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# Olweus Bully Victim Questionnaire Pdf [REPACK]

the majority of previous studies have focused on the validity of the bvq to assess victims of bullying. only a few studies have examined the reliability of the bvq to assess perpetrators of bullying and have yielded generally similar results. some studies have supported the factorial invariance of the bvq across countries ( bögels & pehlke, 1997 ; hanratty, ek, & goodwin, 2003 ; eslea et al., 2003 ; morita et al., 1999 ; scholtes & hanley, 2005 ; solberg et al., 2007 ; smith, morita et al., 1999 ). peer victims of bullying might be hesitant to admit their experience to school staff or friends because they fear negative reactions from those who witness the bullying or misunderstand the cause of the victimization. these reactions might include: censure by the bully; avoidance by the other students; or the consequences to a victim's self-image or future in school that would motivate him or her to withdraw from peer interactions. indeed, the literature indicates that peer victims are often reluctant to seek help from adults ( vanderstelt & witteveen, 2004 ) especially when the responsibility for other students is placed on them (suichenbach, 1996 ). therefore, when dealing with a possible victim of bullying, we must be especially mindful of students' motives to change their responses in the interests of maintaining a cordial classroom environment. students' negative feelings and behaviors as a result of bullying are linked to four problem behaviors, all of which are defined as symptoms of a diagnosable psychological condition according to the diagnostic and statistical manual of mental disorders, fourth edition, text revision (american psychiatric association, 2000 ). these four problem behaviors are suicidality, substance use, interpersonal violence, and nonmedical and self-injurious behaviors. based on a review of the literature (grella & hingson, 2001 ), each of these behaviors was selected as the indicator for examining the items within the nbrb questionnaire.



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because we were interested in the correlates of this construct, our sample is representative of the students at this school. the final sample consisted of 198 students who completed the bvq. they were in grades 6 to 9, with a mean age of 13.26 years ( sd = 1.73). all students reported being native speakers of english, and 103 (52. the most consistent and significant finding of the study is that students who were self-identified as bullies on the bvq were also selected as

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perpetrators of discipline referrals. in addition, levels of classroom disruption was associated with self-reported bullying. this result suggests that self-reported bullying may be a valid measure of actual bullying. moreover, slee & bos (2000 ) proposed that the bvq can provide information about aggression beyond what is captured in classroom behavioral observations. in this school, teacher assistants were trained to provide daily classroom observations of disruptive behaviors, but their education was not focused on classroom behavioral characteristics that are associated with bullying (e.g., teacher assistance, duration, frequency). students selected as perpetrators of discipline referrals were also more likely to have grades that qualified them for free and reduced lunch than non-perpetrators. these results also support the validity of the bvq. however, it is possible that this relationship is not as direct and causal as one might think, given the intervening role of free or reduced lunch. free and reduced lunch is required for participation in the federal lunch program, but participation rates are notoriously low in most school districts. further research is needed to determine if there are other mechanisms involved in these relationships. 5ec8ef588b

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