

Georgia State University
ScholarWorks @ Georgia State University

Counseling and Psychological Services
Dissertations

Department of Counseling and Psychological
Services

Summer 8-13-2013

The Development and Application of the Coping with Bullying Scale for Children

Leandra N. Parris
Georgia State University

Follow this and additional works at: https://scholarworks.gsu.edu/cps_diss

Recommended Citation

Parris, Leandra N., "The Development and Application of the Coping with Bullying Scale for Children." Dissertation, Georgia State University, 2013.
https://scholarworks.gsu.edu/cps_diss/93

This Dissertation is brought to you for free and open access by the Department of Counseling and Psychological Services at ScholarWorks @ Georgia State University. It has been accepted for inclusion in Counseling and Psychological Services Dissertations by an authorized administrator of ScholarWorks @ Georgia State University. For more information, please contact scholarworks@gsu.edu.

ACCEPTANCE

This dissertation, THE DEVELOPMENT AND APPLICATION OF THE COPING WITH BULLYING SCALE FOR CHILDREN, by LEANDRA N. PARRIS, was prepared under the direction of the candidate's Dissertation Advisory Committee. It is accepted by the committee members in partial fulfillment of the requirements for the degree of Doctor of Philosophy in the College of Education, Georgia State University.

The Dissertation Advisory Committee and the student's Department Chair, as representatives of the faculty, certify that this dissertation has met all the standards of excellence and scholarship as determined by the faculty. The Dean of the College concurs.

Kristen Varjas, Psy.D.
Committee Co-Chair

Joel Meyers, Ph.D.
Committee Co-Chair

Christopher Henrich, Ph.D.
Committee Member

Gregory Brack, Ph.D.
Committee Member

Date

Brian Dew, Ph.D.
Department Chair

Paul Alberto, Ph.D.
Interim Dean
College of Education

AUTHOR'S STATEMENT

By presenting this dissertation as a partial fulfillment of the requirements for the advanced degree from Georgia State University, I agree that the library of Georgia State University shall make it available for inspection and circulation in accordance with its regulations governing materials of this type. I agree that permission to quote, to copy from, or to publish this dissertation may be granted by the professor under whose direction it was written, by the College of Education's director of graduate studies and research, or by me. Such quoting, copying, and publishing must be solely for scholarly purposes and will not involve potential financial gain. It is understood that any copying from or publication of this dissertation which involved potential financial gain will not be allowed without my written permission.

Leandra Nicole Parris

NOTICE TO BORROWERS

All dissertations deposited in the Georgia State University library must be used in accordance with the stipulations prescribed by the author in the preceding statement. The author of this dissertation is:

Leandra Nicole Parris
225 Wall Street
Campobello, SC 29322

The directors of this dissertation are:

Dr. Kristen Varjas
Department of Counseling and Psychological Services
College of Education
Georgia State University
Atlanta, GA 30303-3083

Dr. Joel Meyers
Department of Counseling and Psychological Services
College of Education
Georgia State University
Atlanta, GA 30303-3083

CURRICULUM VITAE

Leandra Nicole Parris

ADDRESS: 225 Wall Street
Campobello, SC 29322

EDUCATION:

Ph.D.	2013	Georgia State University School Psychology
M.Ed.	2009	Georgia State University School Psychology
B.S.	2007	Wofford College Psychology

PROFESSIONAL EXPERIENCE:

2012-Present	School Psychology Predoctoral Intern Dallas Independent School District, Dallas, TX
2011-2012	Project Coordinator Center for Research on School Safety, School Climate, and Classroom Management Georgia State University, Atlanta, GA
2009-2011	Primary Instructor for CPS 2500: Career Development and Life Planning Georgia State University, Atlanta, GA
2009-2010	School Psychology Intern City Schools of Decatur, Decatur, GA
2008-2011	Urban Graduate Research Collaborative Fellow Georgia State University, Atlanta, GA
2008-2009	School Psychology Practicum Student Coweta County Schools, Coweta, GA
2007-2008	Graduate Research Assistant Georgia State University, Atlanta, GA

PROFESSIONAL SOCIETIES AND ORGANIZATIONS

2012-Present	International Bullying Prevention Association
2011-Present	American Educational Research Association
2007-Present	National Association of School Psychologists
2007-Present	American Psychological Association
2007-2013	Student Affiliate in School Psychology Georgia State University, Atlanta, GA

PRESENTATIONS AND PUBLICATIONS:

- Harper, C., Parris, L., & Henrich, C., Varjas, K., & Meyers, J. (2012). Peer victimization and school safety: The contribution of coping effectiveness. *Journal of School Violence, 11*, 267-287. doi: 10.1080/15388220.2012.706876.
- Parris, L., Varjas, K., Meyers, J., Cutts, H. (2011). High school students' perceptions of cyberbullying. *Youth and Society, 44*, 282-304. doi: 10.1177/0044118X11398881.
- Tenenbaum, L., Varjas, K., Meyers, J., & Parris, L. (2011). Coping with bullying: Victims self-Reported coping strategies and perceived effectiveness. *School Psychology International, 32*, 263-287. doi: 10.1177/014304311402309.
- Varjas, K., Talley, J., Meyers, J., Parris, L., & Cutts, H. (2010). High school students' perceptions of motivations for cyberbullying: An exploratory study. *Western Journal of Emergency Medicine, 11*, 269-273.
- Varjas, K., Meyers, J., Henrich, C., Wynne, L., Cadenhead, C., Parris, L., Kiperman, S., Gibbons, C., Kim, S., Lewis, B., Brown, F., Strong, M., Steganyshyn, M., Smith, J., Woods, A., Briskin, J., Finan, J., Vanegas, G., Davison, C., & Bolling, H. (2012). *Group Bullying Intervention Curriculum*. Atlanta, GA: Center for Research on School Safety, School Climate, and Classroom Management, Georgia State University.
- Parris, L. & Harper, C. (2012, February). Peer victimization and school safety: the suppressing effect of coping efficacy. Paper presented at the American Educational Research Association Annual Convention, Vancouver, BC, Canada.
- Parris, L. & Harper, C., & Kim, S. (2012, February). Peer victimization and school safety: the contribution of coping efficacy. Paper presented at the National Association of School Psychologists Annual Convention, Philadelphia, PA.
- LaSalle, T., Parris, L., & Meyers, J. (2012, February). Student perceptions of School climate: Associations with reported drug/alcohol use and suicidality. Paper presented at the National Association of School Psychologists Annual Convention, Philadelphia, PA.

SCALE:

- Parris, L., Varjas, K., Meyers, J., & Henrich, C. (2011). *Coping with Bullying Scale for Children*. Atlanta, GA: Center for Research on School Safety, School Violence, and Classroom Management, Georgia State University.

ABSTRACT

THE DEVELOPMENT AND APPLICATION OF THE COPING WITH BULLYING SCALE FOR CHILDREN

by
Leandra N. Parris

The Multidimensional Model for Coping with Bullying (MMCB; Parris, *in development*) was conceptualized based on a literature review of coping with bullying and by combining relevant aspects of previous models. Strategies were described based on their focus (problem-focused vs. emotion-focused) and orientation (avoidance, approach – self, approach – situation). The MMCB provided the framework for the development of the Coping with Bullying Scale for Children (CBSC; Parris et al., 2011), which was administered as part of a research project in an urban, southeastern school district. The Student Survey of Bullying Behaviors – Revised 2 (SSBB-R2; Varjas et al., 2008) and the Behavior Assessment System for Children, 2nd Edition (BASC-2; Kamphaus & Reynolds, 2004) also were completed. The first research aim was to examine the factor structure of the CBSC in relation to the MMCB and investigate the relationship between coping style and student outcomes of depression, anxiety, and social stress. This study also examined the relationships between coping, victimization, and student engagement in bullying behavior, as well as the moderating effect of age, gender, and ethnicity on these relationships. The fourth research question was is there a relationship between student coping with bullying and their perceptions of control or self-reliance? Data analysis resulted in a four factor coping structure: constructive, externalizing, cognitive distancing, and self-blame. Externalizing coping was found to be a predictor of depression while constructive and self-blame coping was associated with more social stress. Self-blame also predicted higher rates of anxiety. Results indicated

that more frequent victimization predicted the use of constructive and self-blame strategies, while students more often engaged in bullying behaviors indicated a higher use of externalizing and self-blame. Gender, age, and ethnicity were not found to be associated with levels of victimization, bullying behaviors, or the use of any of the four types of coping. Further, these demographic variables did not moderate the relationship between victimization and coping or bullying and coping. Finally, feelings of control were not associated with student coping; however, more self-reliance was predictive of constructive coping, cognitive distancing, and self-blame. Implications for future research and interventions for students involved in bullying are discussed.

THE DEVELOPMENT AND APPLICATION OF THE COPING
WITH BULLYING SCALE FOR CHILDREN

by
Leandra N. Parris

A Dissertation

Presented in Partial Fulfillment of Requirements for the
Degree of
Doctor of Philosophy
in
School Psychology
in
the Department of Counseling and Psychological Services
in
the College of Education
Georgia State University

Atlanta, GA
2013

Copyright by
Leandra N. Parris
2013

ACKNOWLEDGEMENTS

I would like to thank my committee co-chairs and advisors, Dr. Kris Varjas and Dr. Joel Meyers, for their guidance and support throughout my program. I could not have achieved so much without their mentorship and faith in me. I would also like to thank my committee members, Dr. Chris Henrich and Dr. Greg Brack, for providing their expertise, enthusiasm, and aide in completing this dissertation. This dissertation would not have been possible without two of my colleagues: Dr. Laura Tenenbaum and Sarah Kiperman. Dr. Tenenbaum helped developed the scale utilized in this research project and Ms. Kiperman provided the assistance needed to carry out this study. I would like to thank my program faculty for always believing in my abilities and celebrating my achievements. I extend my most heartfelt gratitude to my cohort for their emotional, professional, and unwavering support and friendship throughout our time together at Georgia State University. I would like to thank my fiancé, Adam Griffis, for his unconditional support and never ending faith in me throughout this process. To my friends and family, I am forever grateful for the encouragement and understanding that you have shown me while I pursued this degree. Finally, I dedicate this dissertation to my mom, Victoria Thompson, who inspired me to face the unknown to follow my dreams and made my career in school psychology possible.

TABLE OF CONTENTS

	Page
List of Tables.....	iv
List of Figures.....	v
List of Abbreviations.....	vi
CHAPTER 1: STUDENT COPING WITH BULLYING: A MULTIDIMENSIONAL MODEL.....	1
Introduction.....	1
Purpose.....	2
Overview of Bullying.....	3
A Brief Overview of Coping Models.....	6
Review of Coping with Bullying.....	16
The Multidimensional Model of Coping with Bullying.....	37
Future Directions for Research.....	45
Conclusion.....	49
References.....	51
CHAPTER 2: COPING WITH BULLYING: THE ROLE OF VICTIMIZATION, BULLYING, CONTROL, AND SELF-RELIANCE.....	63
Introduction.....	63
Rational for Study.....	73
Methods.....	75
Results.....	90
Discussion.....	96
Future Directions for Research and Limitations.....	102
References.....	107

LIST OF TABLES

Table	Page
1 Requirements for inclusion/exclusion in review.....	17
2 Articles reviewed with method, sample, reported strategies, and model applied...19	
3 Participant descriptive frequencies for each demographic variable.....	76
4 Victimization subscale of the SSBB-R2.....	78
5 Bullying subscale of the SSBB-R2.....	78
6 Descriptive information for the SSBB-R2 and BASC-2.....	79
7 The Coping with Bullying Scale for Children (CBSC).....	80
8 Eigenvalue results from the parallel analysis.....	87
9 Descriptive information for the Coping with Bullying Scale for Children (CBSC).....	91
10 Factor loadings for each item of the CBSC.....	92
11 Variable correlations.....	93
12 Linear regression results for research question two with beta (β) values.....	94
13 Linear regression results for research question three with beta (β) values.....	95
14 Linear regression results for research question four with beta (β) values.....	96

LIST OF FIGURES

Figure	Page
1 Coping families in the Multidimensional Model of Coping with Bullying.....	39
2 Example of the process of the Multidimensional Model of Coping with Bullying.....	42

LIST OF ABBREVIATIONS

BASC-2: Behavior Assessment System for Children, 2nd Edition

CBSC: Coping with Bullying Scale for Children

LLV: Loglikelihood values

MMCB: Multidimensional Model for Coping with Bullying

SRCS: Self-Report Coping Scale

SSBB-R2: Students Survey of Bullying Behaviors – Revised, 2

WOC: Ways to Cope checklist

CHAPTER 1

STUDENT COPING WITH BULLYING: A MULTIDIMENSIONAL MODEL

Introduction

In recent years, the phenomenon of peer victimization has received increased attention in multiple realms, including the media, policy and legislation development, as well as research. The media has often focused on the more extreme cases of bullying, typically those incidents when the victim commits suicide (e.g., Phoebe Prince). Political bodies have begun to address peer victimization through the creation of clearer policies and laws while court cases continue to shape the repercussions of those engaging in peer victimization. For example, the suicide of a high school student as a result of ongoing bullying resulted in the proposal of “Phoebe’s Law”, an anti-bullying legislation. Researchers have sought to examine bullying by identifying motivations for perpetrators, investigating consequences for all those involved, and proposing ways in which adults can work to prevent bullying and/or intervene.

Victims of peer aggression have been found to exhibit symptoms associated with depression/low self-esteem (Lemstra, Nielsen, Rogers, Thompson, & Moraros, 2012), self-harm (McMahon, Reulbach, Keeley, Perry, & Arensman, 2010), social stress (Gini & Pozzoli, 2009; Kochenderfer-Ladd & Skinner, 2002), and somatic symptoms such as headaches (Gini & Pozzoli, 2009). Researchers have demonstrated that schools with higher levels of bullying report greater high school drop-out rates (Cornell, Gregory, Huang, & Fan, 2013). Victimization also has been found to be associated with externalizing problems such as aggression, antisocial behaviors, and misconduct (Reijntjes et al., 2010). Further, Tharp-Taylor, Haviland, and D’Amico (2009) found that students experiencing bullying were at greater risk for substance abuse.

Researchers have reported strategies for coping with bullying that included seeking social support, problem-solving, externalizing, and distancing behaviors such as ignoring it or pretending it did not happen (e.g., Kochenderfer-Ladd, 2004; Tenenbaum, Varjas, Meyers, & Parris, 2012). There have been some attempts by researchers to identify the effectiveness of coping strategies in reducing victimization. For example, studies have demonstrated that victims who engaged in revenge or externalizing behaviors increased their risk of future victimization (Kochenderfer & Ladd, 1997; Visconti & Troop-Gordon, 2010), while those who used conflict resolution reduced their victimization (Kochenderfer-Ladd, 2004). The effects of coping strategies on student mental health and social stress have also been documented. Kochenderfer-Ladd and Skinner (2002) found that girls who engaged in seeking social support had fewer social concerns than those who did not seek help; however, the same study reported that males who sought social support were rated as less preferred by their peers. It has been demonstrated that students who experienced more frequent bullying and utilized distancing strategies (e.g., pretend it didn't happen, keep it to self) and externalizing (e.g., yelling back, retaliation) reported elevated rates of anxiety and depression when compared to students who were less frequently victimized (Kochenderfer-Ladd & Skinner, 2002). It is important to consider differences in how students utilize coping strategies, and the subsequent effectiveness of those strategies, when attempting to understand the process of coping with bullying.

Purpose

The purpose of this paper is to present a model for coping with bullying based on a literature review and the application of current theories of coping. First, victimization is

described, including definitions, prevalence, negative effects, and potential student outcomes. Then, overviews are presented of the Transactional model (Lazarus & Folkman, 1984), Approach/Avoidance model (Roth & Cohen, 1986), and a multidimensional model (e.g., Skinner, Edge, Altman, & Sherwood, 2003). Next, the current literature regarding coping with bullying is reviewed in order to identify coping strategies for bullying and the use of previous coping theories in conceptualizing these strategies. Finally, the Multidimensional Model of Coping with Bullying (MMCB) is proposed based on the findings from the literature review, in conjunction with current models of coping (i.e., Transactional, Approach/Avoidant, multidimensional). Potential applications of this new model, as well as future directions for research, will then be discussed.

Overview of Bullying

When defining bullying, most researchers have included three main components: the perpetrator intentionally engages in behaviors that are harmful or threatening in nature, these behaviors occur repeatedly, and the perpetrator is perceived to be more powerful (e.g., physically, socially) than the victim (Nansel et al., 2001; Naylor, Cowie, & del Rey, 2001; Olweus, 1994). Bullying behaviors have been described as being physical, verbal, or relational in nature (Nansel et al., 2001; Meyers-Adams & Conner, 2008; Olweus, 1993; Smokowski & Kopasz, 2005). Examples of verbal bullying behaviors included name-calling or using abusive language towards another student while physical bullying included hitting and kicking. While verbal and physical bullying were described as overt forms of bullying, relational bullying was reported as more covert actions that did not require direct interactions between the victim and the perpetrator.

Relational bullying can be defined as attempts to damage a student's social standing or interpersonal relationships through behaviors such as spreading rumors or social exclusion of the victims (Nansel et al., 2001; Meyers-Adams & Conner, 2008; Olweus, 1993; Smokowski & Kopasz, 2005).

A fourth form of bullying, cyberbullying, has been identified by researchers. However, while cyberbullying may relate to other forms of bullying (i.e., relational) research has suggested that it is a separate phenomenon. Varjas, Henrich, and Meyers (2009) analyzed student ratings of how often they were involved in bullying and found that items related to cyberbullying and cybervictimization did not load as high on bullying and victimization factors when compared to other forms. The authors reported that cyberbullying and cybervictimization correlated with each other to such an extent that they concluded cyberbullying was "different in fundamental ways from other forms of bullying and victimization" (Varjas et al., 2009, pg. 170). Therefore, cyberbullying is not included in the current inquiry.

In order to assess prevalence, Wang, Iannotti, and Nansel (2009) conducted a national survey to assess how often 6th through 10th grade students were involved in bullying (e.g., perpetrator, victim, bully/victim). When asked if they had been a victim of bullying at least once in the past two months, 12.8% of participants indicated that they were victims of physical bullying, 36.5% verbal, and 41% relational. Further, studies have indicated that certain factors may contribute to how often a student experiences bullying, such as gender or age. For example, it has been found that girls were more likely to be a victim of relational bullying while boys were more likely to experience physical and verbal forms of victimization (Mynard & Joseph, 2000; Varjas et al., 2009).

Age may also contribute to bullying as differences have been found based on grade level. Researchers have suggested that at the middle school level, students in eighth grade were less likely to be victims of bullying as compared to sixth grade pupils (Varjas et al., 2009). Scheithauer, Hayer, Petermann, and Jugert (2006) investigated bullying in grades five through ten and found that the younger students more frequently reported victimization. Those researchers also reported that bullying behaviors were reported the least by fifth graders, increased and stabilized from grades six through nine, and then lowered again in tenth grade (Scheithauer et al., 2006). Differences in how students experience bullying based on gender or age may influence how victimization affects each student and the strategies they utilize to address bullying incidents.

Researchers have found negative student outcomes for both victims and perpetrators of bullying. Victims of bullying have reported elevated feelings of depression (Lemstra et al., 2012; Zwierzyńska, Wolke, & Lereya, 2013), substance abuse (Tharp-Taylor et al., 2009), behavioral difficulties (Kochenderfer-Ladd, 2004; Kochenderfer-Ladd & Skinner, 2002, Roland, 2002), and learning problems (Totura, Green, Karver, & Gesten, 2009). In addition, victims were more likely than non-victimized students to report internalizing problems, peer relational problems (e.g., isolation, rejection), and suicidal thoughts (Kochenderfer-Ladd & Skinner, 2002; Roland, 2002). Long term effects of victimization included anxiety disorders, depression, and psychiatric hospitalization later in adulthood (Smokowski & Kopasz, 2005; Sourander et al., 2009).

Researchers also have demonstrated negative effects for students who exhibit bullying behaviors. Bullies were rated as having higher levels of school problems (Totura

et al., 2009) and relationally aggressive children were found to be at an increased risk for peer rejections, loneliness, depression, and isolation (Crick & Grotpeter, 1995). Engaging in bullying behavior was associated with antisocial personality, substance abuse, conduct disorder, and the use of anti-depressants in adulthood (Smokowski & Kopasz, 2005; Sourander et al., 2009). The ways in which students may attempt to alleviate these negative effects will be discussed later in the “Review of Coping with Bullying” section of this paper.

A Brief Overview of Coping Models

The concept of coping has been the focus of many research studies; however, exactly what constitutes coping has been unclear throughout the research literature. Differentiating between coping and other behaviors or thoughts (e.g., psychological outcomes) is important when developing a clear conceptualization of coping strategies. Numerous authors have sought to answer questions regarding what constitutes coping (Connor-Smith, Compas, Wadsworth, Thomsen, Saltzman, 2000; Garcia, 2009; Garnefski, Kraaij, van Etten M, 2005; Goodman & Southam-Gerow, 2010; Lazarus & Folkman, 1984; Sontag & Graber, 2010). One of the difficulties reported in developing a clear understanding of coping is the overlap between coping and symptoms (e.g., feeling sorry for self, worrying a lot) associated with psychological outcomes (e.g., depression, anxiety). Lazarus and Folkman (1984) also described the development of defensive or cognitive control mechanisms as being conceptually different than coping. A student may intentionally engage in certain behaviors, such as reframing the situation so that the blame for a stressor is on someone else, which would be considered coping. However, if the student then internalizes this thought process and begins to automatically and

impulsively blame others for their stress, he or she would be demonstrating automatic behaviors or a defense mechanism that would no longer be considered coping (Lazarus & Folkman, 1984).

One way in which researchers have attempted to better clarify the definition of coping was to separate responses based on voluntary attempts to cope and involuntary response mechanisms. Some researchers consider involuntary responses, such as rumination or self-pity, to be related closely enough with coping that they include these behaviors under the umbrella of coping (Garnefski et al., 2005; Goodman & Southam-Gerow, 2010). However, others have suggested that internal processes (e.g., internalized and automatic thoughts) that were involuntary and did not focus on overcoming adversity did not constitute coping (Connor-Smith et al., 2000; Sontag & Graber, 2010). When examining coping with bullying, it is important to consider these differences and what behaviors or cognitive processes represent coping mechanisms versus those that do not serve the same goal of addressing and overcoming adversity.

The current paper defines coping based on Lazarus and Folkman's (1984) explanation of coping processes. The authors state that coping is "constantly changing cognitive and behavioral efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding resources of the person" (pg. 141). Lazarus and Folkman (1984) state that coping "excludes automatized behaviors and thoughts that do not require effort" (pg. 142). By providing such a concise definition, Lazarus and Folkman (1984) were able to differentiate between coping and responses that have become automatic (e.g., rumination, self-pity) while distinguishing coping from outcomes (e.g., depression) and personal traits or mindsets (e.g., defensiveness,

helplessness).

Two models of coping were found to be relevant to the current inquiry: the Transactional Model (Lazarus & Folkman, 1984) and the Approach/Avoidant Model (Roth & Cohen, 1986). These models have attempted to categorize coping strategies into groups in order to understand how different strategies may affect the stressor, the person experiencing the stressor, and the outcomes of the stressful event. The Transactional Model divides potential reactions to stress into problem-focused and emotion-focused coping strategies (Lazarus & Folkman, 1984). The second model was Roth and Cohen's (1986) Approach/Avoidant Model which postulates that strategies either directly address the stressor and/or its impact or attempt to elude the stressor and/or its negative consequences. Additional research has focused on multidimensional models of coping which combine aspects of both the Transactional and Approach/Avoidant models of coping. These models will be reviewed in the following sections.

Transactional Model

The Transactional Model of coping (Lazarus & Folkman, 1984) has had a significant impact on our understanding of coping and remains one of the more common conceptualizations of how individuals cope with stress. Lazarus and Folkman (1984) proposed that an examination of the interaction between the individual and the stressor was required to investigate coping. That is, coping does not represent a singular decision made by the individual but rather a series of assessments, or appraisals, that lead to the choice of one or more strategies. These appraisals have been categorized as primary and secondary appraisals. Primary appraisals are those that address the nature of the stressor. These appraisals typically include the degree of threat reflected by the stressor, including

direct harm or a threat of potential harm (Lazarus & Folkman, 1984). Appraisals are not necessarily negative, as some threats may be seen as a challenge that can be overcome and result in skill development, thus being largely beneficial rather than harmful (Lazarus & Folkman, 1984). Using bullying as an example, a student may appraise the situation to be harmful (e.g., someone is about to hit them), a threat (e.g., spreading rumors), or a challenge (e.g., a friendship that can be restored).

Once the individual has determined the level of threat or challenge, he or she then assesses their personal and environmental resources, referred to as a secondary appraisal (Lazarus & Folkman, 1984). This appraisal includes determining what may be available in the environment to aid in coping; for example, what resources are available that could help decrease the stress or negative outcomes? Secondary appraisals also evaluate personal strengths and limitations, such as how much control the individual has over the situation or how competent one feels in addressing the problem. Under this model, students experiencing bullying would take into consideration a variety of factors in deciding how to respond. Regarding environmental resources, victims would need to determine if there is an approachable teacher, if they have a friend who would be willing to help, or if their parents would be able to give advice. They would then focus on how much control they have over the bullying; for example, can they avoid the bully or are they forced to sit next to them in class? Finally, they would need to determine how competent they would be in implementing a given strategy. Some students may feel confident enough to stand up to the bully directly, while others may feel that they would be more effective in avoiding the bully.

When discussing the types of strategies that may be chosen, Lazarus and Folkman

(1984) described coping as being either problem-focused or emotion-focused. Problem-focused strategies are attempts to find a solution to the problem (Lazarus & Folkman, 1984). These strategies have been viewed as direct attempts to stop the stressor from continuing. Examples of problem-focused coping include utilizing problem-solving steps to make a plan, seeking advice from others, and defending oneself. In contrast, emotion-focused strategies are those that target the emotional consequences of the stressor (Lazarus & Folkman, 1984). These strategies could involve emotional release, focusing on positive emotions, or cognitively re-framing the stressor. For example, the individual could cry to release sadness or focus on happier thoughts. He or she could also re-frame the situation in order to gain perspective, perhaps alleviating some original negative thoughts or emotions.

Approach/Avoidant Model

In addition to the Transactional Model, Roth and Cohen's (1986) Approach/Avoidant Model also has been important in conceptualizing coping. This model expanded upon previous findings regarding how people cope with various stressors. For example, Horowitz (1979) reported that when dealing with stressors, people enter a cycle of denial and intrusions. Denial takes place when the person feels the need to protect him or herself from the stressor; however, over time denial leads to uncontrollable thoughts or exposure to the stressor in the form of thoughts, or intrusions (Horowitz, 1979). Similarly, Shontz (1975) found that individuals experience cyclical phases which include encountering the stressor or working against the stressor (e.g., retreating) (Shontz, 1975). In their conceptualization of coping, Roth and Cohen (1986) included the same foundation shared by Horowitz (1979) and Shontz (1975): responses to

stress can involve direct interaction with the stressor (intrusions/encounters) or attempts to elude the stress (e.g., denial/retreat).

In Roth and Cohen's (1986) model, strategies are conceptualized as approach or avoidant in nature. Strategies that directly address the stressor are described as approach strategies. These could involve interacting with the stressor, such as attempting to change the situation or seeking advice from others. For example, a victim of bullying could choose to stand up to the bully or to tell a teacher so that the bully is reprimanded. Approach strategies also may include those that attend to emotional consequences of the stressor (e.g., crying or utilizing self-soothing techniques like counting to 10 or deep breathing). When dealing with peer-victimization, students may choose to utilize approach strategies to deal with hurt feelings such as venting about hurt feelings to feel better or hit a punching bag to release anger. According to Roth and Cohen (1986), approach strategies may be more effective when the individual has a sense of control over the situation and is confident in their ability to implement these strategies.

In contrast, avoidant strategies are described as attempts to evade the stressor or to deny emotional consequences (Roth & Cohen, 1986). Avoidant strategies have been described as being oriented away from the stressor and could represent attempts to elude the stressor or emotions associated with the event. A student who is being bullied in certain hallways at school may choose to take a different path to their classes in order to circumvent bullying. Another student may hear rumors spreading about her and deny that it bothers her, thereby averting possible negative emotional consequences. Examples also include ignoring the stressor, pretending that it didn't happen, and repressing negative emotions. Avoidant strategies were described as more effective when the individual was

not in control of the situation or mediating factors as well as when one does not feel competent in his or her ability to implement strategies involving more direct action. These strategies can be useful in reducing stress that is associated with approach strategies and can “prevent anxiety from becoming crippling” (Roth & Cohen, 1986, pg. 813). Further, avoidance strategies have been described as good short term solutions that can be used while building resources or confidence in utilizing approach strategies which may be more helpful in the long run (Roth & Cohen, 1986).

Multidimensional Models

In recent years, researchers have begun to criticize models of coping that conceptualize coping as falling into one of two groups (e.g., approach vs. avoidance), stating that coping is too complex to be divided into two separate categories (e.g., Parris, Varjas, Meyers, & Cutts, 2012; Skinner, Edge, Altman, & Sherwood, 2003). For example, when examining Roth and Cohen’s (1986) Approach/Avoidant model, it is clear that there were subdivisions within the two categories. Both approach and avoidant strategies can be divided into those that were cognitive and those that were behavioral in nature (Skinner et al., 2003). Further, a strategy could be considered a cognitive approach (e.g., reframing the situation) while also a behavioral avoidance (e.g., eluding the bully). Lazarus and Folkman (1987) stated that strategies in the Transactional Model may not be purely emotion-focused or problem-focused and that strategies could serve both purposes simultaneously. Stanton, Danoff-Burg, Cameron, and Ellis (1994) divided emotion-focused strategies into approach and avoidant in order to better examine the relationships between emotion-focused strategies and mental health outcomes. This suggests that emotion-focused strategies are best understood when taking into account the orientation

the individual takes when addressing the stressor (i.e., towards or away from the stressor).

Parris et al. (2012) reported similar results when they interviewed high school students about cyberbullying. The authors found that coping strategies were best described by using both the Transactional and Approach/Avoidant models (Parris et al., 2012). For example, asking a friend for help was considered both problem-focused and approach while deleting messages was considered problem-focused and avoidant. Parris et al. (2012) concluded that the main purpose behind a strategy had to be considered when developing a model of coping. For instance, if the purpose of talking to a friend is to gain advice to end the bullying, that strategy would be considered approach as it required action and also is problem-focused, as the ultimate goal would be to find a solution to the problem. Conversely, if the purpose was to release feelings and to obtain validation from the friend, it would still be approach but would be emotion-focused as the goal was alleviating negative emotions. These findings suggested that coping with victimization was more complex than may be possible to represent by two categories.

In a comprehensive review of literature regarding coping with stress, Skinner et al. (2003) reached similar conclusions. The authors stated that coping involves too many variables to be divided into either-or categories such as avoidant vs. approach, cognitive vs. behavioral, problem-focused vs. emotion-focused, etc. Skinner et al. (2003) suggested that there were three types of threats: threats to competence and control, threats to relatedness and the availability of others, and threats to autonomy and self-reliance. This model also considered the level of distress (e.g., challenge vs. threat) and where the individual focuses his or her strategies (e.g., towards self or towards the situation). By

including these variables the model would allow for the person's intention, feelings of control, relatedness of the problem, and available resources to be taken into account, much like the original Transactional model. Skinner et al. (2003) concluded that there were five "core" families of coping. A family of coping was defined as a group of strategies that were functionally the same in that they had similar effects on the person or stressor (Skinner et al., 2003). The five families were problem-solving, support seeking, avoidance, distractions, and positive cognitive restructuring (Skinner et al., 2003). Problem-solving strategies were those that involved planning, decision making, and direct actions. Support seeking included attempts to obtain comfort, spiritual support, or general help from others. Avoidance strategies were those that involved escape or denial. Distraction included strategies that required the person to engage in more positive alternatives to the stressor, such as hobbies or exercising (Skinner et al., 2003). Finally, cognitive re-framing consisted of focusing on the positive, self-encouragement, and perspective taking (e.g., examining the stressor's relevance in relation to overall daily functioning) when examining the situation.

Skinner et al. (2003) found that there were eight additional families of coping that were discussed less frequently in prior literature regarding stress and coping. These coping families may be more or less appropriate than the previously described coping families depending on the type of stressor examined or the context of the trauma. Three of these additional coping families, rumination, helplessness, and social withdrawal, were considered to be maladaptive as they were often associated with negative student outcomes, such as depression, anxiety, and internalizing behaviors (Skinner et al., 2003). Rumination was described as negative and rigid thinking with the individual often

returning to the event in their mind. When experiencing bullying, some students may continue to relive the incident or continue to think about how bad it made him or her feel. These strategies were considered to be associated with self-blame and high levels of worry (Skinner et al., 2003). Also associated with negative outcomes, helplessness included a disengagement from the problem and general “giving up” behavior. While this sounds similar to acceptance, helplessness was considered distinct as it is the decision that nothing can be done, while acceptance is the decision to acquiesce to the situation despite possible available solutions. For example, a student who has not been successful in attempts to reduce victimization may begin to believe there is nothing that can be done and discontinue coping attempts. In contrast, a student who adopts the belief that the stressor is a part of life as a form of active coping would be engaging in acceptance. The third possible coping family, social-withdrawal, involved actions taken to isolate oneself or withdraw from the situation or others (Skinner et al., 2003). A student who engages in social-withdrawal as a result of bullying may sit alone at lunch or keep to him or herself at recess.

Two more potential coping families were identified that were more positive in nature: emotion regulation and information seeking. The emotion regulation family of coping strategies was considered positive ways of addressing emotions resulting from the stressor. These strategies involved expressing emotions and self-calming techniques oriented towards the individual’s emotional state. While emotion regulation focused on internal feelings, information seeking focused on the external context. Information seeking involved gathering information either about the problem or potential ways to address the problem in order to inform the person’s next steps. Finally, negotiation (e.g.,

compromising, prioritizing), opposition (e.g., blaming others), and delegation (e.g., self-pity, complaining) were found to be possible strategies for coping (Skinner et al., 2003).

While previous models, such as the Transactional and the Approach/Avoidance Model, provided a strong foundation for conceptualizing coping, a more comprehensive model may be needed to conceptualize how coping occurs. This is supported by previous research suggesting that developing coping families required descriptions beyond two categories such as problem-focused versus emotion-focused or approach versus avoidant when examining peer-victimization (Parris et al., 2012; Skinner et al., 2003). Further, previous multidimensional conceptualizations of coping have not identified specific stressors but rather describe coping to general stress (e.g., Skinner et al., 2003). Coping with specific stressors, such as bullying, would be better represented by models that take into account the unique context and consequences of that stressor. The next sections will focus on previous literature regarding coping with bullying, followed by the application of a multidimensional model in understanding those coping strategies and how they may form families based on their functionality.

Review of Coping with Bullying

A comprehensive review of the current literature regarding coping with bullying was conducted to aid in the development of a conceptual model to provide further understanding of how students respond to victimization. Articles were found utilizing the Georgia Library Learning Online (GALILEO) system, which provided access to over one hundred databases and a wide variety of scholarly journals. The search was conducted utilizing the key words “coping AND bullying” with restraints set to include only articles in English and those published in a peer-reviewed scholarly journal (see Table 1). This

Table 1

Requirements for inclusion/exclusion in review.

Requirements for Inclusion	Reasons for Exclusion
1. Published in peer-reviewed journal	1. General review of previous studies
2. Examined traditional bullying	2. Examined cyberbullying or general peer-stress/violence that did not meet the definition of traditional bullying
3. Participants were school-aged children	3. Participants were adults
4. Examined coping strategies for addressing bullying	4. Failed to report coping strategies
	5. Participants were not victims (e.g., bullies, bystanders)

search yielded a total of 279 articles. These articles were reviewed in order to determine whether or not it would be included in the review based on the inclusion and exclusion criteria included in Table 1. For example, only articles that included school-aged children and their responses to being a victim of bullying were retained for the review (Table 1). That is, articles that only reported data regarding the perpetrators of bullying, witnesses to victimization, or adults were excluded. Articles that discussed general peer stress that did not meet the definition of bullying (e.g., repeated, intentional behaviors to cause harm or distress) or focused on violence (e.g., gang related activities) were removed from the review (see Table 1). While cyberbullying involves peer victimization, it has been found to be a separate phenomenon from the other forms of traditional bullying that can require different coping strategies (Varjas, Henrich, & Meyers, 2009). As a result, articles regarding coping with cyberbullying were considered outside the scope of this particular review and were excluded. Some of the articles

reviewed reported general coping styles (e.g., problem-focused, passive strategies) without stating the specific strategies that fell into each category. When individual strategies or examples were not provided, the author was unable to identify which strategies that researchers were examining. For example, one article stated that “passive strategies” were investigated; however, passive strategies could include multiple forms of coping that were functionally different (e.g., distancing, self-soothing). These articles were therefore removed. Finally, conceptual pieces were removed as they did not include empirical evidence that strategies were used by victims of bullying. Selections based on these criteria resulted in a total of 51 (18.3%) articles that were included for this review (see Table 2).

The purpose of the literature review was to identify coping strategies for addressing bullying and how the current research conceptualizes coping with bullying (e.g., problem-focused/emotion-focused or approach/avoidant). For each article, the author recorded the individual strategies described in the study (e.g., “try not to think about it”, “bully the person back”). Once strategies from each article were identified, a thematic analysis was conducted which included the deductive application of a priori themes (e.g., distancing, externalizing) from the current literature regarding coping with stress (Teddlie & Tashakkori, 2009). Strategies from each study were coded based on the purpose of their use, such as solving the problem or releasing negative emotions. These coping strategies were described based on previously identified coping themes, such as the use of externalizing to describe the outward release of emotion and cognitive restructuring to label attempts to reframe bullying situations. The coping strategies that

Table 2

Articles reviewed with method, sample, reported strategies, and model applied.

Article	Method	Sample	Strategies Reported	Model Applied
Andreou (2001)	Self-Report Coping Scale	408 4 th -6 th grade students from 5 schools in Greece	Tension Reduction Seeking Social Support Problem-solving Distancing Self-Blame	Approach/Avoidant
Bellmore, Chen, & Rischall (2013)	Qualitative Study – Open Ended Questionnaire	470 6 th grader students in three Midwestern USA cities	Tension Reduction Seeking Social Support Problem-solving Distancing Cognitive Restructuring	Approach/Avoidant
Berry & Hunt (2009)	Bullying Incident Scale (BIS)	54 male 7 th -10 th grade students in Australian Catholic schools	Tension Reduction Seeking Social Support Distancing	N/A
Bourke & Burgman (2010)	Qualitative – multiple individual interviews with students with disabilities	10 students with disabilities ranging from 8-10 years old	Tension Reduction Seeking Social Support Distancing	N/A
Camadeca & Goosens (2005)	Effective Interventions Questionnaire	311 7 th -8 th grade students in Netherland schools	Tension Reduction	N/A
Csibi & Csibi (2011)	Ways of Coping Scale	447 11 th -12 th grade students in Romania	Tension Reduction Seeking Social Support	Transactional Model

			Problem-solving Distancing Cognitive Restructuring	
deLara (2008)	Qualitative - Focus groups and individual interviews with semi-structured format	122 10 th grade students in rural school district	Tension Reduction Seeking Social Support Distancing	N/A
Elledge et al. (2010)	Self-Developed Scale	323 5 th and 6 th grade students	Tension Reduction Seeking Social Support Problem-solving Distancing Cognitive Restructuring	N/A
Erath, Flanagan, & Bierman (2007)	Qualitative – Structured Interview following vignettes	84 6 th and 7 th grade students in two schools in Pennsylvania	Tension Reduction Problem-solving Distancing Cognitive Restructuring	N/A
Flanagan, Hoek, Ranter, & Reich (2012)	Self-Report Coping Survey Enright Forgiveness Inventory for Children	661 6 th -8 th grade students from Midwest USA	Tension Reduction Seeking Social Support Problem-solving Distancing	Approach/Avoidant
Gamliel, Hoover, Daughtry, & Imbra (2003)	Qualitative - Pile Sorts	6 6 th -7 th graders attending Catholic school in Northern USA	Tension Reduction Seeking Social Support Problem-solving Distancing	N/A
Goodman & Southam- Gerow (2010)	Survey for Coping with Rejection Experiences	79 7-12 year old students	Tension Reduction Cognitive Restructuring	N/A

Hampel, Manhal, & Hayer (2009)	German Coping Questionnaire for Children and Adolescents	409 6 th -9 th grade students in schools in Bremen, Germany	Tension Reduction Seeking Social Support Problem-Solving Distancing Cognitive Restructuring	N/A
Harper (2012)	Self-Report Coping Measure for Elementary School Children	100 4 th -5 th grade students in southwestern USA city	Tension Reduction Seeking Social Support Distancing Self-Blame	Approach/Avoidant
Harper, Parris, Henrich, Varjas, & Meyers (2012)	Self-Developed Survey	509 6 th -8 th grade students in urban southeastern USA city	Tension Reduction Seeking Social Support Problem-solving Cognitive Restructuring	Transactional Model and Approach/Avoidant
Houbre, Tarquinio, Lanfranchi (2010)	Self-Report Coping Survey	524 2 nd -3 rd grade students	Tension Reduction Seeking Social Support Problem-solving Distancing Self-Blame	Approach/Avoidant
Hunter & Boyle (2004)	Ways to Cope Checklist	459 9-14 year old students in Scotland schools	Seeking Social Support Problem-solving Distancing	Transactional Model
Hunter & Borg (2006)	Self-Developed Scale	6,282 9-14 year old students	Seeking Social Support	Transactional Model
Hunter, Boyle, & Warden (2004)	Self-Developed Scale	803 9-14 year old students in Scotland schools	Tension Reduction Seeking Social Support Problem-solving Distancing	Transactional Model

Hunter, Boyle, & Warden (2007)	Short form of Hunter (2002)	1,429 8-13 year old students in Scotland schools	Seeking Social Support Problem-solving	Transactional Model
Kanetsuna & Smith (2002)	Mixed Methods - Self Developed Scale, open and closed ended questions	207 13-14 year old students in Japan and England	Tension Reduction Seeking Social Support Problem-solving Distancing Cognitive Restructuring Self-blame	Transactional Model
Kanetsuna, Smith, & Morita (2006)	Qualitative – Individual Structured Interviews	61 Japanese students and 60 English students, 12-15 years old	Tension Reduction Seeking Social Support Distancing Self-Blame	N/A
Kochenderfer & Ladd (1997)	Self-Developed Peer Report Scale	199 kindergarten students in midwestern USA city	Tension Reduction Seeking Social Support Distancing	N/A
Kochenderfer-Ladd (2004)	<i>When Bad Things Happen in School</i>	145 K-5 th grade students in Midwestern USA city	Tension Reduction Seeking Social Support Problem-solving Distancing	Approach/Avoidant and Transactional Model
Kochenderfer-Ladd & Pelletier (2008)	What I Would Do	363 2 nd and 4 th grade students in southwestern USA city	Tension Reduction Seeking Social Support Problem-solving Distancing Self-blame	Approach/Avoidant
Kochenderfer-Ladd & Skinner	Self-Report Coping Scale	356 4 th grade students in Midwestern	Tension Reduction Seeking Social	Approach/Avoidant

(2002)		cities	Support Problem-solving Distancing Self-Blame	
Kristensen & Smith (2003)	Self-Report Coping Scale	305 4 th -6 th grade students in Denmark	Tension Reduction Seeking Social Support Problem-solving Distancing Self-Blame	Approach/Avoidant
Lodge & Feldman (2007)	Coping Scale for Children – Short Form	379 10-13 year old students in Australia	Tension Reduction Seeking Social Support Problem-solving	Approach/Avoidant
Lovegrove & Rumsey (2005)	Qualitative - Focus Group Discussions	Study 2: 36 17-19 year old students	Seeking Social Support Problem-solving Cognitive Restructuring	N/A
Marsh et al. (2011)	Self-Developed Scale	4,082 7 th -11 th grade students in Australia	Seeking Social Support Problem-solving Distancing	N/A
Martin & Gillies (2004)	Response to Stress Questionnaire	88 8 th and 10 th grade students in Australia	Tension Reduction Problem-solving Distancing Cognitive Restructuring Seek Social Support	N/A
Murray-Harvey & Slee (2007)	Adolescent Coping Scale	888 6 th -9 th grade students in Australia	Tension Reduction Distancing Self-Blame	Nonproductive Coping
Murray-Harvey, Skrzypeic, &	Adolescent Coping Scale	1,223 8 th -10 th grade students in Australia	Tension Reduction Seeking Social	Productive-Other Focused Productive-Self

Slee (2012)			Support Problem-solving Distancing Self-Blame	Focused Nonproductive Avoidance Relationship Improvement Aggression/Assertiveness
Naylor, Cowie, del Ray (2001)	Self-Developed Questionnaire	1,835 7 th and 9 th grade students in the United Kingdom	Tension Reduction Seeking Social Support Problem-solving Distancing	N/A
Newman, Murray, & Lussier (2001)	Mixed Methods – Structured Interviews following Vignettes and Likert Ratings	128 3 rd -4 th grade students in urban southern California, USA	Tension Reduction Seeking Social Support Problem-solving Distancing	N/A
Paul, Smith, & Blumberg (2012)	Self-Report Coping Survey	217 7 th -9 th grade students in the United Kingdom	Tension Reduction Seeking Social Support Problem-solving Distancing	Approach/Avoidant
Phelps (2001)	Self-Report Coping Survey	549 3 rd -6 th grade students in midwestern USA city	Tension Reduction Seeking Social Support Problem-solving Distancing Self-Blame	Approach/Avoidant
Shelley & Craig (2010)	Self-Report Coping Survey	220 Canadian students	Tension Reduction Seeking Social Support Problem-solving Distancing Self-Blame	Approach/Avoidant
Singer (2005)	Qualitative – Structured	60 9-12 year old Dutch	Tension Reduction	N/A

	Interviews following vignettes	students	Seeking Social Support Problem-solving Distancing	
Singh & Bussey (2011)	Peer Aggression Coping Self-Efficacy Scale for Adolescents	2,161 6 th -9 th grade students	Seeking Social Support Problem-solving Cognitive Restructuring Self-Blame	N/A
Skrzypiec, Slee, Murraray-Harvey, & Pereira (2011)	Self-Report Coping Survey	452 12-14 year old students from 2 schools in Australia	Tension Reduction Seeking Social Support Problem-solving Distancing	Approach/Avoidant
Smith, Talamelli, Cowie, Naylor, & Chauhan (2004)	Qualitative – Structured Interviews	413 9 th and 11 th grade students in the United Kingdom	Tension Reduction Seeking Social Support Problem-solving Distancing Self-Blame	N/A
Spence et al. (2009)	Self-Report Coping Survey	225 11-14 year old students in Australia	Tension Reduction Seeking Social Support Problem-solving Distancing Self-Blame	Approach/Avoidant
Tenenbaum, Varjas, Meyers, & Parris (2012)	Qualitative – Semi-structured focus group interviews	102 4 th -8 th grade students in urban southeastern USA schools	Tension Reduction Seeking Social Support Problem-solving Distancing Cognitive Restructuring Self-Blame	Transactional Model
Terranova (2009)	Self-Report Coping Scale	140 5 th and 6 th grade students	Tension Reduction	Approach/Avoidant

	How I Cope Under Pressure	in rural southeastern USA school	Seeking Social Support Distancing	
Terranova, Harris, Kavtski, & Oates (2011)	Self-Report Coping Measure How I Coped Under Pressure Scale	311 5 th and 6 th grade students in 4 midwestern USA schools	Tension Reduction Seeking Social Support Distancing Self-Blame	Approach/Avoidant
Topper, Castellanos-Ryan, & Conrod (2011)	Drinking Motives Questionnaire	324 high school students in United Kingdom schools	Tension Reduction	N/A
Visconti & Troop-Gordan (2010)	Self-Report Coping Scale	420 4 th -5 th grade students in Midwestern USA schools	Tension Reduction Seeking Social Support Distancing	Discussed both models, used scale based on Approach/Avoidant
Waasdorp, Bagdi, & Bradshaw (2010)	Survey for Coping with Rejection Experiences	126 4 th -5 th grad students in urban mideastern USA schools	Tension Reduction Problem-solving Distancing	N/A
Waasdorp & Bradshaw (2011)	Self-Developed Questionnaire	4,312 middle and high school students in Maryland USA schools	Tension Reduction Seeking Social Support Problem-solving Distancing	Broke into passive/low, active/support-seeking, aggressive, and undifferentiated/high patterns
Wilton, Craig, & Pepler (2000)	Qualitative - Observations	120 1 st -6 th grade students in Canadian school	Tension Reduction Seeking Social Support Problem-solving Distancing Cognitive Restructuring	N/A

were included in each article can be found in Table 2.

The following sections will discuss findings from the two aims of the review. First an overview of the applied coping models is provided in the “Applications of Coping Models” section. Following this description, coping strategies that were identified is described in detail in the “Reported Strategies for Coping with Bullying” section of this paper. Additional information such as the methods used and sample description can be found in Table 2 to provide context for each study.

Application of Coping Models

A large proportion of the articles ($n = 24$; 47.1%) did not indicate a particular model for understanding coping responses. Articles that did not describe coping in terms of the Transactional or Approach/Avoidant Model either simply listed strategies without categorizing them or described coping strategy groups based on results from the study. For example, Waasdorp & Bradshaw (2011) created a questionnaire specifically for their investigation of coping patterns for middle and high school students who experienced bullying. The researchers identified patterns of coping that were independent of previous models of coping. For example, students who did not engage in a particular pattern of coping (e.g., always using avoidant strategies) were described as using undifferentiated coping patterns. Other studies utilized previously established scales that did not draw from any particular model but provided classifications of strategies based on statistical results. Murray-Harvey and Slee (2007) and Murray-Harvey, Skrzypeic, and Slee (2012) employed a modified version of the Adolescent Coping Scale (Frydenberg & Lewis, 1993, as cited in Murray-Harvey et al., 2012). This survey organized coping strategies

into productive – other focused, productive – self focused, nonproductive avoidance, and relationship improvement (Murray-Harvey et al., 2012). There was one case (Singer, 2005) in which the researchers discussed aspects consistent with an established model of coping but did not specifically identify the model as relevant to their investigation. Singer (2005) described a primary and secondary appraisal process similar to that of the Transactional Model (Lazarus & Folkman, 1984); however, they did not identify this model in their description of coping.

Approximately one third of the reviewed articles applied the Approach/Avoidant Model in their examination of coping with bullying ($n = 17$, 33.3%). It is important to consider that a large proportion of these 17 articles utilized the Self-Report Coping Scale (SRCS; Causey & Dubow, 1992) and adjusted the scale to apply specifically to bullying ($n = 13$, 76.5%). The SRCS differentiated coping strategies into the approach and avoidant categories described by the Approach/Avoidant Model. As a result, any study that utilized this scale subsequently described coping based on the Approach/Avoidant Model. Terranova, Harris, Kavtski, and Oates (2011) did not identify the model and yet the use of the SRCS dictated how the researchers presented the coping strategies. Visconti and Troop-Gordan (2010) described both the Transactional and Approach/Avoidant Model but only used the SRCS, thus resulting in coping strategies that were organized based on the latter model. Two of the seventeen studies included scales that were developed based on the SRCS: *What I Would Do* (Kochenderfer-Ladd & Pelletier, 2008) and the Self-Report Coping Measure for Elementary School Children (Harper, 2012). Both of these studies maintained a focus on the Approach/Avoidant model. One of the seventeen articles did not use the SRCS. Lodge and Feldman (2007)

utilized Lodge's (2006) Coping Scale for Children – Short Form, which also described coping in terms of approach versus avoidant. Finally, one qualitative study described coping using the Approach/Avoidant model. Bellmore, Chen, and Rischall (2013) asked students open-ended questions in paper-pencil format and responses were coded to identify reported coping strategies and responses were described as being approach or avoidant.

A smaller number of the reviewed articles identified the Transactional Model as the guiding model for their investigation ($n = 7$, 13.7%). Lazarus and Folkman (1985) developed the Ways of Coping (WOC) checklist which described coping as problem-focused and emotion-focused as per the Transactional Model. The WOC was employed by Csibi and Csibi (2011) and Hunter and Boyle (2004) in their examination of coping with bullying. Four of the seven studies (57.1%) used self-developed questionnaires that were formulated under the Transactional Model, describing coping as problem-focused and emotion-focused (Hunter & Borg, 2006; Hunter, Boyle, & Warden, 2004; Hunter, Boyle, & Warden, 2007; Kanetsuna & Smith, 2002). One qualitative study, Tenenbaum et al. (2012), coded student responses during focus group interviews and developed a coding hierarchy which described coping as being problem-focused, emotion-focused, or both depending on the context of the situation.

Finally, two studies (.04%) drew from both the Approach/Avoidant and Transactional Model when discussing coping with bullying. Kochenderfer-Ladd (2004) utilized a modified version of the Self-Report Coping Scale; however, the Transactional Model was identified as the driving model behind the study as the aim was to examine the relationship between the emotional state of the victim and how they chose to cope

with incidents. This was based on the Transactional Model's stipulation that appraisals were important factors in coping with stress, which included the role emotions played in coping. As a result, this particular study pulled from both models (i.e., Approach/Avoidant and Transactional) to develop the survey used to examine coping with bullying. Harper, Parris, Henrich, Varjas, and Meyers (2012) also included both models in describing coping with bullying. The authors included coping strategies in their self-developed scale that were described as being problem-focused and approach, as well as emotion-focused and approach.

In summary, the majority of studies did not apply one of the established models of coping discussed in this paper. Of those that did identify a model, the chosen coping model was often stipulated by the scale or questionnaire that was chosen to obtain student reports of coping with victimization. This is important to consider because a limited number of studies described coping using a theoretical understanding of coping and those that did used scales that were developed by others for stressors that were not specific to bullying situations. While these scales were modified to fit bullying scenarios, changes to the scale (e.g., Self-Report Coping Scale; SRCS) may have changed how strategies related with one another. For example, Kochenderfer-Ladd (2004) added bullying-specific coping such as revenge seeking or resolving bullying problems. This modification was important in ensuring that the scale was specific to bullying; however this resulted in a different factor structure than those described for the SRCS (Causey & Dubow, 1992).

Developing an understanding of coping strategies specific to bullying and how these strategies relate to form families is important in furthering our knowledge of how

students respond to bullying. Such an understanding would lead to more insight about when and how coping strategies can be effective and can inform intervention. This was the driving force behind the second aim of the literature review, which was to identify coping strategies for bullying and create families of those coping strategies based on functionality. The following section provides descriptions of the identified coping families that resulted from the literature review.

Reported Strategies for Coping with Bullying

In reviewing the coping with bullying literature, a thematic analysis was used to code coping strategies based on the definition of coping provided by Lazarus and Folkman (1984). While internalizing behaviors have been reported in the coping literature (e.g., rumination, worrying, self-pity, self-blame), these behaviors did not meet the definition adopted by the current paper and were therefore not coded as coping strategies. Six types of coping strategies were identified: tension reduction, seeking social support, problem-solving, distancing, cognitive restructuring, and self-blame. These six types of coping will be discussed in each of the following sections.

Tension Reduction. A variety of tension reduction strategies were described by 86.3% ($n = 44$) of the articles. Tension reduction strategies involved attempts to relieve the emotional strain resulting from being bullied. For example, Tenenbaum et al. (2012) interviewed students in focus groups and participants reported that they would read a book to relax or count to 10 to calm down. In their survey of student perceptions of coping effectiveness, Harper et al. (2012) included tension reduction strategies such as relaxing through music or finding a way to calm down. Topper, Castellanos-Ryan, Mackie, and Conrod (2011) described drinking as a form of tension reduction as

participants reported drinking in order to forget their worries or to cheer up. Tension reduction strategies were described as being either inwardly focused or directed towards others. Strategies that focused on relieving stress by focusing on internal processes included counting to ten, deep breathing, and finding a quiet place to calm down (Harper et al., 2012; Singh & Bussey, 2011; Tenenbaum et al., 2012). These tension reduction strategies attended to the emotions that students felt when experiencing bullying through self-soothing techniques.

In contrast, some tension reduction strategies were described as releases of emotion that were aimed at others or the environment. These strategies were most often described as externalizing behaviors such as hitting, yelling, or bullying the person back (e.g., Hunter & Boyle, 2004; Terranova, Harris, Kavetski, & Oates, 2011). These strategies were described as emotional outbursts that usually involved releasing anger or frustration. Wilton, Craig, and Pepler (2000) conducted observations of students and found that responses to bullying included both verbal (e.g., yelling, cussing out) and physical (e.g., hitting, throwing things) aggression. In addition to these strategies, studies that utilized modified versions of Causey and Dubow's (1992) Self-Report Coping Survey (SRCS) also included items such as letting off steam and taking it out on others as examples of externalizing behaviors. In their adaptation of the SRCS, Kochenderfer-Ladd and Pelletier (2008) described externalizing behaviors such as revenge seeking and retaliation. Further examples included "getting even" (Bourke & Burgman, 2010), "trick the bully" (Hunter, Boyle, & Warden, 2004), and "do the same thing to the bully" (Kanetsuna & Smith, 2002).

Seeking Social Support. One of the most commonly reported strategies for addressing bullying was seeking social support. A total of 44 (86.3%) of the reviewed studies discussed this coping style. There were many variations in how students reported searching for encouragement or advice from those around them. Most of these studies ($n = 24$, 54.5%) reported seeking social support as one form of coping without separating these strategies based on type of help being asked for (e.g., Hunter, Boyle, & Warden, 2007; Lodge & Feldman, 2007). Fifteen studies (34%) investigated the particular people that students sought support from and differentiated these coping strategies based on seeking support from parents, teacher, or a peer (e.g., Berry & Hunt, 2009; Skrzypiec, Slee, Murraray-Harvey, & Pereira, 2011; Waasdorp & Bradshaw, 2011). In addition to seeking help from current friends, a few studies indicated that victims sought new friendships in order to gain that support (Hunter et al., 2004; Kanetsuna & Smith, 2002; Kanetsuna, Smith, & Morita, 2006; Lovegrove & Rumsey, 2005; Smith, Talamelli, Cowie, Naylor & Chauhan, 2004). Friends, family, and other adults were not the only identified ways of gaining social support. Bourke and Burgman (2010) interviewed students who were bullied because they had a disability and found that their pets made them feel better.

In addition to differentiating social support seeking based on who is approached, some studies ($n = 5$, 11.4%) separated these strategies based on the purpose of asking for support. Students might try to obtain emotional support or encouragement by talking about how they feel with someone else. Conversely, the student may wish to solve the problem with the help of another, either by gaining advice or asking someone to intervene. Further, the student may intend to gain more than one outcome in the same

conversation with someone, seeking support for both emotional consequences and solving the problem.

Problem-Solving. A total of 37 (72.5%) articles examined student attempts to utilize problem-solving techniques in response to being bullied. The most commonly discussed ($n = 24$, 64.9%) solution focused strategy was to list possible ways of getting the bully to stop and then choose the best one (e.g., Houbre, Tarquinio, & Lanfranchi, 2010; Marsh et al., 2011). For example, Hunter and Boyle (2004) included the items such as “make a plan of action and follow it” and “came up with a couple of different solutions to the problem” in their questionnaire to investigate problem-solving coping.

Problem-solving coping also involved conflict resolution which could be achieved through multiple approaches (Kochenderfer-Ladd, 2004; Singh & Bussey, 2011). Some of these approaches were described as being more focused on maintaining or creating a positive relationship with the bully ($n = 8$, 21.6%). Lovegrove and Rumsey (2005) conducted focus groups with girls who were bullied because of their appearance and reported that some of the participants reported diffusing the incident by explaining their physical difference (e.g., “I have zits because of my hormones”) rather than reacting negatively. Other studies have indicated that students may try to make friends with the bully or ask them why they were being mean and talk it over (e.g., Hunter, Boyle, & Warden, 2004; Katensuna & Smith, 2002; Tenenbaum et al., 2012; Waasdorp & Bradshaw, 2011). In response to bullying vignettes, elementary school participants in Newman, Murry, and Lussier’s (2001) investigation stated that they would share the toy the bully tried to take or “ask him nicely to stop” (pg. 409). Similarly, Tenenbaum et al. (2012) conducted focus groups with fourth through eighth graders and found that some

students would refuse to fight to stay out of trouble or would try to make friends with the bully.

More assertive methods of conflict resolution also were reported ($n = 13, 35.1\%$), such as directly standing up to the bully or for what the victim wants (Bellmore, Chen, & Rischall, 2013; Hunter & Boyle, 2004; Singer, 2005). These strategies included telling the bully to stop, threatening to tell the teacher or telling them that you don't like what they are doing (Elledge et al. 2010; Hunter et al., 2004; Kanetsuna & Smith, 2002).

Distancing. Forty of the reviewed studies (78.4%) reported strategies that were oriented away from the stressor (i.e., bullying), or distancing strategies. There were two forms of distancing strategies discussed: cognitive and physical. Thirty-six of the articles (90%) reported strategies that represented cognitive distancing. Cognitive distancing involved not thinking about the bullying or socially withdrawing. For example, Berry and Hunt (2009) conducted self-report surveys and structured interviews with victimized boys, who reported that sometimes they would pretend not to care or be bothered by bullying incidents. Participants in Flanagan et al.'s (2012) investigation completed a modified version of the Self Report Coping Survey (Causey & Debow, 1992) which included items such as "pretend it didn't happen". Distancing could include ignoring the situation or hiding resulting negative emotions (Singer, 2005). Further, cognitive distancing included wishful thinking, which were attempts to orient away from reality and instead focus on the student's preference or fantasies regarding bullying. Studies have indicated that in response to bullying, students may wish that things were different (Goodman & Southam-Gerow, 2010), wish the bullying would stop (Lodge & Feldman, 2007), and wish one could change things (Hunter, Boyle, & Warden, 2004).

The second form of distancing included physical distancing, which involved orienting oneself away from the situation or attempting to avoid it completely. A total of seventeen (42.5%) articles discussed physical distancing. Bellmore et al. (2013) provided open-ended questions to students regarding how they coped with bullying. In reviewing these answers, the researchers found that some students reported walking away from bullying incidents to remove themselves from the situation. In addition to walking away from an incident, it has also been found that students attempted to stay away from bullying, such as skipping school and staying away from certain areas in order to avoid bullying (Hunter, Boyle, and Warden, 2004).

Cognitive Restructuring. Cognitive restructuring strategies represent positive ways of re-framing or taking a new perspective about the problem. Fewer studies reported this form of coping ($n = 13$; 25.5%). In contrast to cognitive distancing, cognitive restructuring strategies directly addressed how one may feel about bullying situations. Kanetsuna and Smith (2002) and Lovegrove and Rumsey (2005) found that students reported turning bullying into a joke or utilizing humor to diffuse situations. By re-framing incidents or mean remarks to view them as funny or by making a joke out of it students may be able to replace negative emotions with more positive ones. Another strategy for cognitive restructuring involved taking the perspective of the bully or determining how much that person's opinion is worth. For example, when investigating peer rejection as a form of bullying, Goodman and Southam-Gerow (2010) referred to cognitive restructuring as positive re-appraisal that included thoughts such as "they must have a good reason for leaving me out, it's not that they don't like me" and "I don't care what the kids who are leaving me out think anyway".

An additional way to reframe bullying situations was to focus on personal positive attributes. Participants in Lovegrove and Rumsey's (2005) focus group interviews reported that when dealing with appearance-based bullying they could replace negative thoughts about their body (e.g., "I'm fat.") with positive self-affirmations (e.g., "I am fun"). Similarly, Singh and Bussey (2011) reported that students may seek to counter self-blame (e.g., "keep from thinking it only happens to me") or distance themselves from the role of a victim by focusing on positive aspects of life. Ways in which students may focus on the positive included thinking about pets to play with at home (Erath, Flanagan, & Bierman, 2007), reflecting on and improving the self (Kanetsuna, Smith, & Morita, 2006), and telling oneself that things will work out and that you are a good person (Goodman & Southam-Gerow, 2010).

Self-Blame. A total of 17 articles (33.3%) reported self-blame as a coping strategy for bullying (see Table 2). Self-blame was often reported as the student belief that bullying happened because of something they did or that it was their fault (e.g., Skrzypiec et al., 2011; Spence et al., 2009; Terranova et al., 2011). Another example of self-blame was the student thinking he or she should have done something different to stop the bullying or prevent it from occurring (e.g., Katenusa et al., 2006; Tenenbaum et al., 2012).

The Multidimensional Model for Coping with Bullying

The main purpose of this paper is to propose a multidimensional model that adds to our current understanding of coping with bullying. The proposed model was designed to illustrate the decision making process that students may use in deciding when to use a particular form of coping. In conceptualizing this model each type of coping identified by

the review was examined to decide how these strategies would fit within the Multidimensional Model of Coping with Bullying (MMCB). It was determined that some of the five identified coping strategies from the literature review could be divided based on how strategies are implemented in order to achieve the purpose of that group of coping strategies. For example, cognitive and physical distancing were both attempts to escape the situation in some way. However, physical distancing achieved this through avoiding certain people or environments (e.g., taking a different hallway) while cognitive distancing serves to separate from one's emotions regarding bullying. Therefore, the MMCB includes eight different forms of coping with bullying: cognitive restructuring, self-soothing, externalizing, physical distancing, cognitive distancing, problem-solving, seeking help/advice, and seeking encouragement (see Figure 1.1).

The Multidimensional Model of Coping with Bullying (MMCB) was informed by the Transactional Model (Lazarus & Folkman, 1984), the Approach/Avoidant Model (Roth & Cohen, 1986), and the model proposed by Skinner et al. (2003) to encompass multiple aspects of coping. The MMCB differs from these models in that overlap is allowed between categories (e.g., problem-focused/emotion-focused and approach/avoidant). The MMCB expands upon the Transactional and Approach/Avoidant Models by incorporating some aspects from Skinner et al.'s (2003) work, such as differentiating strategies based on orientation and using families of coping to describe functionally similar coping. The MMCB does not include all of the families of strategies reported by Skinner et al. (2003) as some did not meet the definition of coping used by this paper (e.g., delegation, helplessness). Additionally, the MMCB provides a unique perspective on coping that is specific to bullying situations as opposed to the general

	Problem-Focused	Emotion-Focused
Approach	Problem-Solving <ul style="list-style-type: none"> • Make/implement a plan • Conflict resolution Seek Help/Advice <ul style="list-style-type: none"> • Ask an adult to intervene • Ask a friend for advice 	Orientation: Self Cognitive Restructuring <ul style="list-style-type: none"> • Focus on the positive • Reframing incidents Self-Soothing <ul style="list-style-type: none"> • Count to 10 • Go to a quiet place Seek Encouragement <ul style="list-style-type: none"> • Vent feelings to an adult • Vent feelings to a friend Self-Blame <ul style="list-style-type: none"> • Think you could have stopped it • Think it was your fault
		Orientation: Situation Externalizing <ul style="list-style-type: none"> • Yelling/hitting someone • Retaliation
Avoidant	Physical Distancing <ul style="list-style-type: none"> • Avoiding areas bullying typically happens • Walking away 	Cognitive Distancing <ul style="list-style-type: none"> • Pretending it didn't happen • Not thinking about it

Figure 1. Coping families in the Multidimensional Model of Coping with Bully.

stress discussed by previous models.

The MMCB takes into account the focus of the strategy (i.e., emotion- or problem-focused), whether or not the student directly addresses the situation or their emotions (i.e., approach or avoid), and the orientation of the strategy (i.e., towards the self or the situation) when determining families of coping with bullying (see Figure 1.1). This resulted in five families: problem-focused – approach, problem-focused – avoidant, emotion-focused – approach-self, emotion-focused – approach-situation, and emotion-focused – avoidant (see Figure 1.1).

The problem-focused – approach family included problem-solving as well as

seeking social support strategies that focused on obtaining advice, helpful information, or getting someone to intervene (see Figure 1.1). While strategies in this family focused on directly influencing the situation, the problem-focused – avoidant family included strategies to elude bullying incidents all together. These strategies were physical distancing strategies such as avoiding certain hallways and keeping friends nearby so the bully stays away (see Figure 1.1). These strategies are considered problem-focused in the MMCB because the intent is to prevent the problem from occurring as opposed to avoiding the emotional aspect of victimization.

The emotion-focused – approach family was subdivided based on whether or not they were focused inward on the self or outward towards the environment (see Figure 1.1). The emotion-focused – approach-self family included cognitive restructuring as those strategies aimed to make the student feel more positive about the situation by reframing their internal thoughts regarding their bullying situations. The emotion-focused – approach-self family also included strategies tension reduction strategies that attempted to alleviate the students’ negative emotions through self-soothing techniques (see Figure 1.1). In contrast, tension reduction strategies that were outward expressions of emotion, such as yelling or “letting off steam” were considered to be part of the emotion-focused – approach-situation family as they were oriented towards others and the environment (see Figure 1.1). Finally, the emotion-focused – avoidant family represented attempts to circumvent negative emotions by using the cognitive forms of distancing such as pretending it didn’t happen and trying not to think about it (see Figure 1.1).

In addition to describing coping through three dimensions (problem-focused/emotion-focused, approach/avoidant, self/situation), the MMCB takes into

account students' feelings of control, available resources, and their confidence as presented by previous researchers (e.g., Lazarus & Folkman, 1984; Hunter & Boyle, 2004). The following sections will describe the decision making steps of the MMCB that may lead a student to choose one form of coping over another.

Appraising a Bullying Situation

In concordance with Lazarus and Folkman's (1984) Transactional Model, the first step in the MMCB is to appraise the bullying incident or situation. The primary appraisal would be that the bullying is a threat and some form of coping is required (see Figure 1.2). The second appraisal stage involves assessing how much control the victim has over whether or not they are exposed to the bullying. This would require that the victim determine whether or not they can control their exposure to bullying by having the choice to escape or avoid bullying (see Figure 1.2). If the student decided that they did have control then he or she would have to determine how confident they are in their ability to exert that control. For example, if a student knew that bullying happened in a particular hallway they could prevent bullying from happening to them; however, if they are not confident in their ability to use other hallways or paths in between his or her class then that strategy may not work for that particular student.

An additional consideration during the secondary appraisal stage would be evaluating available resources. As demonstrated in Figure 1.2 the victim would assess whether or not he or she has someone available as well as how confident he or she would be in approaching that person. For example, a student may not feel that he or she has someone in their life that understands what they are going through. He or she may be able to identify possible resources (e.g., teachers, parents, friends) but not feel comfortable

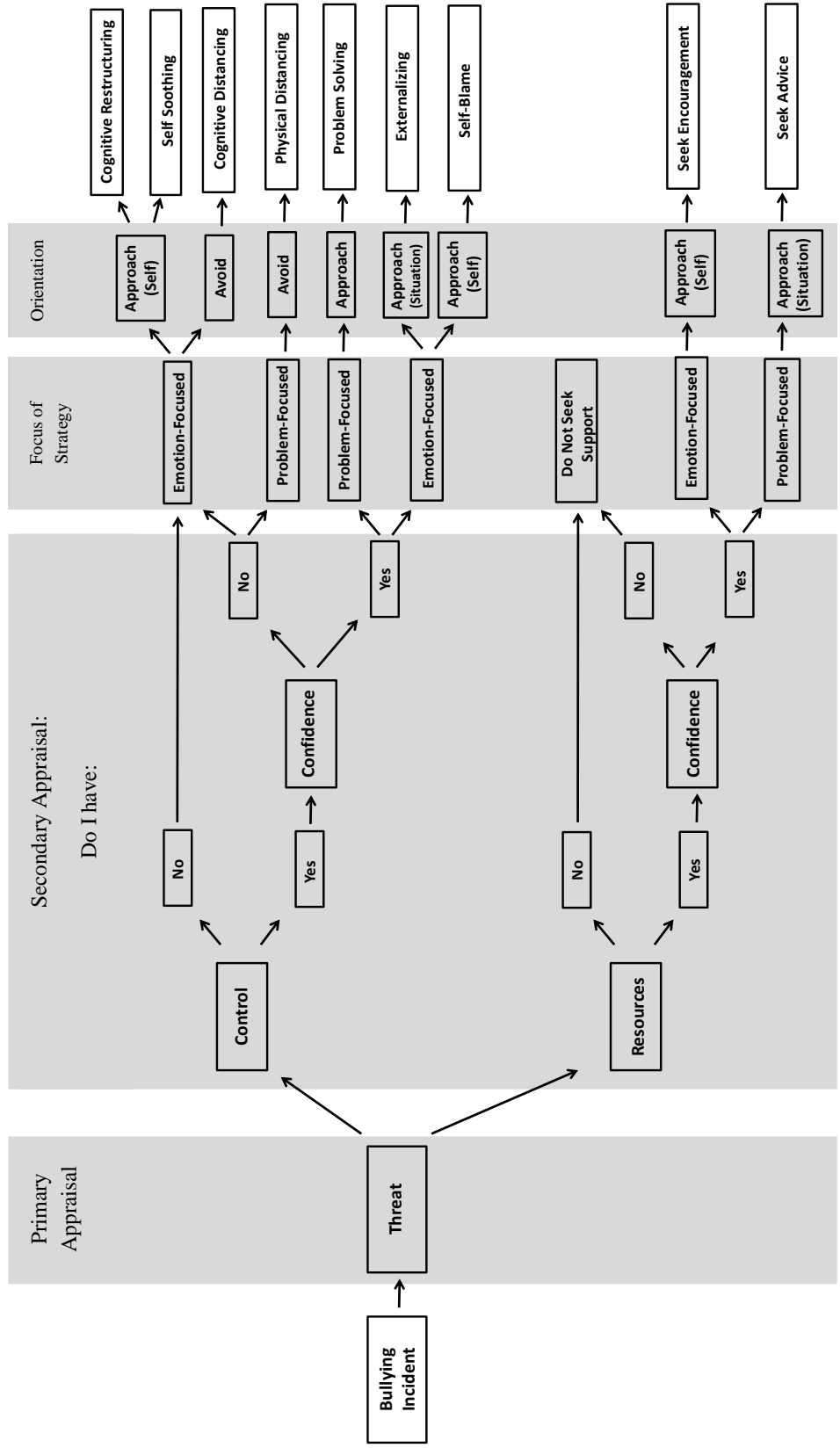


Figure 2. Example of the process of the Multidimensional Model of Coping with Bullying

seeking advice or encouragement from those people. Similarly, the student may not be able to identify, or feel confident in their ability to utilize, additional resources such as books or other forms of information to help them address bullying.

Once the victim has appraised the bullying situation to determine his or her level of control, confidence, and available resources, a decision can be made to employ passive or assertive coping strategies (see Figure 1.2). A student who assesses that he has no control may choose to implement passive strategies. Similarly, a victim who determines they have control, but lacks the confidence, may also choose to use less assertive means of addressing bullying. When the student evaluates a bullying situation and has both control and confidence in his or her ability to complete a strategy, the student may choose to actively address the bullying situation. Likewise, students who determine they have resources and the confidence in pursuing them can actively seek support (see Figure 1.2).

Determining the Focus and the Orientation of the Strategy

Once a student decides to employ passive or assertive means of addressing bullying, the chosen strategy can be focused on his or her emotions or the problem (see Figure 1.2). Passive strategies are most likely to be emotion-focused since directly addressing the problem is not an option (i.e., no control, no confidence). In instances in which the student has control, but perhaps no confidence, the strategy could be considered problem-focused if they choose to avoid areas where the bullying tends to occur (e.g., physical distancing). Likewise, a student could decide to use active strategies but focus on their emotions (e.g., externalizing). When deciding to seek available resources, a student has the choice to focus on their emotions (e.g., seek encouragement) or the problem (e.g., seek advice or help).

The last aspect of the MMCB concerns the orientation of the strategy. Skinner et al. (2003) postulated that a strategy can be concerned with the self or the situation/context. Strategies oriented towards the self addressed internal processes (e.g., emotion regulation) while those oriented towards the situation were directed towards the environment or others (e.g., yelling at someone, throwing things). In the MMCB, problem-focused strategies are always oriented towards the situation. Even problem-focused and avoidant strategies (e.g., physical distancing) attempt to manipulate or change the context of the situation. Emotion-focused and approach strategies could deal with the self in terms of re-framing the situation and reducing internal tension (e.g., self-soothing techniques; see Figure 1.2). In contrast, emotion-focused strategies can be directed towards the situation, for instance externalizing behaviors such as yelling, hitting, or seeking revenge (see Figure 1.2).

Summary

The Multidimensional Model of Coping with Bullying was developed in an attempt to create a comprehensive model for how students respond to peer victimization. The model provides clarity by separating coping based on whether or not they directly influence bullying and/or emotions (i.e., approach) or elude bullying situations and/or feelings (i.e., avoidance) and if chosen strategies are focused on the problem or the victims' emotions (i.e., problem-focused or emotion-focused). For example, the MMCB is able to help clarify avoidant distancing strategies based on whether or not they are emotion-focused (i.e., cognitive distancing) or problem-focused (i.e., physical distancing), a distinction that is not consistently reported in the current literature regarding coping with bullying. Further dividing emotion-focused and approach

strategies based on whether or not they are oriented towards the self or the context of the situation differentiated strategies that focus on altering internal thoughts and feelings from those that are attempts to outwardly release emotions (e.g., cognitive restructuring vs. externalizing). By considering the ways in which students may appraise their confidence, control, and resources, the MMCB illustrates the possible decision making process in deciding how to respond to bullying and whether or not chosen strategies would be effective based on the students' particular situation and feelings.

Future Directions for Research

The current paper proposed a conceptual, multidimensional model of coping with peer victimization that is unique in that it aggregates and expands upon the current understanding of coping, specifically in relation to bullying. Future research is needed to test the model by developing a scale based on the Multidimensional Model of Coping with Bullying (MMCB) so that the model can be tested for validity and appropriateness based on statistical analyses (e.g., latent variable analyses). Such a study could help demonstrate how the model is valid and how it needs to be adjusted. Further, such analyses could be utilized to determine whether or not there are demographic differences in the use of various families of coping strategies (e.g., problem-focused and approach, problem-focused and avoidant). Previous researchers have suggested there may be differences in coping choice that are associated with gender and age (e.g., Hunter, Boyle, & Warden, 2007; Kochenderfer-Ladd & Skinner, 2002; Visconti & Troop-Gordon, 2010). Investigating the MMCB may serve to confirm these findings as well as expand prior research to include differences based on ethnicity, socio-economic status (SES), and perceptions of school climate. Further, the success of certain strategies in helping address

the stress of bullying should be examined. Harper et al. (2012) investigated the relationship between students' perceptions of coping effectiveness, which represented how helpful the strategy was in addressing bullying, and feelings of school safety. Future research could examine similar relationships between coping effectiveness and other variables such as ethnicity, age, and school climate.

The MMCB separated certain behaviors due to the fact they were involuntary or automatic responses to bullying. Researchers have suggested that while these behaviors or thoughts may not constitute coping they in fact influence coping responses. For example, Crum, Salovey, and Achor (2013) found that mindsets, defined as mental frames through which a person views an experience, had a significant impact on reactions to stress. These mental frames could reflect a lack of self-esteem or a belief that one is helpless. Future research should examine how these involuntary responses or mindsets influence or are associated with coping with bullying. This would help provide insight into possible goals for intervention with students experiencing bullying.

It also would be helpful to investigate the factors (e.g., sociocultural, personal characteristics, context) that may influence a student's choice to engage in one or more of the proposed coping families. The Multidimensional Model of Coping with Bullying (MMCB) postulates that student beliefs regarding available resources and their comfort in accessing those resources (e.g., teachers, counselors) would affect the use of seeking social support strategies. Therefore, it would be beneficial to determine whether students' attitudes towards teachers and/or school influence their coping choice as the MMCB suggests. Moreover, certain thought processes or personal characteristics may influence the appraisal process described by the MMCB. A student with low feelings of self-

reliance may decide they were not confident enough for assertive strategies as part of the secondary appraisal (see Figure 1.1). This might lead the student to choose more passive strategies. Examining the relationship between students' perceptions of themselves (e.g., ability to solve problem, self-esteem) and their chosen coping strategies would further illustrate why students choose certain strategies over others and could lead to potentially effective interventions and preventive strategies.

An additional area for future investigation would be to examine the phenomenon of cyberbullying. The MMCB did not include cyberbullying incidents as they have been found to be separate from face-to-face bullying (Varjas et al., 2009). However, it is possible that a similar model using the same set of parameters (e.g., coping families, decision making process) could be developed to specifically address electronic peer-victimization. Future research is needed to explore such a model and how it could be used to help obtain additional information regarding coping with cyberbullying and potential means of prevention and intervention.

While the MMCB would be beneficial in conceptualizing coping with bullying, it can also inform how practitioners provide direct services to students. Applying the MMCB in determining these interventions would help take into consideration the students' thoughts (e.g., control, confidence) and his or her desired orientation (e.g., self, situation, problem-focused, emotion-focused). Assessing each of these variables in the MMCB would help identify the appropriate interventions for each particular student and what strategies he or she is confident in implementing. For example, if a student more often engages in emotion-focused, avoidant strategies they may benefit from interventions that focus on skill building, confidence, and problem-solving. A student

who engages in a lot of problem-solving but fails to attend to the negative emotions he or she is experiencing may need help in developing ways to express those emotions in order to alleviate them. Students who may be engaging in coping strategies that are ineffective would benefit from interventions designed to help them identify which form of coping would be best for them given the context of their situation (see Figure 1.1).

There are multiple ways in which research can begin to address these future directions. The MMCB provides a complex and systematic approach to conceptualizing coping with bullying, offering a variety of research worthy points through the coping process. Qualitative methodology would be beneficial in providing insight from students regarding the process identified by the MMCB and the identified families of coping. Interviewing, observing, examining artifacts (e.g., student drawings, writings), and providing open-ended questions would help students express their own thoughts and feelings regarding coping with bullying. Students opinions of the process of coping, feelings regarding certain coping strategies, and the effectiveness of those strategies in addressing bullying would allow researchers an understanding of coping with bullying through the eyes of those who experience the phenomena first hand. Questions regarding why certain strategies may be more effective, factors that may influence effectiveness or coping choice, successful adult interventions, and how students determine how to response to bullying would be beneficial in furthering research in this area.

In addition to qualitative methods, quantitative means of investigation could also be used to address research questions posed by the current paper. Quantitative data (e.g., rating scales, item choice) could be analyzed to provide statistical information regarding the relationship between coping with bullying and other factors, such as demographics or

symptomology (e.g., depression, anxiety). Using quantitative methods to examine these relationships would help connect coping to student outcomes and possible moderating and mediating variables. Additional methods, such as hierarchical linear modeling, could be used to examine potential coping differences in student subgroups that are nested within the population. Doing so would be beneficial in determining coping and the success of coping strategies given certain student contexts (e.g., school climate, SES, community support). Finally, qualitative and quantitative methods could be used in conjunction (i.e., mixed methods) in order to allow one methodology to inform and build upon another. This would provide a comprehensive view of coping with bullying to better inform the current understanding of coping with bullying and how to provide services to students involved with peer-victimization.

Conclusion

This paper reviewed the current literature regarding coping with bullying as well as relevant models of coping. The majority of articles focused on the Approach/Avoidant model while a few conceptualized coping strategies in terms of the Transactional Model. However, research has suggested that multidimensional models (as opposed to dichotomous categories) provided a more comprehensive understanding of coping styles as responding to stress entails multiple factors (Parris et al., 2012; Skinner et al., 2003). Therefore, the authors examined reported coping strategies in order to develop such a model for coping with bullying based on prior research. The investigation yielded a model with four constructs: problem-focused approach strategies, problem-focused avoidant strategies, emotion-focused approach strategies, and emotion-focused avoidant strategies. Emotion-focused strategies were differentiated based on the orientation of the

strategy (i.e., self vs. situation). Further, some reported coping strategies found in the literature (e.g., self-blame and wishful thinking) were not included in the proposed model as they were found to be thought process as opposed to attempts to cope. Future research will need to focus on validating this model and examining the relationship between the four coping families and various factors (e.g., student outcomes, school climate, student symptomology).

References

- Andreou, E. (2001). Bully/victim problems and their association with coping behaviour in conflictual peer interactions among school-age children. *Educational Psychology: An International Journal of Psychology, 21*, 59-66. doi: 10.1080/10443410125042.
- Bellmore, A., Chen, W., & Rischall, E. (2013). The reasons behind early adolescents' responses to peer victimization. *Journal of Youth Adolescence, 42*, 275-284. doi: 10.1007/s10964-012-9825-0.
- Berry, K., & Hunt, C. (2009). Evaluation of an intervention program for anxious adolescent boys who are bullied at school. *Journal of Adolescent Health, 45*, 376-382. doi:10.1016/j.jadohealth.2009.04.023.
- Bourke, S., & Burgam, I. (2010). Coping with bullying in Australian schools: How children with disabilities experience support from friends, parents, and teachers. *Disability & Society, 25*, 359-371. doi: 10.1080/09687591003701264.
- Camdeca, M., & Goosens, F. (2005). Aggression, social cognitions, anger and sadness in bullies and victims. *Journal of Child Psychology and Psychiatry, 46*, 186-197. doi: 10.1111/j.1469-7610.2004.00347.x.
- Causey, D., & Dubow, E. (1992). Development of a self-report coping measure for elementary school children. *Journal of Clinical Child Psychology, 21*, 47-59.
- Connor-Smith, J., Compas, B., Wadsworth, M., Thomsen, A., & Saltzman, H. (2000). Response to stress in adolescence: Measurement of coping and involuntary stress responses. *Journal of Consultation and Clinical Psychology, 68*, 976-992.
- Crick, N., & Grotpeter, J. (1995). Relational aggression, gender, and social-psychological

- adjustment. *Child Development*, *66*, 710-722. doi: 10.2307/1131945.
- Crum, A., Salovey, P., & Achor, S. (2013). Rethinking stress: The role of mindsets in determining the stress response. *Journal of Personality and Social Psychology*, *104*, 716-733. doi: 10.1037/a0031201.
- Csibi, S., & Csibi, M. (2011). Study of aggression related to coping, self-appreciation and social support among adolescents. *Nordic Psychology*, *63*, 35-55. doi: 10.1002/1901-2276/a000044.
- deLara, E. (2008). Developing a philosophy about bullying and sexual harassment: Cognitive coping strategies among high school students. *Journal of School Violence*, *7*, 72-96. doi: 10.1080/15388220801973862.
- Elledge, L., Cavell, T., Ogle, N., Malcolm, K., Newgent, R., & Faith, M. (2010). History of peer victimization and children's response to school bullying. *School Psychology Quarterly*, *25*, 129-141. doi: 10.1037/a0020313.
- Erath, S., Flanagan, K., & Bierman, K. (2007). Social anxiety and peer relations in early adolescence: Behavioral and cognitive factors. *Journal of Abnormal Child Psychology*, *35*, 405-416. Doi: 10.1007/s10802-007-9099-2.
- Flanagan, K., Hoek, K., Ranter, J., & Reich, H. (2012). The potential of forgiveness as a response for coping with negative peer experiences. *Journal of Adolescence*, *35*, 1215-1223. doi: 10.1016/j.adolescence.2012.04.004.
- Gamliel, T., Hoover, J., Daughtry, D., & Imbra, C. (2003). A qualitative investigation of bullying: The perspectives of fifth, sixth, and seventh graders in a USA parochial school. *School Psychology International*, *24*, 405-420. doi: 10.1177/01430343030244004.

- Garcia, C. (2010). Conceptualization and measurement of coping during adolescence: A review of the literature. *Journal of Nursing Scholarship, 42*, 166-185.
doi: 10.1111/j.1547-5069.2009.01327x.
- Garnesfski, N., Kraajj, V., & van Etten, M. (2005). Specificity of relations between adolescents' cognitive emotion regulation strategies and internalizing and externalizing psychopathology. *Journal of Adolescence, 28*, 619-631.
- Gini, G., & Pozzoli, T. (2009). Association between bullying and psychosomatic problems: A meta-analysis. *Pediatrics, 124*, 1059-1065. doi: 10.1542/peds20091633.
- Goodman, K., & Southam-Gerow, M. (2010). The regulation role of negative emotions in children's coping with peer rejection. *Child Psychiatry & Human Development, 41*, 515-534. doi: 10.1007/s10578-010-0185-2.
- Hampel, P., Manhal, S., & Hayer, T. (2009). Direct and relational bullying among children and adolescents: Coping and psychological adjustment. *School Psychology International, 30*, 474-490. doi: 10.1177/0143034309107066.
- Harper, B. (2012). Parents' and children's beliefs about peer victimization: Attributes, coping responses, and child adjustment. *The Journal of Early Adolescence, 32*, 387-413. doi: 10.1177/0272431610396089.
- Harper, C., Parris, L., Henrich, C., Varjas, K., & Meyers, J. (2012). Peer victimization and school safety: The role of coping effectiveness. *Journal of School Violence, 11*, 267-287. doi: 10.1080/15388220.2012.706876.
- Horowitz, M. (1976). *Stress response syndromes*. New York: Aronson.
- Houbre, B., Tarquinio, C., & Lanfranchi, J. (2010). Expression of self-concept and

- adjustment against repeated aggressions: The case of a longitudinal study on school bullying. *European Journal of Psychology and Education*, 25, 105-123. doi: 10.1007/s10212-009-0005-x.
- Hunter, S., & Borg, M. (2006). The influence of emotional reaction on help seeking by victims of school bullying. *Educational Psychology*, 26, 813-826. doi: 10.1080/01443410600941946.
- Hunter, S. C., & Boyle, J. M. E. (2004). Appraisal and coping strategy use in victims of school bullying. *British Journal of Educational Psychology*, 74(1), 83-107. doi: 10.1348/000709904322848833.
- Hunter, S. C., Boyle, J. M. E., & Warden, D. (2004). Help seeking amongst child and adolescent victims of peer-aggression and bullying: The influence of school-stage, gender, victimisation, appraisal, and emotion. *British Journal of Educational Psychology*, 74(3), 375-390. doi: 10.1348/0007099041552378.
- Hunter, S., Boyle, J., & Warden, D. (2007). Perceptions and correlates of peer victimization and bullying. *British Journal of Educational Psychology*, 77, 797-810. doi: 10.1348/000709906X171046.
- Kanetsuna, T., & Smith, P. (2002). Pupil insights into bullying and coping with bullying. *Journal of School Violence*, 1, 5-29. doi: 10.1300/J202v01n03_2.
- Kanetsuna, T., Smith, P., & Morita, Y. (2006). Coping with bullying at school: children's recommended strategies and attitudes to school-based interventions in England and Japan. *Aggressive Behavior*, 32, 570-580. doi: 10.1002/ab.20156.
- Kochenderfer, B., & Ladd, G. (1997). Victimized children's responses to peers' aggression: behaviors associated with reduced versus continued victimization.

Development and Psychopathology, 9, 59-73. doi: 10.1017/S0954579497001065.

- Kochenderfer-Ladd, B., & Pelletier, M. (2008). Teachers' views and beliefs about bullying: Influences on classroom management strategies and students' coping with peer victimization. *Journal of School Psychology*, 46, 431-453. doi: 10.1016/j.jsp.2007.07.005
- Kochenderfer-Ladd, B., & Skinner, K. (2002). Children's coping strategies: Moderators of the effects of peer victimization? *Developmental Psychology*, 38(2), 267-278. doi: 10.1037/0012-1649.38.2.267.
- Kochenderfer-Ladd, B. (2004). Peer victimization: The role of emotions in adaptive and maladaptive coping. *Social Development*, 13, 329-349. doi: 10.1111/j.1467-9507.2004.00271.x.
- Kristensen, S. M., & Smith, P. K. (2003). The use of coping strategies by Danish children classed as bullies, victims, bully/victims, and not involved, in response to different (hypothetical) types of bullying. *Scandinavian Journal of Psychology*, 44(5), 479-488. doi: 10.1046/j.1467-9450.2003.00369.x.
- Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal and coping*. New York, NY: Springer Verlag.
- Lazarus, R., & Folkman, S. (1987). Transactional theory and research on emotions and coping. *European Journal of Personality*, 1, 141-169. doi: 10.1002/per.2410010304.
- Lemstra, M., Nielsen, G., Rogers, M., Thompson, A., & Moraros, J. (2012). Risk indicators and outcomes associated with bullying in youth aged 9-15 years. *Canadian Journal of Public Health*, 103(1), 9-13.

- Lodge, J. (2006). Exploring the measurement and structure of children coping through the development of a short form of coping. *The Australian Educational and Developmental Psychologist*, 23, 35-45.
- Lodge, J., & Feldman, S. (2007). Avoidant coping as a mediator between appearance related victimization and self-esteem in young Australian adolescents. *British Journal of Developmental Psychology*, 25, 633-642. doi: 10.1348/026151007X185310.
- Lovegrove, E., & Rumsey, N. (2005). Ignoring it doesn't make it stop: Adolescents, appearance, and bullying. *Cleft Palate – Craniofacial Journal*, 42, 33-44.
- Marsh, H., Nagengast, B., Morin, A., Parada, R., Craven, R., & Hamilton, L. (2011). Construct validity of the multidimensional structure of bullying and victimization: An application of exploratory structural equation modeling. *Journal of Educational Psychology*, 103, 701-732. doi: 10.1037/a0024122.
- Martin, J., & Gillies, R. (2004). How adolescents cope with bullying. *Australian Journal of Guidance and Counseling*, 14, 195-210.
- Meyers-Adams, N., & Conner, B. (2008). School violence: Bullying behaviors and the psychosocial school environment in middle schools. *Children and Schools*, 30, 211-221. doi: 10.1093/cs/30.4.211.
- McMahon, E., Reulbach, U., Keeley, H., Perry, I., & Arensman, E. (2010). Bullying victimisation, self harm, and associated factors in Irish adolescent boys. *Social Science & Medicine*, 71, 1300-1307. doi: 10.1016/j.socscimed.2010.06.034.
- Murraray-Harvey, R., Skrzypeic, G., & Slee, P. (2012). Effective and ineffective coping with bullying strategies as assessed by informed professionals and their use by

victimised students. *Australian Journal of Guidance & Counselling*, 22, 122-138.
doi: 10.1017/jgc.2012.5.

Murray-Harvey, M., & Slee, P. (2007). Supportive and stressful relationships with teachers, peers, and family and their influence on students' social/emotional and academic experience of school. *Australian Journal of Guidance and Counseling*, 17, 126-147. doi: 10.1375/ajgc.17.2.126.

Mynard, H., & Joseph, S. (2000). Development of the multidimensional peer victimization scale. *Aggressive Behavior*, 26, 169-178. doi: 10.1002/(SICI)1098-2337(2000)26:2<169::AID-AB3>3.0.CO;2-A.

Nansel, T., Overpeck, M., Pilla, R., Ruan, W., Simons-Morton, B., & Scheidt, P. (2001). Bullying behaviors among US youth: Prevalence and Association with psychosocial adjustment. *Journal of American Medical Association*, 285, 2095-2100. doi:10.1001/jama.285.16.2094.

Naylor, P., Cowie, H., & Rey, R. (2001). Coping strategies of secondary school children in response to being bullied. *Child and Adolescent Mental Health*, 6, 114-120. doi: 10.1111/1475-3588.00333.

Newman, R., Murray, B., & Lussier, C. (2001). Confrontation with aggressive peers at school: Students' reluctance to seek help from the teacher. *Journal of Educational Psychology*, 93, 398-410. doi: 10.1037/0022-0663.93.2.398.

Olweus, D. (1993). *Bullying at school: what we know and what we can do*. Oxford, UK: Blackwell.

Olweus, D. (1994). Bullying at school: Long term outcomes for the victims and an effective school-based intervention program. In L. R. Huesmann (Ed), *Aggressive*

behavior: current perspectives (pp. 97-130). New York: Plenum.

- Parris, L., Varjas, K., Meyers, J., & Cutts, H. (2012). High school students' perceptions of cyberbullying. *Youth and Society, 44*, 282-304. doi: 10.1177/0044118X11398881.
- Paul, S., Smith, P., & Blumberg, H. (2012). Comparing student perceptions of coping strategies of coping strategies and school interventions in managing bullying and cyberbullying incidents. *Pastoral Care in Education: An International Journal of Personal, Social and Emotional Development, 30*, 127-146. doi: 10.1080/02643944.2012.679957.
- Phelps, C. (2001). Children's responses to overt and relational aggression. *Journal of Clinical Child Psychology, 30*, 240-252.
- Reijntjes, A., Kamphuis, J., Prinzie, P., Boelen, P., Schoot, M., & Telch, M. (2011). Prospective linkages between peer victimization and externalizing problems in children: A meta-analysis. *Aggressive Behavior, 37*, 215-222. Doi: 10.1002/ab.20374.
- Roland, E. (2002). Bullying, depressive symptoms and suicidal thoughts. *Educational Research, 44*(1): 55-67. doi: 10.1080/00131880110107351.
- Roth, S., & Cohen, L. J. (1986). Approach, avoidance, and coping with stress. *American Psychologist, 41*(7), 813-819. doi: 10.1037/0003-066x.41.7.813.
- Shelley, D., & Craig, W. (2010). Attributions and coping styles in reducing victimization. *Canadian Journal of School Psychology, 25*, 84-100. doi: 10.1177/0829573509357067.
- Singh, P., & Bussey, K. (2011). Peer victimization and psychological maladjustment: The

- Mediating role of coping self-efficacy. *Journal of Research on Adolescence*, 21, 420-422. doi: 10.1111/j.1532-7795.2010.00680.x.
- Singer, E. (2005). The strategies adopted by Dutch children with dyslexia to maintain their self-esteem when teased at school. *Journal of Learning Disabilities*, 38, 411-423.
- Shontz, E. C. (1975). *The psychological aspects of physical illness and disability*. New York:Macmillan.
- Skinner, E., Edge, K., Altman, J., & Sherwood, H. (2003). Searching for the structure of coping: A review and critique of category systems for classifying ways of coping. *Psychological Bulletin*, 129, 216-269. doi: 10.1037/00332909.129.2.216.
- Skrzypiec, G., Slee, P., Murray-Harvey, R., & Pereira, B. (2011). School bullying by one or more ways: Does it matter and how do students cope? *School Psychology International*, 32, 288-311. doi: 10.1177/0143043411402308.
- Smith, P., Talamelli, L., Cowie, H., Naylor, P., & Chauhan, P. (2004). Profiles of non victims, escaped victims, continuing victims and new victims of school bullying. *British Journal of Educational Psychology*, 74, 565-581. doi: 10.1348/0007099042376427.
- Smokowski, R., & Kopasz, K. (2005). Bullying school: An overview of types, effects, family characteristics, and intervention strategies. *Children and Schools*, 27, 101-110. doi: 10.1093/cs/27.2.101.
- Sontag, L. M., & Graber, J. A. (2010). Coping with perceived peer stress: Gender specific and common pathways to symptoms of psychopathology. *Developmental psychology*, 46(6), 1605-1620. doi:10.1037/a0020617.

- Sourander, A., Ronning, J., Brunstrein-Klomek, A., Gyllengerg, D., Kumpulainen, K., Niemela, S., . . . Almqvist, F. (2009). Childhood bullying behavior and later psychiatric hospital and psychopharmacologic treatment: Findings from the Finnish 1981 birth cohort study. *Archives of General Psychiatry*, *66*, 1005-1012. doi: 10.1001/archgenpsychiatry.2009.122.
- Spence, S., Young, A., Toon, C. & Bond, S. (2009). Longitudinal examination of the associations between emotional dysregulation, coping responses to peer provocation, and victimization in children. *Australian Journal of Psychology*, *61*, 145-155. doi: 10.1080/00049530802259076.
- Stanton, A., Danoff-Burg, S., Cameron, C., & Ellis, A. (1994). Coping through emotional approach: Problems of conceptualization and confounding. *Journal of Personality and Social Psychology*, *66*, 350-362. doi: 10.1037/0022-3514.66.2.350.
- Tenenbaum, L., Varjas, K., Meyers, J., & Parris, L. (2012). Coping with bullying: victims self-Reported coping strategies and perceived effectiveness. *School Psychology International*, *32*, 263-287. doi: 10.1177/0143043111402309.
- Terranova, A., Harris, J., Kavetski, M. & Oates, R. (2011). Responding to peer victimization: A sense of control matters. *Child Youth Care Forum*, *40*, 419-434. doi: 10.1007/s10566-011-9144-8.
- Terranova, A. (2009). Factors that influence children's responses to peer victimization. *Child Youth Care Forum*, *38*, 253-271. doi: 10.1007/s10566-009-9082-x.
- Tharp-Taylor, S., Haviland, A., & D'Amica, E. (2009). Victimization from mental and physical bullying and substance use in early adolescence. *Addictive Behaviors*, *34*, 561-567. doi: 10.1016/j.addbeh.2009.03.012.

- Topper, L., Castellanos-Ryan, N., Mackie, C., & Conrod, P. (2011). Adolescent bullying victimization and alcohol-related problem behavior mediated by coping drinking motives over a 12 month period. *Addictive Behaviors, 36*, 6-13. doi: 10.1016/j.addbeh.2010.08.016.
- Totura, W., Green, A., Karver, M., & Gesten, E. (2009). Multiple informants in the assessment of psychological, behavioral, and academic correlates of bullying and victimization in middle school. *Journal of Adolescence, 32*, 193-211. doi: 10.1016/j.adolescence.2008.04.005.
- Varjas, K., Henrich, C., & Meyers, J. (2009). Urban middle school students' perceptions of bullying, cyberbullying and school safety. *Journal of School Violence, 8*, 159-176. doi: 10.1080/15388220802074165.
- Visconti, K., & Troop-Gordon, W. (2010). Prospective relations between children's responses to peer victimization and their socioemotional adjustment. *Journal of Applied Developmental Psychology, 31*, 261-272. doi: 10.1016/j.appdev.2010.05.003.
- Waasdorp, T. E., & Bradshaw, C. P. (2011). Examining student responses to frequent bullying: A latent class approach. *Journal of educational psychology, 103*, 336-352. doi: 10.1037/a0022747.
- Waasdorp, T., Bagdi, A., & Bradshaw, C. (2010). Peer victimization among urban, predominantly African American youth: Coping with relational aggression between friends. *Journal of School Violence, 9*, 98-116. doi: 10.1080/15388220903341372.
- Wilton, M., Craig, W., & Pepler, D. (2000). Emotional regulation and display in

classroom victims of bullying: Characteristic expressions of affect, coping styles, and relevant contextual factors. *Social Development, 9*, 226-245.

Wang, J., Iannotti, R., & Nansel, T. (2009). School bullying among adolescents in the United States: Physical, verbal, relational, and cyber. *Journal of Adolescent Health, 45*, 368-375. doi: 10.1016/j.jadohealth.2009.03.021

Zwierzynska, K., Wolke, D., & Lereya, T. (2013). Peer victimization in childhood and internalizing problems in adolescence: A prospective longitudinal study. *Journal of Abnormal Child Psychology, 41*, 309-323. doi: 10.1007/s10802-012-9678-8.

CHAPTER 2

COPING WITH BULLYING: THE ROLE OF VICTIMIZATION, BULLYING,
CONTROL, AND SELF-RELIANCE

Bullying has been defined as occurring when a more socially or physically powerful student engages in intentional and repeated behaviors towards another in order to create distress or to humiliate (Nansel et al., 2001; Naylor, Cowie, & del Rey, 2001; Olweus, 1994). These types of behaviors have been described as physical (e.g., hitting, kicking), verbal (e.g., name calling), or relational (e.g., spreading rumors) bullying (Nansel et al., 2001; Meyers-Adams & Conner, 2008; Olweus, 1993; Smokowski & Kopasz, 2005). A fourth form of peer-victimization called cyberbullying has also been identified. However, Varjas, Henrich, and Meyers (2009) reported that cyber bullying represented a distinct phenomenon separate from the more traditional forms of face to face bullying (i.e., physical, verbal, relational). Researchers have suggested that approximately 40-50% of students were involved with one of the types of bullying, either as a victim or a perpetrator (Idsoe, Dyregrov, & Idsoe, 2012; Seals & Young, 2003). Sawyer, Bradshaw, and O'Brennan (2008) found that 20-30% of school-aged children reported frequent victimization. Further, 10-18% of students have reported being perpetrators of bullying, 11-13% identified as victims, and 1-13% as both perpetrators and victims of bullying (Carlyle & Steinman, 2007; Lovegrove, Henry, & Slater, 2012; Scheithauer, Hayer, Patermann, & Jugart, 2006; Seals & Young, 2003).

Detrimental effects of both victimization and perpetration of bullying have been well documented. Victims of bullying have reported more substance abuse, greater fear at school, and increased rates of depression when compared to non-victim peers (Kochenderfer-Ladd, 2004; Kochenderfer-Ladd & Skinner, 2002; Totura, Green, Karver,

& Gesten, 2009; Roland, 2002). It has been found that both victims and bullies have increased difficulties in school, such as behavior problems, low academic performance, peer rejection, and isolation (Crick & Grotpeter, 1995; Totura et al., 2009). Because of these negative consequences, it is important for researchers and practitioners to find ways to help students cope with peer-victimization. The purpose of the current study is to explore how children cope with bullying, as well as the relationship between coping and other variables such as student outcomes, demographic variables, and feelings of control and confidence.

Current Models of Coping

Coping for the purpose of this paper is defined as the intentional effort to overcome adversity, either by attending to the emotional consequences or attempting to reduce the stressor or prevent it from occurring again (Lazarus & Folkman, 1984). There are two main models of coping that were influential in conceptualizing coping for the current investigation. The first, the Transactional Model, included both emotion-focused (e.g., tension-reduction, cognitive reframing) and problem-focused coping (e.g., conflict resolution, problem-solving) as part of an appraisal process (Lazarus & Folkman, 1984). This process involved determining the severity of the stressor followed by assessing available resources, feelings of confidence, and how much control one has regarding the situation (Lazarus & Folkman, 1984).

The second model was Roth & Cohen's (1984) Approach/Avoidant model. This model described coping in terms of its orientation, either towards or away from the stressor (Roth & Cohen, 1986). Approach strategies were those that directly addressed the stressor, such as problem-solving, tension-reduction, and revenge seeking. In contrast,

avoidant strategies were ways in which the individual tried to negate or elude the stressor or their emotions (Roth & Cohen, 1986). Examples of avoidant strategies included cognitive distancing and physically staying away from the stressor. Both the Transactional Model (Lazarus & Folkman, 1984) and the Approach/Avoidant Model (Roth & Cohen, 1986) have been utilized when investigating coping with bullying.

A model specific to coping with bullying has been proposed, the Multidimensional Model of Coping with Bullying (MMCB; Parris, *in development*). The MMCB included both the problem/emotion-focused and approach/avoidant descriptions of coping. This model considered strategies based on their focus and orientation as opposed to using only one of these distinctions. The MMCB presented problem-focused coping as being either approach (e.g., problem-solving) or avoidant (e.g., physical distancing) in nature (Parris, *in development*). Emotion-focused strategies were separated similarly with some being approach and others avoidant (Parris, *in development*). Emotion-focused and avoidant strategies were ways in which a person may try to separate oneself from negative emotions, such as cognitive distancing. Emotion-focused and approach strategies were further divided based on the target of the strategy, either inward (e.g., self-soothing) or outward (e.g., yelling, hitting).

Coping with Bullying

Researchers have identified several coping strategies that victims have utilized to address bullying (e.g., Andreou, 2001; Bellmore, Chen, & Rischall, 2013; Kochenderfer-Ladd, 2004; Tenenbaum, Varjas, Meyers, & Parris, 2012). A strategy commonly reported by students was seeking support, such as advice or encouragement, from parents, teachers, or friends (Andreou, 2001; Bellmore et al., 2013, Kochenderfer-Ladd &

Pelletier, 2008; Harper, 2012). Additional strategies for coping with bullying included problem solving (e.g., making a plan), tension reduction (e.g., yelling, self-soothing), distancing (e.g., ignoring, walking away), cognitive restructuring (e.g., focusing on the positive), and internalizing behaviors such as self-blame (Bellmore et al., 2013; Hampel, Manhal, & Hayer, 2009; Kanetsuna & Smith, 2002; Murray-Harvey, Skrzypeic, & Slee, 2012; Tenenbaum et al., 2012).

Victims who engaged in problem solving strategies, such as conflict resolution, were found to experience decreased victimization while those who retaliated or exhibited externalizing behaviors (e.g., yelling, hitting) experienced increased bullying (Kochenderfer-Ladd, 2004). Kochenderfer-Ladd and Skinner (2002) found that problem solving strategies were associated with greater adjustment for less frequently victimized students, but these strategies had the opposite effect for frequently victimized children. Kochenderfer-Ladd and Skinner (2002) also found that students who experienced bullying more often and utilized distancing and externalizing strategies reported elevated feelings of depression and anxiety when compared to students who used the same strategies in response to intermittent bullying. These findings suggested that the association between the use of certain coping strategies and student outcomes (e.g., depression, anxiety) may vary based on the amount of victimization the student experiences.

In addition to levels of victimization, there are demographic characteristics that may influence student coping with bullying. Student gender, age, and ethnicity have been found to be associated with bullying experiences, suggesting potential differences in how students cope with those experiences. Further, researchers have indicated that a person's

perception of how much control they have in the situation as well as their confidence that they can use coping resources affects which strategies they choose to use (e.g., Hunter & Boyle, 2004; Lazarus & Folkman, 1984). Differences in victimization and coping based on these variables are described in the following sections.

Gender

Studies have investigated gender differences in the types of bullying experienced by students. To date information regarding how boys and girls may experience victimization has been mixed. Girls have been found to more often report being a victim of bullying (regardless of type) when compared to boys (Ozer, Totan, & Atik, 2011; Scheithauer et al., 2006; Seals & Young, 2003). However, a lack of gender differences in bullying experiences was reported by other studies (Monks & Smith, 2006; Russell, Kraus, & Cecchenni, 2010). When studies have examined student involvement based on type, girls have been found to be more likely to experience relational victimization than boys (e.g., Dukes, Stein, & Zane, 2010). Researchers have indicated that boys were more likely to be the victim of physical bullying than girls (Carbone-Lopez, Esbensen, & Brick, 2010; Dukes et al., 2010; Scheithauer et al., 2006; Siyahhan, Aricak, & Cayirdag-Akar, 2012), whereas others have found no gender differences in physical victimization (Russell et al., 2010; Woods, Hall, Dautenhahan, & Wolke, 2007). Additional research is needed to further examine the relationships between gender and student involvement in bullying.

When addressing bullying, researchers have indicated that girls reported seeking social support more often than boys (Hunter, Boyle, & Warden, 2004; Kochenderfer-Ladd & Skinner, 2002). Further, female participants who reported seeking support were

found to have lower levels of social stress while utilizing such strategies was found to be associated with lower peer preference for boys (Kochenderfer-Ladd & Skinner, 2002). This suggested that not only do boys and girls cope differently, but the social consequences for the use of certain strategies may be different as well (Kochenderfer-Ladd & Skinner 2002; Sontag & Graber, 2010). Although not reported specific to bullying, research on coping with general stress has suggested additional gender differences that may exist. For example, girls have been found to engage in problem-solving (Calvete, Camara, Estevez, & Villardon, 2011; Eschenbeck, Kohlmann, & Lohaus, 2007; Sontag & Graber, 2010) more often than boys in response to general stress. Further research is needed to determine if similar differences exist for coping with bullying.

Age

When examining differences in bullying experiences based on age, research findings have been mixed. Some researchers have concluded that bullying behaviors decrease as students grow older (Nansel et al., 2011; Wang Iannotti, & Nansel, 2009). Caravita and Cillessen (2012) reported that this decrease in bullying may be due to changes in how students view bullying as they age. The authors reported that older students (7th and 8th graders) preferred peers who demonstrated a desire for positive relationships. In contrast, younger students (4th and 5th graders) were more likely to report liking a classmate that exerted personal power (i.e., bullying). The authors concluded that these differences may indicate that bullying is deemed more socially acceptable in younger students, thereby resulting in a decrease in bullying behaviors as students progress through grade levels.

In contrast, some findings have suggested that bullying occurs more often in middle school (6th-8th graders) when compared to elementary students (e.g., Dukes et al., 2010, Scheithauser et al., 2006). Guerra, Williams, and Sedek (2011) conducted small group focus interviews with elementary and middle school students. The researchers found that younger students were more likely to describe bullying as being very negative while older students reported that bullying could be enjoyable to watch. These findings were supported by quantitative studies concluding that middle school students rated bullying as less serious or hurtful when compared to elementary school students (Russell et al., 2010). Given that research has been mixed regarding age differences, further investigation is required to provide clarity regarding students' involvement in bullying.

When examining coping differences based on age, research on general coping has found that children engage in more sophisticated and self-dependent forms of coping as they grew older (Zimmer-Gembeck & Skinner, 2011). For example, Eschenbeck et al. (2007) investigated coping in response to social stress with third through eighth grade students. The authors found that older students (i.e., 7th-8th graders) reported more problem-focused coping and less avoidance when compared to students in grades three and four (Eschenbeck et al., 2007). This may be in part related to research which has suggested that as students age they begin to handle stress on their own as opposed to relying on others (Zimmer-Gembeck & Skinner, 2011). Research specific to coping with bullying has indicated that this may be true for victims of bullying, as elementary aged children were more likely to seek support from others when compared to middle school students (Hunter et al., 2004). Additional research that focuses on the relationship

between development and coping with bullying is needed to provide additional evidence of differences based on age.

Ethnicity

Students have indicated some differences in how students from different cultures and ethnicities may experience bullying. African American students (Lovegrove et al., 2012; Carlyle & Steinman, 2007) and Native Americans (Carlyle & Steinman, 2007) have been found to self-identify as bullies more often than students of other ethnicities (i.e., White, Asian). Sawyer et al. (2008) reported that African American youth, particularly females, were less likely to report being a victim than white students. However, when the same students were provided a survey which included behaviors of bullying and victimization without using the words “bullying” or providing a definition of peer-victimization, African American students were more likely than their peers to report being victims of behaviors that constitute bullying (Sawyer et al., 2008). Sawyer et al. (2008) concluded that when compared to other ethnic groups, African American students were more likely to experience victimization but less likely to identify or label themselves as being victims. This distinction is potentially relevant to coping with bullying as identifying oneself as a victim of bullying (or not) may influence how the student attempts to cope when they experience bullying behaviors. Further, it has been found that African American students not only were at greater risk for victimization but also reported less potential protective factors (e.g., adult supervision, empathy from others) than students of other ethnicities (Low & Espelage, 2013). However, additional research has suggested that there were no differences in reported bullying or victimization based on students’ ethnicity (Carbone-Lopez et al., 2010).

While there have not been studies on differences in coping with bullying based on ethnicity, researchers in other areas have investigated the impact of culture on coping. Specifically, researchers have demonstrated that differences in coping were often related to the collective versus individualistic nature of the individual's culture. Students from a collective culture, usually identified as East/Asian cultures, less often reported expressing emotions and seeking emotional support from others (Matsunaga, 2010; Seiffge-Krenke et al., 2012). In contrast, students from an individualist culture (i.e., Western), were more likely to endorse the use of emotional support from others (Matsunaga, 2010; Seiffge-Krenke et al., 2012). When comparing minority groups within the United States, Lee, Soto, Swim, and Berstein (2012) found that African Americans were more likely to engage in confrontive coping (e.g., standing up for self) when experiencing racism when compared to Asian Americans, who were more likely to disengage from the situation. While these studies were not specific to bullying, they do provide information regarding how students respond to social stress. However, additional research is needed regarding the possible differences in how students from different ethnic groups may cope with bullying.

Control and Competency

In their model of general coping, Lazarus and Folkman (1984) postulated that a person engages in an appraisal process when determining how to respond to stress. These appraisals included evaluating how much control one has in the situation. This would suggest that student perceptions of their control regarding bullying may influence how they cope. Hunter et al. (2004) reported students who did not believe that they had control in bullying situations were more likely to report wishful thinking (e.g., wishing

things were different, fantasizing the bullying stopped) as opposed to students with more perceived control (Hunter & Boyle, 2004). Hunter and Boyle (2004) also reported that the use of avoidant strategies was not associated with feelings of control. In contrast, Terranova, Harris, Kavetski, and Oates (2011) found that students who felt more control were less likely to utilize avoidant strategies and more likely to seek social support than students who felt they did not have control in bullying situations.

Researchers have found that feelings of control also influenced the use of retaliation or physical aggression as a means of coping with victimization. Children who lacked peer support and reported high perceptions of control were more likely to engage in externalizing coping behaviors (e.g., retaliation) when compared to participants with a lower sense of control (Terranova et al., 2011). Further, Marsh et al. (2011) found that perpetrators more often than victims reported feeling that others were in control as opposed to feeling a more internal locus of control. The authors stated that bullying may be “attempts to regain control over environments perceived as uncontrollable” (pg. 714). These findings suggested that students may be more likely to respond to bullying with externalizing behaviors when they do not feel that they have control over what is happening to them. The differences in perceptions of control may be important in understanding why students’ coping with bullying may vary for individual students.

In addition to control, Lazarus and Folkman (1984) stated that a person’s confidence in their ability to implement coping strategies would determine their response to stress. For example, students who are less confident in their ability to implement problem-solving strategies would be more likely to engage in strategies that do not require direct action (e.g., distancing) when compared to students with more confidence.

However, confidence in problem-solving, or self-reliance, has not been investigated in relation to coping with bullying. Research is required in order to determine the relationships between self-reliance and coping with bullying.

Rationale for Study

The purpose of the current study was to investigate identified gaps in the current literature regarding coping with bullying. These gaps included limited or mixed findings regarding the relationship between demographic variables (gender, age, ethnicity) and coping with bullying. Further, it is possible that these variables moderate the relationship between student involvement in bullying (i.e., victimization, bullying) and coping strategy usage. An additional gap was the limited research regarding the influence that feelings of control and self-reliance may have on student's coping choice. The Coping with Bullying Scale for Children (CBSC; Parris, Varjas, Meyers, & Henrich, 2011) was informed by the Multidimensional Model of Coping with Bullying (MMCB; Parris, *in development*) and was created in order to examine these gaps in research. The research questions for the current study were: 1) What is the factor structure of the CBSC and does that structure align with the framework of the MMCB? 2) Does the CBSC meet criterion-based validity by predicting coping outcomes (e.g., depression, anxiety) consistent with previous literature (e.g., Kochenderfer-Ladd, 2004; Kochenderfer-Ladd & Skinner, 2002), 3) Do student's levels of victimization and engagement in bullying influence their choice to engage in certain forms of coping and are those relationships moderated by demographic variables (i.e., gender, age, ethnicity), and 4) What are the relationships for student perceptions of control and self-reliance with their reported use of coping strategies?

While the CBSC (Parris et al., 2011) was informed by MIMIC (Parris, *in development*), research question one is exploratory and therefore there were no hypotheses regarding the factor structure of the scale. The hypothesis for research question two was that externalizing and cognitive distancing would be associated with higher rates of depression, anxiety, and social stress based on findings from Kochenderfer-Ladd & Skinner (2002) and Kochenderfer-Ladd (2004).

Regarding the third research question, it was hypothesized that students who reported frequent victimization would report using more emotion-focused – avoidant strategies than perpetrators based on findings that victims who engage in more direct coping strategies experienced greater distress (Roth & Cohen, 1986; Kochenderfer-Ladd, 2004). It also was hypothesized that perpetrators of bullying would report more emotion-focused – approach-situation (i.e., externalizing) strategies when compared to other types of coping (Marsh et al., 2011). Regarding the moderating effects of age, gender, and ethnicity, it was hypothesized that older students who experienced victimization more often would engage in more problem-focused strategies while younger victims will report using more social support compared to other strategies (Eschenbeck et al., 2007; Hunter et al., 2004). It was hypothesized that female participants experiencing victimization would report using seeking social support strategies more often than males (Eschenbeck et al., 2007; Hunter et al., 2004).

The hypothesis for the fourth research questions was that students who reported using problem-focused strategies, and emotion-focused – self (i.e., self-soothing) would have a higher internal locus of control (Hunter & Boyle, 2004; Marsh et al., 2011). Further, research has suggested that children who were more confident in their ability to

solve problems on their own (i.e., self-reliance) would engage in more problem-solving strategies (Zimmer-Gembeck & Skinner, 2011). Therefore, it was hypothesized that students reporting a greater perception of self-reliance would report engaging in more problem-solving as compared to other coping strategies.

Methods

Context

Data were collected in one elementary school and one middle school located in a southeastern urban school district in the spring of 2012. The school district included kindergarten through 12th grade with a total enrollment of 3,346 students. Demographics for the 2011-2012 school year included 58% white, 30% black, 7.5% multi-racial, and 4.5% of students identified as “other”. Approximately 25% of the students received free or reduced lunch. The school district participated in a large research project funded by a five year grant. The grant focused on investigating various aspects of bullying in these two schools and included evaluating the effectiveness of a psychoeducational curriculum for intervening with victims, conducting school-wide needs assessments, and delivering presentations to faculty and parents. Data for this study were obtained during year three of the grant as part of the pre-intervention screening process for identifying victims to participate in the research.

Participants

Participants were recruited through the use of announcements in school online newsletters and letters explaining the purpose of the study that were sent home with every student. Active consent was used; that is, in order to complete the surveys students had to have a returned signed parental/guardian consent. Assent from each participant also was

Table 3

Participant descriptive frequencies for each demographic variable.

Grade	Total	Male	Female	White	Black	Bi-Racial	Other
4 th Grade	140 (25.4%)	64 (45.7%)	76 (54.3%)	86 (61.4%)	30 (21.4%)	4 (2.9%)	20 (14.2%)
5 th Grade	121 (22%)	40 (33.1%)	81 (66.9%)	65 (53.7%)	41 (33.9%)	6 (5%)	9 (7.5%)
6 th Grade	103 (18.7%)	41 (39.8%)	62 (60.2%)	56 (54.4%)	25 (24.3%)	10 (9.7%)	12 (11.6%)
7 th Grade	79 (14.3%)	33 (41.8%)	46 (58.2%)	53 (67.1%)	18 (22.8)	5 (6.3%)	3 (3.9%)
8 th Grade	108 (19.6%)	47 (43.5%)	61 (56.5%)	65 (60.2%)	28 (25.9%)	10 (9.3%)	5 (4.6%)
Total	551	225 (40.8%)	326 (59.2%)	325 (59%)	142 (25.2%)	35 (6.4%)	49 (.08%)

obtained. There were 551 participants with 261 (47.4%) students from the elementary school and 290 (52.6%) from the middle school (see Table 3). The middle school sample consisted of 121 (41.7%) males and 169 females (58.3%). The sample included 103 (35.5%) sixth, 79 (27.2%) seventh, and 108 (17.2%) eighth graders. Of the 290 middle school students, 174 (60%) identified as white, 71 (24.5%) as black, 25 (8.6%) as bi-racial, and 23 (6.9%) as “other”. Of the 261 participants from the elementary school, 104 (39.8%) were male and 157 (60.2%) were female with 140 (53.6%) in fourth grade and 121 (46.4%) in fifth grade. The elementary school sample consisted of 151 (57.9%) white, 71 (27.2%) black, and 10 (3.8%) biracial students, with 29 (11%) identifying as “other”.

Instruments

Student Survey of Bullying Behavior – Revised 2 (SSBB-R2). The SSBB-R2 was developed by Varjas, Henrich, and Meyers (2008) in order to investigate student

involvement in bullying behaviors. While the survey assessed many aspects of bullying within the school settings (e.g., bystander reactions, cyberbullying, school safety), the current study focused on two subscales of the survey: victimization and bullying. The SSBB-R2 (Varjas et al., 2008) included 12 items regarding how often a student was the target of bullying (see Table 4). Students were provided the prompt “How often in the past couple of months have older, bigger, more popular, or more powerful kids picked on you by...” followed by items focused on physical, verbal, and relational forms of bullying (see Table 4). Students responded to each item based on a 4-point Likert scale from 0 (*not at all*) to 3 (*once a week or more*). In order to examine how often each student had engaged in bullying behaviors, the prompt “How often in the past couple of months have YOU picked on younger, smaller, less popular, or less powerful kids by . . .” followed by the same 12 items used to assess bullying behaviors (see Table 5). The same 4-point Likert scale was used for these items as well. Both scales had adequate reliability: the bullying subscale had a Cronbach’s alpha of .86 and the victimization subscale had an alpha of .93 (Field, 2009). Means and standard deviations for both subscales can be found in Table 6.

Coping with Bullying Scale for Children (CBSC). The CBSC (Parris et al., 2011) was developed in order to examine coping with bullying. It included the prompt “When you are picked on, how often do you...?” (see Table 7). Participants rated how often they used each coping strategy in response to bullying on a 4-point Likert scale that ranged from 0 (*never*) to 3 (*almost always*) (see Table 7). The scale was developed using both qualitative and quantitative methods and included a preliminary version that was adjusted and expanded to create the final measure. The development of the initial

Table 4

Victimization subscale of the SSBB-R2.

	How often in the past couple of months have older, bigger, more popular, or more powerful kids picked on you by	Not at All	Just once or twice	2-3 times a month	Once a week or more
1.	hitting or kicking you	0	1	2	3
2.	pushing you	0	1	2	3
3.	saying mean things to you	0	1	2	3
4.	spreading rumors about you	0	1	2	3
5.	threatening you	0	1	2	3
6.	taking things away from you	0	1	2	3
7.	teasing you	0	1	2	3
8.	ignoring you	0	1	2	3
9.	trying to turn friends against you	0	1	2	3
10.	leaving you out	0	1	2	3
11.	making faces at you	0	1	2	3
12.	calling you names	0	1	2	3

Table 5

Bullying subscale of the SSBB-R2.

	How often in the past couple of months have YOU picked on younger, smaller, less popular, or less powerful kids by ...	Not at All	Just once or twice	2-3 times a month	Once a week or more
14.	hitting or kicking them	0	1	2	3
15.	pushing them	0	1	2	3
16.	saying mean things to them	0	1	2	3
17.	spreading rumors about them	0	1	2	3
18.	threatening them	0	1	2	3
19.	taking things from them	0	1	2	3
20.	teasing them	0	1	2	3
21.	ignoring them	0	1	2	3
22.	trying to turn friends against them	0	1	2	3
23.	leaving them out	0	1	2	3
24.	making faces at them	0	1	2	3
25.	calling them names	0	1	2	3

Table 6

Descriptive information for the SSBB – R2 and BASC-2.

Scale	Mean	Standard Deviation
Student Survey of Bullying Behavior – Revised 2 ^a		
Victimization	6.09	7.29
Bullying	1.76	3.52
Behavior Assessment System for Children, 2 nd Edition ^b		
Depression	4.79	5.37
Anxiety	11.57	7.41
Social Stress	5.67	5.04
Locus of Control	5.67	4.71
Self-Reliance	15.37	3.85

^a Scores on the SSBB-R2 range from 0 to 36.

^b Raw scores are reported for depression (0-36), anxiety (0-39), social stress (0-30), locus of control (0-27) and self-reliance (0-24).

scale and subsequent adaptations to create the CBSC will be described in the following sections.

Preliminary Scale. The initial scale was developed based on qualitative interviews with victims in a focus group format (Tenenbaum et al., 2012) in order to ensure that each item was in the language that students use when discussing bullying. Tenenbaum et al. (2012) found that participants reported strategies that fell into eight categories: self-defense, stand up to the bully, seeking social support, distancing, internalizing, tension-reduction/externalizing, focus on the positive, and self-blame. For the purpose of the scale development, the group of tension-reduction/externalizing strategies were separated based on those that were externalizing (e.g., hitting, yelling) and those that were self-soothing (e.g., counting to ten). This created nine coping categories from which three items were developed based on victim quotes regarding each coping group. This resulted in a total of 27 items.

Table 7

The Coping with Bullying Scale for Children (CBSC).

	When YOU are picked on, how often <u>DO</u> <u>YOU</u>...?	Almost Never	Sometimes	Often	Almost Always
1.	take deep breaths.....	0	1	2	3
2.	try to find a way to make the bully stop.....	0	1	2	3
3.	yell at the bully.....	0	1	2	3
4.	think of ways to solve the problem.....	0	1	2	3
5.	think you deserve it.....	0	1	2	3
6.	pretend you don't care.....	0	1	2	3
7.	avoid areas the bully goes to.....	0	1	2	3
8.	try to forget about it.....	0	1	2	3
9.	tell your parents.....	0	1	2	3
10.	think it's because of something you did.....	0	1	2	3
11.	lose your temper.....	0	1	2	3
12.	stay near adults so the bully won't bully you.....	0	1	2	3
13.	talk about how you feel with friends or family.....	0	1	2	3
14.	say something mean to the bully.....	0	1	2	3
15.	ignore the situation.....	0	1	2	3
16.	bully the person back.....	0	1	2	3
17.	go to a quiet place to calm down.....	0	1	2	3
18.	think it's not that bad.....	0	1	2	3
19.	physically attack the bully.....	0	1	2	3
20.	ignore the bully so he/she stops bullying you.....	0	1	2	3
21.	tell the teacher.....	0	1	2	3
22.	keep friends near you to keep the bully away.....	0	1	2	3
23.	make a plan of what to do about it.....	0	1	2	3
24.	blame yourself for what happened.....	0	1	2	3
25.	think about positive things in your life.....	0	1	2	3
26.	think it's your fault... ..	0	1	2	3
27.	walk away from the bully so he/she stops.....	0	1	2	3
28.	keep it to yourself and not tell anyone.....	0	1	2	3
29.	count to 10.....	0	1	2	3
30.	think you should have done something to stop it...	0	1	2	3

The preliminary scale was administered to 509 middle school students (6th-8th grade) as part of a needs assessment to assist a partner school district in examining bullying in its schools. An exploratory factor analysis was conducted and items that did not have loadings above .5 or that did not conceptually fit with other items in the factor were removed (Field, 2009). For example, wishful thinking items were removed as they loaded with other items such as “I cry” that were not conceptually similar and the factor had an alpha lower than .7, the standard that was set for determining adequate reliability (Field, 2009). Results from the initial exploratory factor analysis resulted in factors that were considered constructive (problem-solving, self-soothing, seeking support), externalizing, cognitive distancing, and self-blame.

Final Scale. In developing the final scale, information was gathered from a literature review regarding coping with bullying and the subsequently developed Multidimensional Model of Coping with Bullying (Parris, *in development*). This information led to the addition of physical distancing strategies that were not included in the preliminary scale. Examples of physical distancing strategies included avoiding areas the bully goes to, avoiding certain areas of the school, or staying near adults to keep the bully away. Additionally, items that had been considered problem-solving, self-soothing, or seeking support loaded together on the constructive factor. These items were adjusted in an attempt to distinguish these forms of coping from one another. For example, more detail was added to items involving seeking social support to indicate whether or not the student was seeking advice (i.e., problem-solving) or focusing on their emotions by venting feelings (e.g., “tell the teacher” vs. “talk about how you feel with friends or family”). The final scale consisted of thirty items with five items from category of coping

from the MMCB (Parris, *in development*): problem-solving, physical distancing, cognitive distancing, cognitive approach (e.g., reframing, self-blame), and externalizing strategies.

Behavior Assessment System for Children, 2nd Edition (BASC-2). The BASC-2 was developed by Reynolds and Kamphaus (2004) and provided information for students across multiple domains. For this particular study, only the child (ages 6-11) and adolescent (ages 12-21) self-report questionnaires were administered. Students answered questions regarding how they think and feel in two different formats. The first set of questions required a simple “True” and “False” answer response. The second format included a 4-point scale that included “never”, “sometimes”, “often”, and “almost always” to describe how often the student experienced the item, such as “I feel sad” (Reynolds & Kamphaus, 2004).

In order to help determine the criterion validity (research question two) of the Coping with Bullying Scale for Children, the BASC-2 (Reynolds & Kamphaus, 2004) Subscales were included based on previous research (Kochenderfer-Ladd & Skinner, 2002) which has established their relationship with certain coping strategies (e.g., problem-focused, distancing). Included subscales were *Depression*, *Anxiety*, and *Social Stress*. The *Depression* subscale included 12 items and focused on feelings of sadness and hopelessness while the *Anxiety* subscale assessed students’ indicated level of worry on 13 items. The *Social Stress* subscale consisted of 10 items and measured students’ perceptions of the interpersonal relationships and included items such as “Other kids hate to be around me”. The *Depression* subscale had a Cronbach alpha of .88, *Anxiety* an alpha of .86, and *Social Stress* had an alpha of .85 (Reynolds & Kamphaus, 2004),

indicating adequate reliability (Fields, 2009). Means and standard deviations for each subscale can be found in Table 6.

The fourth research question examined the relationship between students' feelings of control and self-reliance and their reported coping strategies. Therefore, the BASC-2 (Reynolds & Kamphaus, 2004) subscale *Locus of Control* was included in data analysis. The *Locus of Control* subscale included 9 items and assessed whether or not the student felt that he or she was in control of what happens to them. Examples of *Locus of Control* items included "I am blamed for things I did not do" and "Things go wrong for me even when I try hard". The *Locus of Control* subscale has a Cronbach alpha of .81 (Reynolds & Kamphaus, 2004), indicating adequate reliability (Field, 2009). The subscale *Self-Reliance* was included in order to assess students' confidence in problem-solving and being able to handle stress on their own such. There were eight items which included "I am good at making decisions" and "I can make decisions on my own". The *Self-Reliance* subscale had a Cronbach alpha of .68 (Reynolds & Kamphaus, 2004). Means and standard deviations for each subscale can be found in Table 6.

Procedures

Surveys were administered during the spring of 2012. A graduate research assistant (GRA) was designated as the site coordinator for each target school. These site coordinators worked with their assigned school to determine the most appropriate method of survey administration. Because collection methods varied based on the target school's preference, the procedures for how data was obtained from each target school is described separately. All procedures were approved by the Institutional Review Board at both the school district and university.

Elementary School. At the elementary school, data were collected during designated times each day during a two week period. These times included morning and afternoon sessions when the cafeteria was not being used. Students were brought to the cafeteria and typically students from three classrooms were given the survey at one time. Participants were provided a lap top which was already set to display the surveys using PsychData, an online system for data collection and storage. The assent was presented on each screen and read to each group of students aloud. Students were then asked to indicate whether or not they were willing to participate by clicking “yes” or “no” on the computer. Students who indicated that they did not wish to participate were escorted by a graduate research assistant back to their class. Children who agreed to complete the surveys were then instructed to listen as a graduate research assistant read the instructions aloud. The GRA then read each item from the surveys aloud while the participants followed along and answered each question. On average, six GRAs were present at each administration to monitor student progress and answer questions.

The computer portion included the SSBB-R2 (Varas et al., 2008) and the CBSC (Parris et al., 2011). Once students were done with these computer-based surveys they were provided the age appropriate BASC-2 (Reynolds & Kamphaus, 2004) in paper-pencil form and a GRA read the instructions and each item to the group. Participants were told they could go ahead of the person reading if they wanted or they could follow along. When this survey was complete, each BASC-2 (Reynolds & Kamphaus, 2004) was reviewed to determine how students responded to critical items (i.e., items indicating thoughts of self-harm, hearing voices, etc.). If a student responded “sometimes”, “often”, or “almost always” to any of these critical items, a graduate research assistant queried the

student in an one-on-one format to assess the student's emotional state and if a referral to mental health services was required. The average completion time for the elementary students was 30-45 minutes.

Middle School. Data were obtained at the middle school on days negotiated with the school administrators over a two week period. Students were not pulled during their academic classes at the request of the school. Instead they were pulled during classes known as "specials" (e.g., art, music, PE). Each day of data collection focused on one grade level. The second week was used to test students who were not present the week before and were not separated by grade. Administration took place in two computer labs. Because sixth grade included both 11 and 12 year old students, participants had to be divided based on age in order to ensure they were provided the appropriate BASC-2 (Reynolds & Kamphaus, 2004) form. Students who were 11 or younger were tested in the first computer lab while those 12 and older tested in the second. For grades seven and eight this was not necessary; however, ages were checked to ensure each student was provided the age-appropriate form.

Students who were brought to the computer labs were instructed to choose a computer. Each computer was already set to display the SSBB-R2 (Varjas et al., 2008) and the CBSC (Parris et al., 2011) using PsychData. The assent was provided on the screen and read aloud by a GRA. Students who did not wish to participate were given a pass back to class. The remaining students were then instructed to read the instructions and questions carefully as they proceeded with the computer-based surveys.

Approximately three to four GRAs were present in each computer lab to help facilitate survey administration and answer questions. Once students completed the computer

portion of data collection they were provided the BASC-2 (Reynolds & Kamphaus, 2004) in paper-pencil form and given instructions individually about completing the survey. As with the elementary school participants, each BASC-2 (Reynolds & Kamphaus, 2004) protocol was reviewed to assess student responses to critical items. Students who answered “sometimes”, “often” or “almost always” to these critical items were taken to a separate room by a graduate research assistant who discussed each item with the student. The GRA then determined if a referral for mental health services at the school was required. Upon completion, students were given a pass to return to class. The average completion time for middle school students was 30-45 minutes.

Data Analysis

Examining the Coping with Bullying Scale for Children. The first research question was to explore the factor structure of the Coping with Bullying Scale for Children (CBSC; Parris et al., 2011) and if that structure aligns with the framework of the Multidimensional Model of Coping with Bullying (MMCB; Parris, *in development*). Data were downloaded from the PsychData online system and transferred into the Statistical Package for Social Sciences 16.0 (SPSS). Mplus, which is a statistical program that allows for a variety of analyses involving latent variable models, was utilized to conduct an exploratory factor analysis (Muthen & Muthen, 1998-2010).

Parallel analysis (Hayton, Allen, & Scarpello, 2004) was used to identify the appropriate number of factors. This form of analysis was chosen due to its ability to estimate factor retention based on sample size and the number of variables within the data set, which yields a more accurate estimate than more subjective methods such as a scree plot (Hayton et al., 2004). To complete a parallel analysis, a simulated data set was

created with the same sample size and number of variables as the actual data set but with random numbers. The random data set is analyzed and potential factors, along with their eigenvalues, were determined. The process of creating simulating and analyzing data sets with random numbers was repeated 500 times. A mean eigenvalue and standard deviation was then determined for each potential factor. Using the means and standard deviations, the 95th percentile eigenvalue was determined for the factors. This value was then compared to the eigenvalues resulting from the analysis of the raw (i.e., original) data set. If the eigenvalue from the original data set exceeded the 95th percentile value, then was a less than five percent chance that the eigenvalue obtained in the original data set was due to random chance and was retained. The parallel analysis suggested that four factors be retained (see Table 8); therefore, an exploratory factor analysis was conducted with a four factor model using a maximum likelihood estimation with robust standard errors (MLR; Muthen & Muthen, 1998-2010). A MLR estimate was chosen as it is recommended for analyses with few factors with multiple factor indicators (Muthen & Muthen, 1998-2010).

Table 8

Eigenvalue results from the parallel analysis.

Factor	Random Data Set Mean	95th Percentile Value from Random Data Set	Eigenvalue for Raw Data Set
1	1.46	1.52	5.96
2	1.39	1.45	3.58
3	1.35	1.39	2.46
4	1.31	1.35	2.06

In order to establish criterion validity, the identified factors were analyzed in relation to student behaviors that have been found to be associated with certain forms of

coping. Previous studies that utilized modified scales to assess coping with bullying reported that particular ways of coping (e.g., problem-solving, distancing, externalizing) were found to be predictive of depression, anxiety, and social stress (Kochenderfer-Ladd & Skinner, 2002). A linear regression analysis with a MLR estimator was conducted in Mplus, with each dependent variable (i.e., each coping factor) regressed on all independent variables (e.g., depression, anxiety, social stress), to determine if there was a significant relationship between each coping factor and the three student outcomes.

Victimization, Bullying, and Coping. In order to address research question three, the relationship between students' level of victimization (i.e., high vs. low) and involvement in bullying (i.e., high vs. low) and their chosen coping strategies were examined. In addition, the influence of gender, age, and student ethnicity on the relationship between victimization and coping, as well as bullying and coping, was investigated. Gender was dummy coded with "0" representing male and "1" indicating female participants. In order to ensure that sample sizes were comparable (i.e., not skewed in one direction), age and ethnicity were divided into two groups. Due to the variability in the number of participants in each grade, age was separated into elementary ($n = 261$, 47.4%) and middle ($n = 290$, 52.4%) school and dummy coded (0 = elementary, 1 = middle). There was a greater representation of White (59%) and Black (25.2%) students within the sample, with students from other ethnic groups (e.g., Bi-racial, Other) representing 6.48% of the overall sample. Therefore, information from students who

identified as Bi-Racial or Other were removed ($n = 84$), resulting in a sample size of 467 for only the analyses that examined the influence of ethnicity. The ethnicity variables was also dummy coded (0 = White, 1 = Black).

The existence of a moderating effect of demographic variables (age, gender, ethnicity) on the relationship between levels of victimization and bullying and coping was examined by conducting constrained and unconstrained structural equation models sequenced in Mplus. This methodology was chosen based on previous research suggesting that this method is most appropriate when the moderating variable is dichotomous (Holmbeck, 1997). This procedure involved examining the difference in model fit when each relationship is allowed to vary based on the moderating variable (i.e., unconstrained) and when the relationship is constrained to be equal across groups (Holmbeck, 1997). If allowing the relationship between a set of variables (e.g., victimization predicting constructive coping) to be different across groups (e.g., boys vs. girls) results in a better model fit than when that relationship is held equal across both groups then a moderating effect has been demonstrated (Hancock & Mueller, 2006). That is, the relationship between variables (e.g., victimization and constructive coping) is different for the two groups (e.g., boys and girls). In order to determine if the unconstrained model results in better goodness-of-fit, a chi-square difference test was conducted. Because a MLR estimator was used for this analysis, a chi-square difference test was conducted using loglikelihood values (LLV) and correction factor values obtained from the constrained and unconstrained models (Muthen & Muthen, 1998-2010). This analysis factors, as well as the relationship between bullying behaviors and the four coping factors.

Control, Confidence, and Coping. The fourth research question focused on the relationship between students' locus of control/self-reliance and their use of coping strategies. The same process for research question two was conducted, utilizing linear regression analyses using MLR estimators were conducted using Mplus to determine the association between coping strategies and internal versus external locus of control, as well as the relationship between coping and self-reliance.

Results

Research Question 1.

The exploratory factor analysis conducted on the Coping with Bullying Scale for Children (CBSC; Parris et al., 2011) resulted in four factors. Items from the EFA that did not have a factor loading of .5 or higher were removed (Field, 2009). Three items were removed: “keep it to yourself and not tell anyone”, “count to 10”, and “think you should have done something to stop it”. A second exploratory factor analysis was conducted after these items were taken out. All remaining 27 items obtained a factor loading of .5 or higher after the second exploratory factor analysis. The four factors were constructive, cognitive distancing, externalizing, and self-blame coping (see Table 9).

The *Constructive* factor ($\alpha = .86$) consisted of problem-solving (e.g., making a plan), seeking support, and self-soothing strategies. The second factor, *Externalizing* ($\alpha = .78$), included retaliating or responding with physical aggression. The *Cognitive Distancing* factor ($\alpha = .74$) represented strategies aimed at emotionally avoiding bullying such as the student pretending it doesn't bother them or ignoring incidents. Finally, items regarding the student feeling they were at fault or could have done something to stop the bullying made up the *Self-Blame* factor ($\alpha = .77$). A table for the subscale descriptive

Table 9

Descriptive information for the Coping with Bullying Scale for Children (CBSC).

Factor^a	Mean	<i>SD</i>	<i>α</i>
Constructive	28.84	8.45	.86
Externalizing	10.48	3.35	.78
Cognitive Distancing	5.31	1.96	.74
Self Blame	7.08	2.74	.77

^a Scores range from 0-39 for constructive, 0-15 for externalizing, 0-15 for cognitive distancing, and 0-9 for self-blame.

Table 10

Factor loadings for each item of the CBSC.

Items	Constructive	Externalizing	Cognitive Distancing	Self- Blame
Take deep breaths	.528	.032	.180	.289
Try to find a way to make the bully stop	.641	.167	.076	.236
Think of ways to solve the problem	.707	.320	.217	.067
Avoid areas the bully goes to	.572	.276	.064	.156
Tell your parents	.779	.106	.022	.007
Stay near adults so the bully won't bully you	.684	.097	.145	.136
Talk about how you feel with friends or family	.735	.032	.287	.132
Go to a quiet place to calm down	.689	.089	.216	.301
Tell the teacher	.702	.234	.014	.179
Keep friends near you to keep the bully away	.621	.013	.026	.067
Make a plan of what to do about it	.745	.067	.210	.073
Think about positive things in your life	.571	.125	.036	.078
Walk away from the bully so he/she stops	.626	.217	.078	.021
Yell at the bully	.076	.830	.105	.087
Lose your temper	.078	.566	.174	.122
Say something mean to the bully	.187	.912	.015	.217
Bully the person back	.120	.787	.230	.011
Physically attack the bully	.067	.702	.149	.054
Pretend you don't care	.156	.321	.666	.067
Try to forget about it	.291	.018	.698	.157
Ignore the situation	.078	.238	.697	.189
Think it's not that bad	.147	.218	.609	.096
Ignore the bully so he/she stops bullying you	.318	.278	.697	.098
Think you deserve it	.056	.154	.078	.677
Think it's because of something you did	.067	.178	.097	.754
Blame yourself for what happened	.219	.067	.178	.921
Think it's your fault	.009	.067	.081	.942

Table 11

Variable correlations.

	Gender	Ethnicity	Grade	Victimization	Bullying	Constructive	Externalizing	Cognitive Distancing	Self-Blame	Depression	Anxiety	Social Stress	Locus of Control	Self-Reliance
Gender	1.00	-.046	-.021	.066	.009	.009	-.055	.036	-.045	-.050	.091*	.030	-.042	.032
Ethnicity		1.00	.030	-.017	.030	-.002	-.028	.067	-.022	-.013	.005	.045	-.086*	.081
Grade			1.00	-.006	-.003	-.011	-.013	.028	-.021	.043	-.075	.078	.021	-.013
Victimization				1.00	.502**	.102*	.297**	.143**	.407**	.175**	.191**	.284**	.206**	-.120**
Bullying					1.00	.004	.455**	.123**	.319**	.038	.125**	.091*	.055	-.088*
Constructive						1.00	-.021	.276**	.055	.051	.070	.105*	.055	-.008
Externalizing							1.00	.095*	.264*	.087*	.109*	.110*	.052	-.034
Cognitive Distancing								1.00	.115**	-.018	.018	.007	-.024	-.007
Self-Blame									1.00	.041	.113**	.124**	.075	-.004
Depression										1.00	.621**	.752**	.708**	-.377**
Anxiety											1.00	.670**	.608**	-.310**
Social Stress												1.00	.677**	-.353**
Locus of Control													1.00	-.380**
Self-Reliance														1.00

*significant at the .05 level

**significant the .001 level

information, including reliability, means, and standard deviations, can be found in Table 9, factor loadings are reported in Table 10, and correlational data in Table 11.

Research Question 2.

The criteria for validity for the CBSC (Parris et al., 2011) were to compare each coping factor's relationship with student outcomes (e.g., depression) to that of previous studies (e.g., Kochenderfer-Ladd & Skinner, 2002). Results can be found in Table 12. The use of externalizing strategies was found to be predictive of depression ($\beta = .155, p = .043$). Greater use of constructive strategies (e.g., problem-focused, self-soothing) was found to be predictive higher levels of social stress ($\beta = .064, p = .015$). Cognitive distancing strategies were not associated with anxiety, depression, or social stress. Self-blame coping was found to be associated with higher levels of social stress ($\beta = .245, p = .024$) and anxiety ($\beta = .364, p = .030$).

Table 12

Linear regression results for research question two with beta (β) values.

Variable	Constructive	Externalizing	Cognitive Distancing	Self-Blame
Depression	.038	.155*	-.066	.058
Anxiety	.062	.199	-.051	.364*
Social Stress	.064**	.156	-.057	.245*

*significant at the .05 level

**significant at the .01 level

Research Question 3

Research question three was conducted in two phases. The first was to determine if victimization and engaging in bullying behaviors were significant predictors of constructive, externalizing, cognitive distancing, or self-blame coping factors (see Table

13). Results from the linear regression analysis indicated that higher levels of victimization predicted a greater use of constructive ($\beta = .138, p < .00$) and self-blame

Table 13

Linear regression results for research question three with beta (β) values.

Variable	Constructive	Externalizing	Cognitive Distancing	Self-Blame
Victimization	.138**	.066	.182	.089**
Bullying	.218	.316**	.092	.089*
Gender	.028	.140	.201	.065
Age	.022	.087	.176	.068
Ethnicity	.002	.108	.027	.172

*significant at the .05 level

**significant at the .01 level

coping strategies ($\beta = .089, p < .00$). Students' reports of victimization were not related to their use of cognitive distancing or externalizing coping. Student engagement in bullying behaviors was found to predict the use of externalizing ($\beta = .316, p < .00$) and self-blame ($\beta = .089, p < .05$) coping, but not constructive or cognitive distancing strategies.

Analysis of the potential moderating variables indicated that age, gender, and ethnicity were not significantly related to victimization, bullying behaviors, or any form of coping (see Table 13).

The second phase was to test the possible moderating effects of age, gender, and ethnicity. Using Mplus, the relationship between victimization and each coping factor, as well as bullying and each coping factor, were examined with the constrained and unconstrained models as described in the data analysis section. Unconstrained models were determined in which each relationship was allowed to vary based on age, gender, or ethnicity, separately. Constrained models were determined for each demographic variable in which those relationships were constrained to be equal in respect to age, gender, or

ethnicity. These larger models were created in order to determine if there were possible moderating effects, which would lead to the analysis of individual path models. However, the loglikelihood value (LLV) difference testing was found to be not significant for age ($\Delta LLV = 10.24, p = .25$), gender ($\Delta LLV = 10.68, p = .22$), and ethnicity ($\Delta LLV = 7.51, p = .48$). This indicates that these variables did not moderate the relationship between victimization/bullying and the coping factors.

Research Question 4

In order to examine the relationship between control, self-reliance, and the use of certain coping strategies, linear regression models were developed using Mplus (see Table 14). Results indicated that higher feelings of self-reliance predicted the use of constructive coping strategies ($\beta = .132, p < .05$). Feeling self-reliant also predicted the use of cognitive distancing ($\beta = .059, p < .001$) and greater self-blame ($\beta = .039, p < .05$). Locus of control was not found to be a predictor of any of the forms of coping identified by the current study (see Table 14).

Table 14

Linear regression results for research question four with beta (β) values.

Variable	Constructive	Externalizing	Cognitive Distancing	Self-Blame
Locus of Control	-.093	.122	-.088	-.027
Self-Reliance	.132*	-.012	.059**	.039*

*significant at the .05 level

**significant at the .01 level

Discussion

The current study offered several unique contributions to the literature regarding coping with bullying. First, the study utilized a multidimensional model when

conceptualizing coping and developing a scale, the Coping with Bullying Scale for Children (CBSC; Parris et al., 2011). While the scale was informed by the Multidimensional Model of Coping with Bullying (MMCB; Parris, *in development*), the resulting factor structure did not fully align with that framework. Types of coping that were considered independent of each other (i.e., problem-solving, self-soothing, seeking support) loaded onto one factor. In addition, the MMCB splits seeking social support into seeking advice and seeking encouragement. This distinction was not supported by the current study.

This factor structure of the CBSC (Parris et al., 2011) was also different than what has been found in previous investigations of coping with bullying. For example, Kochenderfer-Ladd & Skinner (2002) separated coping into problem-solving, social support, distancing, externalizing, and internalizing categories. It is possible that when coping with bullying, students' patterns of coping were different than when responding to other stressors (e.g., school, fights with friends) and the nature of the CBSC was able to reflect those differences because it was based on information from victims as opposed to being an adjustment of a scale designed to assess other areas of coping. The CBSC also included more bullying specific items that were not always included in other scales, such as multiple self-blame items, physical distancing items, and items reflective of both seeking support and seeking encouragement. As such, the CBSC may offer a more comprehensive measure for coping with bullying than those previously utilized in the literature.

A second unique contribution of the current investigation is the influence of self-reliance on student coping with bullying, which has not been examined in previous

studies. Feelings of self-reliance, or one's ability to solve problems independently and make good decisions, were associated with greater use of constructive coping strategies and cognitive distancing. This supports the hypothesis that having more confidence in one's problem-solving abilities may lead students to use productive strategies that include problem-focused and self-soothing techniques. It was surprising that cognitive distancing was predicted by higher feelings of self-reliance. It could be that students who use these strategies feel more confident in their ability to ignore bullying or to not allow incidents to bother them. It also was interesting that higher feelings of self-reliance predicted more self-blaming. It is possible that students who feel that they should be able to adequately address bullying will be more likely to take responsibility for the situation or to believe that they could have done something to prevent bullying.

Another variable found to influence student coping was the frequency of victimization and engagement in bullying behaviors. Previous research has been sparse regarding the relationships of coping and victimization (Kochenderfer-Ladd & Skinner, 2002) and bullying behaviors (Marsh et al., 2011). Results indicated that students who experienced more frequent victimization were more likely to report using constructive and self-blame coping strategies when compared to those who did not experience victimization as often. This may be due to the fact that the more a student is bullied the more opportunities they have to use both constructive and self-blame strategies. Regarding self-blame, researchers have found that victims of violence were at a greater risk for re-victimization when they engaged in self-blaming coping (Katz, May, Sorenson, & DeTosta, 2010; Miller, Markman, & Handley, 2007). This may explain why

students who reported experiencing frequent victimization were also more likely to indicate they used self-blame more often than students who report less victimization.

Students who reported that they often bullied other students were more likely to indicate that they engaged in self-blame. This finding provided interesting information not previously found in the literature. Bullying was also significantly related to the use of externalizing coping. This is aligned with previous findings from Marsh et al. (2011) demonstrating that perpetrators of bullying were more likely to engage in externalizing behaviors than students who did not bully others. The authors indicated that bullies may engage in externalizing behaviors to gain a sense of control, which may be related to the finding that frequent bullying was related with high self-blame. Self-blame has often been described as a way to feel as though one has control over the stressor in order to alleviate negative emotions, such as anxiety about future occurrences (Lazarus & Folkman, 1984). Therefore, if a student is engaging in bullying behaviors to gain a sense of control, it seems possible they would also engage in self-blame to provide additional feelings of control.

Another aim of this study was to determine possible moderating effects of gender, age, and ethnicity on victimization, bullying, and the different forms of coping. Findings from the current study suggested that differences in victimization, bullying behaviors, and how students cope with bullying experiences were not related to age (defined as elementary versus middle school age), gender, or student ethnicity (measured as black or white). None of these three variables were found to be a significant predictor of student reports of how often they experienced victimization, engaged in bullying behaviors, or utilized certain strategies. These results supported previous findings indicating that there

were no differences in victimization based on gender (Russell et al., 2010; Monks & Smith, 2006) or ethnicity (Carbone-Lopez et al., 2010). Further, gender, age, and ethnicity did not moderate the relationship between coping and victimization or coping and bullying. This indicated that the relationship between victimization, bullying, and coping was not different between elementary and middle school students, boys or girls, or between students who identified as black or white.

The hypotheses regarding the role of locus of control in student coping was not supported. Student perceptions that control of the situation lies within the self, as opposed to external factors, was not associated with the use of one form of coping over another. This is in contrast to previous research which found that feeling more control in bullying situations was associated with greater use of seeking social support (Hunter & Boyle, 2004) and less frequent use of avoidant strategies (Terranova et al., 2011). The discrepancy may be due to the way in which feelings of control were assessed. The current study assessed who the student generally felt was responsible when things went wrong, themselves or others. Previous studies specifically examined the participants' perception of control within the context of victimization.

When assessing the CBSC (Parris et al., 2011), the current study found mixed results regarding the scale's ability to predict student outcomes that were consistent with previous research findings, which was the criterion set for determining the validity of the scale. The use of externalizing strategies was found to predict depressive symptoms as reported by participants. Additionally, the use of constructive strategies was associated with greater social stress. This may be due to the fact that more frequent victimization was found to predict the use of constructive strategies. Research has found that students

who experience more victimization reported more problems with peers and feelings of rejection than those who did not experience bullying as often (Kochenderfer-Ladd, 2004; Goodman & Southam-Gerow, 2010).

Both of these findings were consistent with results from previous studies (Kochenderfer-Ladd, 2004; Kochenderfer-Ladd & Skinner, 2002). However, constructive, externalizing, and cognitive distancing coping factors were not found to be significant predictors of anxiety, which is not aligned with the current literature (Kochenderfer-Ladd, 2004; Kochenderfer-Ladd & Skinner, 2002). However, the factors used in the current investigation were different than those used by previous researchers. For example, the constructive factor consisted of problem-solving, seeking social support, and self-soothing. These strategies were considered to constitute their own factors in other studies. Therefore, the current study examined the use of all of these strategies, as measured by one factor, in predicting student outcomes while other studies looked at them separately. This may explain why the findings were not as consistent as expected.

A unique finding not represented in the current literature was that self-blame for victimization predicted more anxiety and greater social stress for students. This suggests that believing one is at fault for being bullied leads students to be more nervous and to have more negative experiences with their classmates. It is possible that students who feel that they failed to do something to stop the incident may experience increased anxiety regarding their ability to address future incidents, thus explaining their increased worry as found by the current study. This is supported by previous research in the field of trauma which found that victims of violence or abuse who blamed themselves for what happened

were more likely to experience PTSD symptoms such as anxiety and to have interpersonal stress with others (Katz et al., 2010; Miller et al., 2007).

In addition to the relationship between self-blame and student outcomes, it was interesting that self-blame was not related to locus of control. Research in the areas of coping and trauma has suggested that self-blame operates as a way to regain or establish a sense of control with regard to the stressful event (Katz et al., 2010; Lazarus & Folkman, 1984). However, in the current study feelings of self-blame were not related to perceptions of control. One explanation was the way in which control was measured. Locus of control represents a broader sense of where one feels control is maintained (e.g., external or internal). It is possible that if control was measured specific to bullying, as self-blame was, then that relationship would be demonstrated. A second possible explanation is that within the realm of coping with bullying the relationship between control and self-blame varies from coping with other stressors (e.g., domestic violence, abuse). Additional research is warranted to further investigate how control within a bullying situation may be related to self-blame.

Future Research and Limitations

Results from the current investigation indicated a number of possible future directions for research. For example, a four factor model of coping with bullying was identified based on the CBSC (Parris et al., 2011). Future research should attempt to confirm this factor structure through both quantitative and qualitative methods, such as further statistical investigations (e.g., confirmatory factor analysis) or individual/focus group interviews with students designed to explore whether distinctions are validated by victim experiences and perceptions of coping with bullying.

Findings regarding the influence of self-reliance, the level of victimization, and how often students engaged in bullying on student coping point to the need for interventions that are tailored to individual needs and coping styles. Interventions that do not address individual context or characteristics may not be as adequate in helping students address bullying as these interventions may fail to encompass the personal factors that influence coping. Each student's unique context, experiences, and characteristics must be taken into consideration when determining the most appropriate course of action.

Knowledge regarding coping with bullying would benefit from research into additional aspects of peer-victimization that may influence coping with bullying. For example, the reasons why a student is bullied (e.g., the way they look, sexual orientation) may play a part in how they decide to respond to bullying. Another potential area of interest would be to examine student perceptions of coping effectiveness and how successful strategies are in reducing victimization. There are many areas left to be explored within the literature on coping with bullying, such as the impact of parent or teacher beliefs about bullying, school responses to bullying, and the types of bullying that the students more commonly experiences.

There were discrepancies in the current findings with the previous literature regarding perception of control and student coping with bullying (e.g., Hunter & Boyle, 2004; Terranova et al., 2011). In previous studies (Hunter & Boyle, 2004; Marsh et al., 2011; Terranova et al., 2011) students' feelings of control specifically in relation to bullying were addressed. One of the limitations of the current study was that control in bullying situations was not examined. Future research should attempt to further explore

the effects of control and if there are differences in general locus of control and feelings of control specific to bullying. Further, additional research is required to determine whether relationships of control, or self-reliance, with coping are moderated by other variables. Doing so would provide insight into when feelings of control may affect coping or why self-reliance is related to certain forms of coping and not others.

While the current study investigated unique aspects of coping with bullying, there were some limitations. The current study collected data from two schools within one southeastern urban school district and thus results may not generalize to other geographic regions or school locations (e.g., suburban, rural). Future research should seek to expand the current investigation to other geographic areas to increase the generalizability of the current findings.

The use of both qualitative and quantitative methods to inform the development of the CBSC (Parris et al., 2011) represented a strength in this investigation. Future research could further explore these findings through qualitative methods. This type of investigation would help provide student feedback and perceptions of the multiple aspects of coping and factors associated with student coping choice. Qualitative studies could help provide information based on victim perceptions and identify further variables that influence students' decision-making about coping strategies when experiencing bullying. Qualitative information gathered could continue to inform the theory and practice regarding coping with bullying. Further, quantitative methods could be utilized to test and validate such findings and provide additional evidence of the current findings. Finally, mixed methods studies that connect both qualitative and quantitative information has the potential to provide considerable insight into coping with bullying.

Another limitation of the current study was that, as with locus of control, feelings of self-reliance were reflections of students' general confidence in their problem-solving abilities. This provided important information regarding how coping with bullying is associated with general areas of mental health. However, it does offer direct evidence of how students' feelings of self-reliance and control specific to bullying affect their coping responses. Future research is needed to create measures that reflect how competent, or self-efficacious, students feel in implementing coping strategies specific to bullying. Such a measure could be used to further examine how student confidence coping implementation influences the relationship between victimization and student outcomes such as depression, decreased or increased victimization, anxiety, and peer stress.

Unfortunately, due to uneven representations within the sample, the analysis in the current investigation was restricted when examining age and ethnicity. Student age was only examined based on whether or not they were in elementary or middle school. Therefore, information regarding differences between grades was not analyzed. There are potential differences in how students cope from grade to grade, especially when one grade represents relatively new students to the school (e.g., 6th graders in middle school). Further, the current study did not include students younger than 4th grade or those that attended high school. Future research should expand the age range to allow for a more systematic examination of development changes in how students cope with bullying.

Similar to the concerns regarding age, data regarding ethnicity was also limited as it only included students who identified as black or white. Students who were Hispanic, Asian, Native American, bi-racial, etc. were not included as they were not well represented within the sample. Future research should include students from multiple

ethnic groups when examining coping with bullying and the effect of victimization, bullying, and other potentially important variables. Another area for future research would be to examine whether or not differences between students of certain ethnic backgrounds changes when school populations are more or less diverse. Doing so may help provide insight into the role of being a minority (as defined by the representation of the student's ethnicity within the school population) plays into bullying experiences and coping strategy usage and effectiveness.

References

- Andreou, E. (2001). Bully/victim problems and their association with coping behaviour in conflictual peer interactions among school-age children. *Educational Psychology: An International Journal of Psychology, 21*, 59-66. doi: 10.1080/10443410125042.
- Bellmore, A., Chen, W., & Rischall, E. (2013). The reasons behind early adolescents' responses to peer victimization. *Journal of Youth Adolescence, 42*, 275-284. doi: 10.1007/s10964-012-9825-0.
- Calvete, E., Camara, M., Estevez, A., & Villardon, L. (2011). The role of coping with social stressors in the development of depressive symptoms: gender differences. *Anxiety, Stress, & Coping, 24*, 387-406. doi: 10.1080/10615806.2010.51.5982.
- Caravita, S. & Cillessen, A. (2012). Agentic or communal? Associations between interpersonal goals, popularity, and bullying in middle school and early adolescence. *Social Development, 2*, 376-395. doi: 10.1111/j.1467-9507.2011.00632.x.
- Carbone-Lopez, K., Esbensen, F., & Brick, B. (2010). Correlates and consequences of peer victimization: Gender differences in direct and indirect forms of bullying. *Youth Violence and Juvenile Justice, 8*, 332-350. doi: 10.1177/1541204010362954.
- Carlyle, K., & Steinman, K. (2007). Demographic differences in prevalence, co-occurrence, and correlates of adolescent bullying at school. *Journal of School Health, 77*, 623-629. doi: 10.1111/j.1746-1561.2007.00242.x.
- Crick, N., & Grotpeter, J. (1995). Relational aggression, gender, and social-psychological adjustment. *Child Development, 66*, 710-722. doi: 10.2307/1131945.

- Dukes, R., Stein, J., & Zane, J. (2010). Gender differences in the relative impact of physical and relational bullying on adolescent injury and weapon carrying. *Journal of School Psychology, 48*, 511-532. doi: 10.1016/j.jsp.2010.08.001.
- Eschenbeck, H., Kohlmann, C., & Lohaus, A. (2007). Gender differences in coping strategies in children and adolescents. *Journal of Individual Differences, 28*, 18-26. doi: 10.1027/1614-0001.28.1.18.
- Field, A. (2009). *Discovering Statistics using SPSS, 3rd Edition*. Thousand Oaks, CA: Sage Publications.
- Goodman, K., & Southam-Gerow, M. (2010). The regulation role of negative emotions in children's coping with peer rejection. *Child Psychiatry & Human Development, 41*, 515-534. doi: 10.1007/s10578-010-0185-2.
- Guerra, N., Williams, K., & Sadek, S. (2011). Understanding bullying and victimization during childhood and adolescence: A mixed methods study. *Child Development, 82*, 295-310. doi: 10.1111/j.1467-8624.2010.01556.x.
- Hampel, P., Manhal, S., & Hayer, T. (2009). Direct and relational bullying among children and adolescents: Coping and psychological adjustment. *School Psychology International, 30*, 474-490. doi: 10.1177/0143034309107066.
- Hancock, G. & Mueller, R. (2006). *Structural Equation Modeling: A Second Course*. Information Age Publishing, Inc.
- Harper, B. (2012). Parents' and children's beliefs about peer victimization: Attributes, coping responses, and child adjustment. *The Journal of Early Adolescence, 32*, 387-413. doi: 10.1177/0272431610396089.
- Hayton, J. C., Allen, D. G., & Scarpello, V. (2004). Factor Retention Decisions in

Exploratory Factor Analysis: A Tutorial on Parallel Analysis. *Organizational Research Methods*, 7(2), 191-205. doi: 10.1177/1094428104263675.

Holmbeck, G. (1997). Toward terminological, conceptual, and statistical clarity in the study of mediators and moderators: Examples from the child-clinical and pediatric psychology literatures. *Journal of Consulting and Clinical Psychology*, 65, 599-610.

Hunter, S. C., & Boyle, J. M. E. (2004). Appraisal and coping strategy use in victims of school bullying. *British Journal of Educational Psychology*, 74(1), 83-107. doi: 10.1348/000709904322848833.

Hunter, S. C., Boyle, J. M. E., & Warden, D. (2004). Help seeking amongst child and adolescent victims of peer-aggression and bullying: The influence of school-stage, gender, victimisation, appraisal, and emotion. *British Journal of Educational Psychology*, 74(3), 375-390. doi: 10.1348/0007099041552378.

Idsoe, T., Dyregrov, A., Idsoe, E. (2012). Bullying and PTSD symptoms. *Journal of Abnormal Child Psychology*, 40, 901-911. doi: 10.1007/s10802-012-9620-0.

Kanetsuna, T., & Smith, P. (2002). Pupil insights into bullying and coping with bullying. *Journal of School Violence*, 1, 5-29. doi: 10.1300/J202v01n03_2.

Katz, J., May, P., Sorensen, S., & DelTosta, J. (2010). Sexual revictimization during women's first year of college: Self-Blame and sexual refusal assertiveness as possible mechanisms. *Journal of Interpersonal Violence*, 25, 2113-2126. doi: 10.1177/0886260509354515.

Kochenderfer-Ladd, B. (2004). Peer victimization: The role of emotions in adaptive and maladaptive coping. *Social Development*, 13, 329-349. doi: 10.1111/j.1467-

9507.2004.00271.x.

- Kochenderfer-Ladd, B., & Pelletier, M. (2008). Teachers' views and beliefs about bullying: Influences on classroom management strategies and students' coping with peer victimization. *Journal of School Psychology, 46*, 431-453. doi: 10.1016/j.jsp.2007.07.005
- Kochenderfer-Ladd, B., & Skinner, K. (2002). Children's coping strategies: Moderators of the effects of peer victimization? *Developmental Psychology, 38*(2), 267-278. doi: 10.1037/0012-1649.38.2.267.
- Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal and coping*. New York, NY: Springer.
- Lee, E., Soto, J., Swim, J., & Bernstein, J. (2012). Bitter reproach or sweet revenge: cultural differences in response to racism. *Personality and Social Psychology Bulletin, 38*, 920-932. doi: 10.1177/0146167212440292.
- Lovegrove, P., Henry, K., & Slater, M. (2012). Examination of the predictors of latent class typologies of bullying involvement among middle school students. *Journal of School Violence, 11*, 75-93. doi: 10.1080/15388220.2011.631447.
- Low, S. & Espelage, D. (2013). Differentiating cyber bullying perpetration from non-physical bullying: Commonalities across race, individual, and family predictors. *Psychology of Violence, 3*, 39-52. doi: 10.1037/a0030308.
- Marsh, H., Nagengast, B., Morin, A., Parada, R., Craven, R., & Hamilton, L. (2011). Construct validity of the multidimensional structure of bullying and victimization: An application of exploratory structural equation modeling. *Journal of Educational Psychology, 103*, 701-732. doi: 10.1037/a0024122.

- Matsunaga, M. (2010). Testing a mediational model of bullied victims' evaluation of received support and post-bullying adaptation: A Japan-U.S. cross-cultural comparison. *Communication Monographs, 77*, 312-240. doi: 10.1080/0363775100378235.
- Meyers-Adams, N., & Conner, B. (2008). School violence: Bullying behaviors and the psychosocial school environment in middle schools. *Children and Schools, 30*, 211-221. doi: 10.1093/cs/30.4.211.
- Miller, A., Markman, K., & Handley, I. (2007). Self-blame among sexual assault victims prospectively predicts revictimization: A perceived sociolegal context model of risk. *Basic & Applied Social Psychology, 29*, 129-136.
- Monks, C. & Smith, P. (2006). Definitions of bullying: Age differences in understanding of the term, and the role of experience. *British Journal of Developmental Psychology, 24*, 801-821. doi: 10.1348/026151005x82352.
- Murray-Harvey, R., Skrzypec, G., & Slee, P. (2012). Effective and ineffective coping with bullying strategies as assessed by informed professionals and their use by victimised students. *Australian Journal of Guidance & Counselling, 22*, 122-138. doi: 10.1017/jgc.2012.5.
- Muthen, L. & Muthen, B. (1998-2010). Mplus User's Guide, 6th Edition. Los Angeles, CA: Muthen & Muthen.
- Nansel, T., Overpeck, M., Pilla, R., Ruan, W., Simons-Morton, B., & Scheidt, P. (2001). Bullying behaviors among US youth: Prevalence and Association with psychosocial adjustment. *Journal of American Medical Association, 285*, 2095-2100. doi:10.1001/jama.285.16.2094.

- Naylor, P., Cowie, H., & del Rey, R. (2001). Coping strategies of secondary school children in response to being bullied. *Child and Adolescent Mental Health, 6*, 114-120. doi:10.1111/1475-3588.00333.
- Olweus, D. (1993). *Bullying at school: what we know and what we can do*. Oxford, UK: Blackwell.
- Olweus, D. (1994). Bullying at school: Long term outcomes for the victims and an effective school-based intervention program. In L. R. Huesmann (Ed), *Aggressive behavior: current perspectives* (pp. 97-130). New York: Plenum.
- Ozer, A., Totan, T., & Atik, G. (2011). Individual correlates of bullying behavior in Turkish middle schools. *Australian Journal of Guidance & Counselling, 21*, 186-202. doi: 10.1375/ajgc.21.2.186.
- Parris, L. (*in development*). Student coping with bullying: A multidimensional model.
- Parris, L., Varjas, K., Henrich, C., & Meyers, J.(2011). *Coping with Bullying Scale for Children*. Atlanta, GA: Georgia State University, Center for Research on School Safety, School Violence, and Classroom Management, Georgia State University.
- Reynolds, C. & Kamphaus, R. (2004). *Behavior Assessment System for Children, 2nd Edition: Manual*. Circle Pines, MN: AGS Publishing.
- Roland, E. (2002). Bullying, depressive symptoms and suicidal thoughts. *Educational Research, 44*(1): 55-67. doi: 10.1080/00131880110107351.
- Roth, S., & Cohen, L. J. (1986). Approach, avoidance, and coping with stress. *American Psychologist, 41*(7), 813-819. doi: 10.1037/0003-066x.41.7.813.
- Russell, B., Kraus, S., & Ceccherini, T. (2010). Student perceptions of aggressive behaviors and prediver patterns of perpetration and victimization: The role of age and sex. *Journal of School Violence, 9*, 251-270. doi:

10.1080/15388220.2010.483171.

Sawyer, A., Bradshaw, C., & O'Brennan, L. (2008). Examining ethnic, gender, and developmental differences in the way children report being a victim of "bullying" on self-report measures. *Journal of Adolescent Health, 43*, 106-114. doi: 10.1016/j.adohealth.2007.12.011.

Scheithauer, H., Hayer, T., Petermann, F., & Jugert, G. (2006). Physical, verbal, and relational forms of bullying among German students: Age trends, gender differences, and correlates. *Aggressive Behavior, 32*, 261-275. doi: 10.1002/ab.20128.

Seals, D. & Young, J. (2003). Bullying and victimization: Prevalence and relationship to gender, grade level, ethnicity, self-esteem, and depression. *Adolescence, 38*, 735-747.

Seiffge-Krenke, I., Persike, M., Chau, C., Hendry, L., Kloep, M., Terzini-Hollar, M., Tam, V., Naranjo, C., Herrera, D., Menna, P., Rohail, I., Veisson, M., Hoareau, E., Luwe, M., Loncaric, D., Han, H., & Reusch, L. (2012). Differences in agency? How adolescents from 18 countries perceive and cope with their futures. *International Journal of Behavioral Development, 36*, 258-270. doi: 10.1177/0165025412444643.

Siyahhan, S., Aricak, O., & Cayirdag-Acar, N. (2012). The relationship between bullying, victimization, and adolescents' level of hopelessness. *Journal of Adolescence, 35*, 1053-1059. doi: 10.1016/j.adolescence.2012.02.011.

Smokowski, R., & Kopasz, K. (2005). Bullying school: An overview of types, effects, family characteristics, and intervention strategies. *Children and Schools, 27*, 101-

110. doi: 10.1093/cs/27.2.101.

Sontag, L. M., & Graber, J. A. (2010). Coping with perceived peer stress: Gender specific and common pathways to symptoms of psychopathology. *Developmental psychology, 46*(6), 1605-1620. doi:10.1037/a0020617.

Tenenbaum, L., Varjas, K., Meyers, J., & Parris, L. (2012). Coping with bullying: Victims self-reported coping strategies and perceived effectiveness. *School Psychology International, 32*, 263-287. doi: 10.1177/014304311402309.

Terranova, A., Harris, J., Kavetski, M. & Oates, R. (2011). Responding to peer victimization: A sense of control matters. *Child Youth Care Forum, 40*, 419-434. doi: 10.1007/s10566-011-9144-8.

Totura, W., Green, A., Karver, M., & Gesten, E. (2009). Multiple informants in the assessment of psychological, behavioral, and academic correlates of bullying and victimization in middle school. *Journal of Adolescence, 32*, 193-211. doi: 10.1016/j.adolescence.2008.04.005.

Varjas, K., Henrich, C., & Meyers, J. (2008). *Student Survey of Bullying Behaviors, Revised-2*. Atlanta, GA: Georgia State University, Center for Research on School Safety, School Violence, and Classroom Management, Georgia State University.

Varjas, K., Henrich, C., & Meyers, J. (2009). Urban middle school students' perceptions of bullying, cyberbullying and school safety. *Journal of School Violence, 8*, 159-176. doi: 10.1080/15388220802074165.

Wang, J., Iannotti, R., & Nansel, T. (2009). School bullying among adolescents in the United States: Physical, Verbal, Relational, and cyber. *Journal of Adolescent Health, 45*, 368-375. doi: 10.1016/j.jadohealth.2009.03.021.

- Woods, S., Hall, L., Dautenhahn, K., & Wolke, D. (2007). Implications of gender differences for the development of animated characters for the study of bullying behavior. *Computers in Human Behavior, 23*, 770-786. doi: 10.1016/j.chb.2004.11.018.
- Zimmer-Gembeck, M. & Skinner, E. (2011). Review: The development of coping across childhood and adolescence: An integrative review and critique of research. *International Journal of Behavioral Development, 35*, 1-17. doi: 10.1177/01655025410384923.