul> <p><b>[Memo: boys: uncool to feel guilt?]</b></p> <ul style="list-style-type: none"> <li>• Lion:</li> </ul>	<p>Guilt -- not a lot</p> <p>Doesn't feel guilt</p> <p>Lion: criticises use of [mildly bad] language by group member</p>
Internal/External guidance	<ul style="list-style-type: none"> <li>• Panda:</li> <li>• Monkeyman:</li> </ul> <p>Tiger: Do you know Ms S class when we're doing maths, sometimes we're doing timetables sometimes when we're getting some wrong.....I just say that I can do my ..timetable...what did you say ..and I say sorry</p> <p>Cheetah: I was standing up and this girl..I've got 3 things in my head I've got a devil</p>	<p>External angel and devils</p> <p>Internal punishment due to academic failure</p>

<p>and an angel and my gran..</p>	<p>Panda: I let myself down..because Ms X was..class was this stupid week and ..cause I didn't do the first test...so I let myself down in my head...(R: did you feel bad?) yeah but I got 2..christmas...</p> <p><i>(R: Talks about regret.. and appraisal of an example: somebody in the playground appears to be fighting..and he beat up somebody else..and you felt sorry for the person he was fighting with but you didn't help - the next day that person who was fighting walks towards you like this [slightly fierce] – what would you think that meant?)</i></p> <p>Monkeyman: They would start beating you up..he come up and he said ..say thanks yeah for not telling of people</p> <p>Lion: (would have helped him?)</p> <p><i>R: If you saw bullying going on the playground to someone you didn't like very much and they were really upset and they were being bullied by a group of people</i></p> <p><i>Hands up if you would help</i></p> <p>All the girls put their hands up.</p> <p><i>R:No boys would help?</i></p> <p>Scorpion: If he got really gets beaten up and gets..when he starts bleeding or starts crying then I would help, I wouldn't help right in the beginning when they start fighting and he's taking them on I would fight when he's getting the most hits – I would help but I won't do it so early..</p> <p>Monkeyman: I'd laugh at them or I'd go and help the people that are beating him up (R:</p>	<p>Let's self down due to academic failure</p> <p>All girls would help non-friend being bullied</p> <p>Would help non-friend being bullied only after he was hurt</p> <p>Would find</p>
<p><b>Bullying</b></p>		



Guilt	<p><i>R: Who feels guilty a lot? Over lots of things?</i> Most of the girls put their hands up.</p> <p>Kitten: I feel so guilty over nothing cause once I had this packet of sweets and I had my cousins over and I wanted to give it to them and I let the last one and I felt so guilty over</p>	<p>[Most girls:] feel guilty over lots of things</p> <p>Felt guilty over not sharing</p>
Guilt/bullying	<p><i>R: Who of you, if you didn't help would feel guilty? –</i></p> <p>Scorpion: (would feel guilty for a while but not until the next day) No – I'd feel guilty until the fight stops</p> <p>Monkeyman (would laugh) Cause there was this guy that I didn't like – (would help a girl) boys yeah, they can handle it. but</p>	<p>bullying of non-friend funny</p> <p>Would join in with the bullies of non-friend</p> <p>Would laugh at bullies</p> <p>Would feel guilty during fight only</p> <p>Would find it funny</p> <p>Boys can handle being bullied</p> <p>Would help girl</p>
	<p><i>why? because I don't like him (R: what if you didn't like him because he'd just irritated you?) I'd just laugh.. If I like hated him. Or if he started beating me up I'd start beating him up.</i></p>	

<p>Social skills</p>	<p>that</p> <p>Rabbit: When my brother was fighting before and he started. I started hitting him for no reason and he started telling of me and I kept saying you telling mummy of me and blamed him for it ...said he started it when he didn't – after that I felt really guilty so I told my mum...</p> <p>Lion: I feel sorry for the chickens because we have to kill them to eat them..</p> <p><i>Children practise plays.</i></p> <p><i>[When researcher talks about parents arguing Scorpion is fiddling with something and distracting the group from what the R is saying].</i></p> <p><i>R: Monkeyman is playing a victim and that must be really hard....how do you think it feels to be a victim? Can you imagine?</i></p> <p>Monkeyman: I can't. (R: How can you act it?) I'm saying it. ..because I've never... like (been a victim)</p> <p>Children give suggestions of how to act it.</p> <p><i>R: How will the victim feel then?</i></p> <p>Elephant: They will feel like really like feel like, not punching, but they'll feel hurt...</p> <p><i>R: So they will feel physical in the stomach?</i></p> <p>Group talk about plays.</p>	<p>sweets</p> <p>Felt guilt over blaming brother</p> <p>Feels sorry for chickens [attempted humour?]</p> <p>Can't imagine how it would feel to be a victim as never experienced</p> <p>Can imagine victim would feel hurt in stomach</p>
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Name	Written on piece of paper
Tiger	<ol style="list-style-type: none"> <li>1. Granddad has died</li> <li>2. Being in trouble</li> <li>3. My brother taking drugs</li> <li>4. Mum and dad split up.</li> </ol>
Scorpion	<ol style="list-style-type: none"> <li>1. Mum and dad might split</li> <li>2. Uncle was arrested for kicking someone out of the window</li> </ol>
Cheetah	<ol style="list-style-type: none"> <li>1. When people be rude and horrible</li> <li>2. When mad micheel kicked down my door</li> <li>3. When my brother started to take drugs</li> <li>4. When my granddad died</li> </ol>
Dolphin	<ol style="list-style-type: none"> <li>1. Parents splitting up</li> <li>2. Granddad dying</li> <li>3. People saying nasty things to me</li> <li>4. People picking on my sister</li> <li>5. People nicking my things</li> </ol>
Tiger	<ol style="list-style-type: none"> <li>1. My granddad had a heart attack from a person</li> <li>2. My best friend died because her dad died so she stab herself</li> <li>3. My mum had a divorce</li> </ol>
Monkeyman	<ol style="list-style-type: none"> <li>1. Mum and dad split up</li> <li>2. Miss H telling me off</li> </ol>
Panda	<ol style="list-style-type: none"> <li>1. When people call me names</li> <li>2. When I go to the shops and if a drunk man say give me your money or we will beat you up</li> <li>3. There people don't want to play me because of my colour</li> </ol> <p>Again during another session:</p> <ol style="list-style-type: none"> <li>1. When my sister bullies me</li> <li>2. When my friends make fun out of me</li> <li>3. And people make me upset</li> </ol>
Lion	<ol style="list-style-type: none"> <li>1. My brother was taking drugs and he didn't know what drugs he was taking be could have died.</li> </ol>

	<p>Again during another session;</p> <ol style="list-style-type: none"> <li>1. I was worried when my nan died</li> <li>2. When my budgie was ill</li> </ol>
Dolphin	<ol style="list-style-type: none"> <li>1. The most worrying thing for me was when my mum and dad split up and they divorced I thought I would never see my dad again. But I see him and he speaks to my mum still, but have a few arguments. I miss living with him.</li> <li>2. People call me names like 'teacher's pet' it really upsets me.</li> </ol>
Seahorse	<ol style="list-style-type: none"> <li>1. When I was in the plane and the plane was shaking so much that I started getting scared.</li> <li>2. When someone said that they will beat me up at the disco I was so scared.</li> </ol>