

## **BULLYING AND VIOLENCE**

### **Literature Review**

**Andershad, H., Kerr, M., & Stattin, H. (2001). Bullying in school and violence on the streets: Are the same people involved? *Journal of Scandinavian Studies in Criminology & Crime Prevention*, 2(1), 31-49.**

- From abstract: “Results show that bullying others in school was strongly linked to violent behaviour and weapon-carrying on the streets, both among boys and girls. It was also found that bullying others in school was related to being violently victimized on the streets. The findings remained the same when statistically controlling for loitering and nights spent away from home, which were both related to bullying behaviour. It is concluded that bullying behaviour is in many cases a part of a more general violent and aggressive behavior pattern, and that preventive efforts targeting individuals with bullying behaviour in school could, according to the present study, decrease violence among adolescents out in the community as well” (p. 31).

**Casella, R. What is violent about “school violence”? The nature of violence in a city high school. In Burstyn, J., Bender, G., et al (Eds.). *Preventing violence in schools: A challenge to American democracy*. Mahwah, NJ: Lawrence Erlbaum Associates, 15-46.**

- From the chapter: “Notes how violence is enacted in many forms and at different cultural and structural levels, which allows one to understand it in a more complex way than is usually portrayed in our popular discourses about school violence. Topics discussed include the school; methodological and theoretical considerations; fighting; systemic violence; sexual harassment, bullying, and jumping; suicide; and the focus on gun violence” (PsycINFO Database Record, 2002).

**Connolly, J., Pepler, D., Craig, W., & Taradash, A. (2000). Dating experiences of bullies in early adolescence. *Child Maltreatment*, 5(4), 299-310.**

- “The results indicated that bullies started dating earlier and engaged in more advance dyadic dating than comparison adolescents. Bullies were highly relationship oriented, yet their views of their friends and boyfriends or girlfriends were less positive and less equitable than the comparison adolescents. Finally, bullies were more likely to report physical and social aggression with their boyfriends or girlfriends. Although the bullies reported more advanced pubertal development, this factor did not fully account for their dating precocity and negative romantic relationships. The results confirmed our hypotheses that adolescents whose peer relationships are characterized by bullying are at risk in their development of healthy romantic relationships” (p. 299).

**Espelage, D., Holt, M., & Henkel, R. (2003). Examination of peer-group contextual effects on aggression during early adolescence. *Child Development*, 74(1), 205-220.**

- Looked at the relationship between bullying and fighting behavior among peer groups during early adolescence.

- “Peer groups identified using SNA (i.e., social network analysis) demonstrated a significant amount of within-group similarity on self-reported bullying and fighting, suggesting that students affiliate with individuals who bully and fight at the same frequency” (p. 216).
- “Peer group bullying and fighting was associated with individual-level behavior, even after controlling individual baseline levels for males and females. However, peer contextual effects explained more variance in individual bullying than individual fighting. This differential impact of peer group membership suggest that future studies consider peer relations across subtypes of aggression” (p. 205).

**Farrington, D. (1991). Childhood aggression and adult violence: Early precursors and later-life outcomes. In Pepler, D., & Rubin, K. (Eds.). *The development and treatment of childhood aggression*, 5-29.**

- “This research demonstrates that there is significant continuity in aggression and violence from childhood to adulthood, spanning a time period of nearly a quarter century. It is also clear that boys who were aggressive in childhood or adolescence tended to be more deviant in adulthood: living in worse home circumstances, more in conflict with and violent towards their wife or cohabite, more unemployed, heavier smokers and drinkers, more drunk drivers and drug takers, and committing more offenses (including violent). This continuity, however, is probably not specific to aggression and violence but is part of the general continuity in antisocial and deviant behavior from childhood to adulthood. This is why aggressive children have deviant lifestyles 20 ears later as adults, and why aggression is transmitted from one generation to the next (Huesmann et al., 1984). Violent offenders are essentially the most extreme offenders in frequency and seriousness. It follows tat the causes of aggression and violence must be essentially the same as the causes of persistent and extreme antisocial, delinquent, and criminal behavior. A great deal is known about these causes, which certainly include economic deprivation, family criminality, poor parental child-rearing behavior, and school failure (e.g., Farrington, 1986b, 1987a)” (p. 25).
- Note: definitions of aggression changed with males’ age:
  - At ages 8 and 10, aggression was defined as being difficult to discipline.
  - At ages 12 and 14, aggression was defined as “being disobedient, difficult to discipline, unduly rough during playtime, quarrelsome and aggressive, overcompetitive with other children, and unduly resentful of criticism or punishment” (p. 10).
  - At age 16, aggression was defined as frequently “getting into fights, carrying and using weapons, and fighting police officers” (p. 10).
  - At age 18, aggression was defined as frequently “getting into fights, starting fights, and carrying and using weapons” (p. 11).
  - At age 32, aggression was defined as “being involved in fights in the last 5 years” (p. 11).
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**Farrington, D. (1991). Childhood aggression and adult violence: Early precursors and later-life outcomes. In Pepler, D., & Rubin, K. (Eds.). *The development and***

*treatment of childhood aggression.* Hillsdale, NJ: Lawrence Erlbaum Associates, 5-29.

- IS THIS THE SAME AS HIS ARTICLE? Seems identical...
- Entire book: From the introduction: "What are the origins of childhood aggression? What are the psychological costs of aggression? Can aggression be treated? When and how should it be treated? The present volume represents an attempt by an esteemed group of researchers to address these questions. In the first section, different theoretical and empirical perspectives on the development of childhood aggression are presented (e.g., biological bases, socialization, and other family influences, social-cognitive influences and extra-familial/peer relational factors associated with childhood aggression). In the second section, implications of the above noted theoretical and research based perspectives are linked to the development of treatment programs for aggressive children and their families" (PsycINFO Database Record, 2002).

**Holmes, S., & Brandenburg-Ayres, S. (1998). Bullying behavior in school: A predictor of later gang involvement. *Journal of Gang Research*, 5(2), 1-6.**

- From abstract: "Self-reported experiences with bullying and violent behaviors by the incarcerated youth indicated that early experiences as a bully in school were significant predictors of later gang membership. Differences for males and females, as well as for families characterized by high and low dysfunction are also discussed" (p. 1). (from PsychINFO)

**Jeffrey, L., Miller, D., & Linn, M. (2001). Middle school bullying as a context for the development of passive observers to the victimization of others. In Geffner, R., Loring, M., et al. (Eds). *Bullying behavior: Current issues, research, and interventions*. Binghamton, NY: Haworth Maltreatment and Trauma Press/The Haworth Press, Inc., 143-156.**

- "Results from a survey of New Jersey middle school students indicate that eighth graders were significantly more indifferent to bullying and less sympathetic to victims than fifth graders...In the absence of bullying prevention programs, witnesses to peer aggression become less willing to intervene on behalf of victims and more indifferent to the distress of the victim" (p. 144).

**Kumpulainen, K. & Rasanen, E. (2000). Children involved in bullying at elementary school age: Their psychiatric symptoms and deviance in adolescence. An epidemiological sample. *Child Abuse & Neglect*, 24(12), 1567-1577.**

- "Children involved in bullying, in particular those who were bully-victims at early elementary school age and those who were victims in their early teens, had more psychiatric symptoms at the age of 15 years. The probability of being deviant at the age of 15 years was higher among children involved in bullying at the age of 8 or 12 years than among non-involved children. When concurrent psychiatric deviance was taken into account, involvement in bullying increased the probability of teacher-defined deviance at the age of 15 years" (p.1567).
- "Bullies displayed externalizing behavior and hyperactivity in later years, which was also expected. The finding corroborates earlier results suggesting that bullies

are more prone to be involved in antisocial activities, as reported by Whitney and Smith (1993)” (p. 1575).

- “Further analysis in this study showed that involvement in bullying at 8 years when concurrent deviance was taken into account increased the probability of being deviant according to the teacher. Furthermore, the impact of previous deviance and bullying was additive. Hence, children, who were both deviant on the Rutter Scales and involved in bullying at the age of 8 years were 5-fold more prone to display deviance at school at the age of 15 years, and those who were deviant on the Rutter scales and involved in bullying at the age of 12 years nearly 40-fold more prone. The involvement in bullying had no independent impact on future parent-defined deviance when concurrent psychiatric deviance was taken into account. This area warrants further research to clarify the relationship between involvement in bullying and later psychiatric deviance” (1576).

**Kumpulainen, K., Raesaenen, E., & Henttonen, I. (1999). Children involved in bullying: Psychological disturbance and the persistence of the involvement. *Child Abuse & Neglect*, 23(12), 1253-1262.**

- “The number of children involved in bullying declined somewhat during the 4-year follow-up period, and a substantial number of children changed status, bullies became bully-victims for example. Nearly half the Ss involved in bullying in Study 2 had been involved 4 years earlier. Those children who were bully-victims in Study 1 were most commonly found to be still involved in bullying 4 years later. At both time points, children involved in bullying were found to have significantly more psychiatric symptoms than other children, and to be psychologically disturbed. Males and children from low SES families were more prone to continue to be involved in bullying over a 4-year period” (p.1253).
- Bully-victims are particularly at risk of remaining involved in bullying over longer periods.

**McMaster, L., Connolly, J., Pepler, D., & Craig, W. (2002). Peer to peer sexual harassment in early adolescence: A developmental perspective. *Development and Psychopathology*, 14, 91-105.**

- Doesn't directly address bullying, but has some interesting insights into sexual harassment of youth.
- “The purpose of this study was to explore the developmental context of sexual harassment among young adolescents in the late elementary and middle school grades. The results indicated that a substantial number of these youths, both boys and girls, are involved in sexual harassment with same-gender and cross-gender peers. Same- and cross-gender sexual harassment are distinct phenomena at this age, and it was only cross-gender harassment which increased with grade. Consistent with our developmental contextual framework, perpetration of sexual harassment was associated with adolescents' pubertal maturity and with their increased participation in mixed-gender peer groups” (p. 101).
- “It would appear that boys and girls experience harassment victimization equally in early adolescence and that the gender difference favoring girls' victimization emerges only later on. Possibly, older adolescent boys are less intimidated by

harassment and so become desensitized to its occurrence whereas harassment continues to be a distressing threat for girls. Alternatively, though, harassment of girls may continue to escalate into the high school years” (pp. 101-2).

**Moser, R., & Frantz, C. (Eds.). (2000). *Shocking violence: Youth perpetrators and victims—A multidisciplinary perspective*.**

- Don't have book yet.
- Abstract says, “Bullying and harassment in schools and its connection to violence are explored”

**Nansel, T., Overpeck, M., Pilla, R., Ran, W., Simons-Morton, B., & Scheidt, P. (2001). Bullying behaviors among US youth: Prevalence and association with psychosocial adjustment. *JAMA*, 285(16), 2094-2100.**

- Presents findings on prevalence of bullying.
- “The frequency of bullying was higher among 6<sup>th</sup>- through 8<sup>th</sup>-grade students than among 9<sup>th</sup>- and 10<sup>th</sup>-grade students.”

**Olweus, D. (1992). Bullying among schoolchildren: Intervention and prevention. In Peters, R., McMahon, R., et al. (Eds.). *Aggression and violence throughout the life span*, 100-125.**

- Very similar background as his 1995 article.
- Discusses results of his intervention. Not only were there marked reductions in levels of bully/victim problems for periods studied (8 and 20 months) but there was also a reduction in general antisocial behavior, such as vandalism, theft and truancy. Also found improvement in order and discipline, more positive social relationships, and more positive attitude towards school and work.

**Olweus, D. (1994). Bullying at school: Long-term outcomes for the victims and an effective school-based intervention program. In Huesmann, L. (Ed.). *Aggressive behavior: Current perspectives*. Plenum series in social/clinical psychology, 97-130.**

- Abstract: “Explores the extent to which patterns of bullying and victimization [in school] persist from childhood into young adulthood and explores the consequences for the bully and victim...Olweus argues that there are long-term deleterious consequences both for the child who is pegged as a bully and the child who is pegged as a ‘whipping boy’ by his or her peers” (PsychINFO Database Record, 2002).
- Study 1 focused on victims:
  - There was “an absence of relationship between indicators of victimization in school and data on both direct and indirect harassment in young adulthood” (p. 103). This couldn't be explained by denial/repression or of “‘noncongruence’ of methods of assessment” (p. 105).
- Study 2 focused on the effects of a bullying intervention:
  - Found a decrease in bullying and a reduction in “general antisocial behavior such as vandalism, theft, and truancy” (p. 118).

**Olweus, D. (1995). Bullying or peer abuse at school: Facts and interventions. *Current Directions in Psychological Science*, 4(6), 196-200.**

- Presents information about:
  - Prevalence data
  - Common myths about bullying
  - Characteristics of typical victims and bullies:
    - For bullies, aggression towards peers and adults, both teachers and parents
    - Little empathy with victims of bullying
    - Characterized by impulsivity and need to dominate others
    - For boys: physical strength common
- “Bullying can also be viewed as a component of a more generally anti-social and rule-breaking (conduct-disordered) behavior pattern. In my follow-up studies, I have found strong support for this view. Approximately 35% to 40% of boys who were characterized as bullies in Grades 6 through 9 had been convicted of at least three officially registered crimes by the age of 24. In contrast, this was true of only 10% of the boys not classified as bullies. Thus, as young adults, the former school bullies had a fourfold increase in relatively serious, recidivist criminality” (p. 198).
- Then discusses intervention and its effects.

**Pellegrini, A. (2000). A longitudinal study of heterosexual relationships, aggression, and sexual harassment during the transition from primary school through middle school. *Journal of Applied Developmental Psychology*, 21(2), 119-133.**

- Abstract: “It was predicted that cross-sex interactions would increase with time and that youngsters would use playful strategies to initiate cross-sex interactions. Aggression was measured through self-report, direct observations, and adult completed checklists. It was predicted that both boys and girls would target opposite-sex peer for aggression. Lastly, a mediational model of sexual harassment was proposed whereby dating frequency in the middle of 6<sup>th</sup> grade would mediate the relation between bullying at the start of 7<sup>th</sup> grade and sexual harassment at the end of 7<sup>th</sup> grade. A sample of rural 6<sup>th</sup> and 7<sup>th</sup> grade students was studied across their first 2 years of middle school. Predictions were, for the most part, supported” (PsychINFO Database Record, 2002).

**Pellegrini, A. (2001). The roles of dominance and bullying in the development of early heterosexual relationships. In Geffner, R., Loring, M., et al. (Eds). *Bullying behavior: Current issues, research, and interventions*. Binghamton, NY: Haworth Maltreatment and Trauma Press/The Haworth Press, Inc., 63-73.**

- “In this article, we suggest that school-level and peer-level factors predict bullying, negative attitudes toward bullying, and ultimately sexual harassment during late adolescents. Our theoretical orientation leads us to hypothesize that aggression and social dominance play important roles in heterosexual relationships as adolescents are maturing sexually. We also outline the ways in which early heterosexual contact and dating develops. Suggestions are made for future research” (p. 63).

- “We suggest that for some youngsters, bullying manifests itself in heterosexual relationships and sexual harassment during the period of late adolescence as they compete for access to resources (e.g., dates). That is, aggressive and quasi-aggressive strategies may be related to sexual harassment” (p. 65).
- “The use of these rough, but playful, routines seems to be implicated in dating during the first two years of middle school. Our research implicates bullying and dominance during this period in subsequent dating and sexual harassment (Pellegrini, in press; Pellegrini & Bartini, in press). For example, bullying at the start of middle school, mediated by interest in heterosexual relationships, predicted sexual harassment at the end of middle school (Pellegrini, in press). More specifically, boys who had been bullies at the start of middle school and had high self-expressed interests in dating became sexual harassers at the end of middle school” (p. 69).

**Pepler, D., Craig, W., Connolly, J., & Henderson, K. (2002). Bullying, sexual harassment, dating violence, and substance use among adolescents. In Wekerle, C., Wall, A-M. (Eds.). *The violence and addiction equation: Theoretical and clinical issues in substance abuse and relationship violence*. New York, NY: Brunner-Routledge, 153-168.**

- From chapter: “The 3 central question for this chapter are: (1) What are the developmental (grade and gender) patterns of substance use?, (2) How do different forms of aggression relate to alcohol and drug use?, and (3) Does susceptibility to peer pressure relate to the likelihood that early adolescents engage in alcohol and/or drug use? The chapter begins by considering the scope of the overlapping problems of adolescent aggression and substance use, followed by a consideration of theoretical frameworks and empirical data on these problems. A study is presented of 4 cohorts of 5<sup>th</sup>-8<sup>th</sup> grade students (totaling 922 subjects, mean age 12.7 years). Data were examined to assess the individual characteristic of aggressive behavior and boys’ and girls’ susceptibility to peer pressure as key factors in understanding the early roots of the overlap between relationship violence and substance use. Results suggest that early adolescents’ susceptibility to negative peer influences help explain the variation in substance use, above and beyond the strong relationship found between aggression and alcohol and drug use” (PsychINFO Database Record, 2002).

**Quinsey, V., Skilling, T., et al. (2004). *Juvenile delinquency: Understanding the origins of individual differences*. Washington, DC: American Psychological Association.**

- From the jacket: “This book presents an integrated theoretical perspective on antisocial behavior for readers who are seeking a more thorough understanding of juvenile delinquency. The authors have integrated what they have learned from recent empirical and conceptual advances in evolutionary psychology, behavioral genetics, and developmental psychology--three fields of inquiry that have experienced great successes in explaining human behavior in general and antisocial behavior in particular. They stress that Darwinian theory provides ultimate explanations of many variations in antisocial behavior and show how

- their integrated theory can explain differences between male and female delinquency as well as the prediction and prevention of delinquency. The authors also stress that a more thorough understanding of the origins of antisocial behavior may in the long run lead to practical interventions designed to reduce antisocial conduct” (PsycINFO Database Record, 2003).
- Chapter 3: Proximal mechanisms and the development of juvenile delinquency: Doesn’t touch on bullying specifically, but may be useful to see origins of delinquency in juveniles.
  - Chapter 4: Creates a taxonomy of juvenile delinquency and an integrated theoretical perspective. Groups are: adolescence-limited delinquency, persistent antisociality as pathology, discrete class of chronically antisocial males, life-course-persistent antisocial behavior as an adaptive life history strategy.

**Rigby, K. & Cox, I. (1996). The contribution of bullying at school and low self-esteem to acts of delinquency among Australian teenagers. *Person. Individ. Diff.*, 21(4), 609-612.**

- “Results of multiple regression analyses, controlling for age, showed that for both sexes comparatively high levels of reported engagement in peer bullying and relatively low self-esteem were each independently and significantly associated with the measure of delinquent behaviour” (p.609).
- Delinquent behavior was measured by a scale that asked about skipping school, putting graffiti on walls and other locations, getting in trouble with the police, shoplifting.

**Sanchez, E., Robertson, T., Lewis, C., Barri, R., Bohman, R., & Casey, D. (2001). Preventing bullying and sexual harassment in elementary schools: The Expect Respect Model. In Geffner, R., Loring, M., et al. (Eds). *Bullying behavior: Current issues, research, and interventions*. Binghamton, NY: Haworth Maltreatment and Trauma Press/The Haworth Press, Inc., 157-180.**

- From abstract: “The Expect Respect Elementary School Project, funded by the U.S. Centers for Disease Control and Prevention, established a model for the primary prevention of dating violence by addressing bullying and sexual harassment on public school campuses. This three-year project was based on the belief that when bullying and sexual harassment go unchecked in elementary schools, these behaviors condition students to accept mistreatment in their peer relationships, laying the foundation for abuse in future dating relationships. The Expect Respect Project assisted six public elementary schools in Austin, TX in taking a whole school approach to stopping bullying, sexual harassment and gender violence by providing staff training, classroom education, parent education, assistance with policy development, and support services. Data from the first year of implementation showed students in the intervention schools had a significant increase in their: 1) ability to identify sexual harassment; 2) awareness of school policy to protect them from sexual harassment by other students; and, 3) willingness to intervene on behalf of another student. This article represents the project's findings from the first year of implementation” (PsycINFO Database Record (c) 2003 APA, all rights reserved)

**Smith, P., & Ananiadou, K. (2003). The nature of school bullying and the effectiveness of school-based interventions. *Journal of Applied Psychoanalytic Studies*, 5(2), 189-209.**

- Discusses:
  - how people find out about bullying
  - types of bullying
  - roles in bullying
  - structural features of bullying
  - causes of bullying
  - individual risk factors in being a victim (e.g., peer group context, children with a disability, racist and homophobic bullying)
  - risk factors for bullying others (e.g., families in which violence is common, “children who are both bullies and victims...may come from particularly troubled or abusive families (Schwarz, Dodge, Pettit & Bates, 1997).”
  - effects of being bullied
  - types of school based intervention (international, with results...many were very mixed or had no results at all)
  - issues related to interventions (e.g., age at intervention, sex differences in bullying, etc.)

**Smith, P., & Brain, P. (2000). Bullying in schools: Lessons from two decades of research. *Aggressive Behavior*, 26(1), 1-9.**

- Doesn't really address the link between bullying and violence. More of a summary of research on interventions.
- Abstract: “Bullying is described as aggressive behavior normally characterized by repetition and imbalance of power. It may be considered as a normative in many group settings, but socially unacceptable within the ethos of a democratic society. The history of research and intervention on bullying in schools during the past two decades is summarized. School bullying emerges as an international issue, and we have increasing knowledge of its nature and effects. There is also growing experience of the effectiveness of a range of school-based intervention strategies. These issues are discussed in relation to the 10 articles from 9 countries that constitute the remainder of this Special Issue on Bullying in Schools” (p. 1).

**Sourander, A. & Helstela, L. (2000). Persistence of bullying from childhood to adolescence—A longitudinal 8-year follow-up study. *Child Abuse & Neglect*, 24(7), 873-881.**

- “Bullying at age 8 was associated with bullying at age 16, while victimization at age 8 was associated with victimization 8 years later” (p. 873).
- “However, the majority of those who bullied or were victimized at age 8 did not engage in bullying-related behaviors at age 16” (p. 878).
- “Bullying is especially associated with aggressive and antisocial behavior while victimization is associated with internalizing problems” (p. 879).

**Spivak, H. & Prothrow-Stith, D. (2001). The need to address bullying—An important component of violence prevention. *JAMA*, 285(16), 2131-2132.**

- “Only a few studies have evaluated the longer-term consequences of bullying and its relationship to more dangerous criminally violent behaviors. Olweus [11](#) reported that individuals with a history of bullying had a 4-fold increase in criminal behavior by the time they reached their mid 20s. The majority of former bullies had at least 1 conviction and more than a third had multiple convictions. [11](#) Those formerly bullied have been found to have higher rates of depression and poor self-esteem. [12](#) To date, however, no studies have examined the relationship between bullying/being bullied and the risk of involvement in more serious violence, such as in school shootings or other fatal episodes. Yet, the reported presence of bullying/being bullied in the recent shootings in schools, as well as in Littleton, Colo, and Pearl, Miss, among others, makes the connection an important concern. In addition, the documented relationship between child abuse and neglect and subsequent violent behavior [13](#) brings some credibility to the possible link between being bullied and involvement with violence”
- Ordered citation 11 (Olweus, 1992).

**Books that are relevant to bullying but do not have much information on the relationship between bullying and violence:**

Goldstein, A. & Conoley, J. (Eds.). (1997). *School Violence Intervention: A Practical Handbook*. New York, NY: The Guilford Press.

Goldstein, A., Harootunian, B., & Conoley, C. (1994). *Student Aggression: Prevention, Management, and Replacement Training*. New York, NY: The Guilford Press.

Hazler, R. (1996). *Breaking the Cycle of Violence: Interventions for Bullying and Victimization*. Washington, DC: Accelerated Development: A member of the Taylor & Francis group.

Smith, O., Morita, Y., Junger-Tas, J., Olweus, D., Catalano, R., & Slee, P. (1999). *The Nature of School Bullying: A Cross-National Perspective*. London, UK: Routledge.