

DATA POINT

U.S. DEPARTMENT OF EDUCATION

NCES 2018-093 MARCH 2018

Repetition and Power Imbalance in Bullying Victimization at School

For the 2014–2015 school year, 20.8 percent of students reported being bullied at school (data not shown in figures).¹ This report examines these students' experiences of bullying by repetition and power imbalance, two components of the Center for Disease Control and Prevention's (CDC) uniform definition of bullying²; and reviews the association of these components with students' school work, relationships, physical health, and feelings about themselves.

The School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS) is a nationally representative sample survey of students ages 12 to 18. The SCS asks students whether they were bullied in the school building, on school property, on the school bus, or going to or from school. Specifically, it asks if they were made fun of, called names or insulted; if they were the subject of rumors or excluded from activities on purpose; if they suffered from physical attacks or had their property destroyed; or if they were threatened with any of the above. The SCS also asks students if bullying has had a negative effect on their school work, relationships with friends or family, how they feel about themselves, and physical health. For 2015, the SCS³ was updated to include measures of repetition and power imbalance, asking students who reported bullying at school if it at any time the bullying:

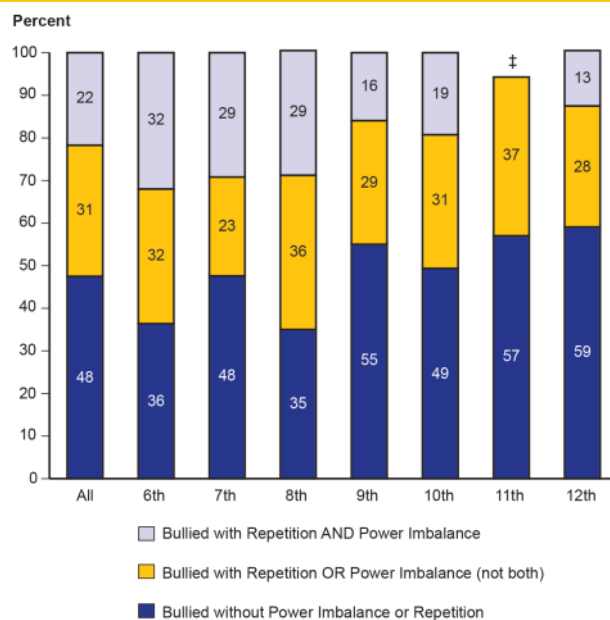
- Happened over and over or if they were afraid it would happen over and over (*repetition*).
- Was by someone who had more power or strength (*power imbalance*). For example: the person was bigger, more popular, had more money, or had more power in another way.

A greater proportion of middle school students who reported being bullied said the bullying included both repetition and power imbalance than students reporting being bullied in 9th and 12th grade (figure 1).

- In 2015, 21.7 percent of all students who reported being bullied in any way (or 4.5 percent of all students) reported bullying that met the uniform definition (included repetition and power imbalance).

Data in this report are from version 1 of the 2015 School Crime Supplement to the National Crime Victimization Survey, a nationally representative sample survey of students ages 12 through 18. To learn more about the survey, visit: <http://nces.ed.gov/programs/crime>. For questions about content or to download additional copies, go to: <http://nces.ed.gov/pubsearch>.

FIGURE 1. Among students who reported being bullied at school, percentage who reported additional bullying components by grade: School year 2014–15



† Reporting standards not met. The standard error for this estimate is equal to 50 percent or more of the estimate's value.

NOTE: The School Crime Supplement sample includes students ages 12–18 and, therefore, might not be representative of students in 6th grade. Comparisons between students in 6th grade and those in other grades should be made with caution. Data include only students who reported being enrolled in grades 6 through 12 and not receiving any of their education through homeschooling during the school year reported. "Bullied" includes students who reported being made fun of, called names, or insulted; being the subject of rumors; being threatened with harm; being pushed, shoved, tripped, or spit on; being pressured into doing things they did not want to do; being excluded from activities on purpose; and having property destroyed on purpose. "At school" includes the school building, school property, school bus, or going to and from school. "Repetition" includes bullying happening over and over, or being afraid it happening over and over. "Power Imbalance" includes bullying by someone who had more power or strength (e.g., someone bigger, more popular, with more money, or more power in any other way). Detail may not sum to 100 because of rounding. Tabular data for percentages and their standard errors are available at http://nces.ed.gov/programs/crime/crime_tables.asp.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS - Version 1) to the National Crime Victimization Survey (NCVS), 2015. The 2015 SCS questionnaire was administered in two alternate versions. Only respondents completing Version 1 of the survey are included in these estimates. A complete discussion of the split-half methodology and results can be found at <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2017004>.

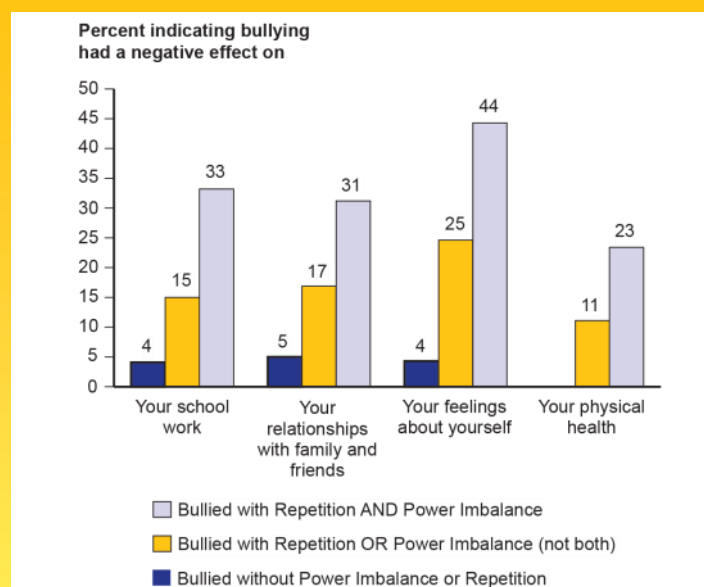
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- Among students reporting being bullied in any way, approximately one-third of 6th graders (32.0 percent), 7th graders (29.2 percent), and 8th graders (29.3 percent) reported bullying that met the uniform definition, greater percentages than 9th graders (15.9 percent) and 12th graders (12.5 percent).

Students who reported repetition and power imbalance were components of the bullying they experienced were also more likely to agree that the bullying had an impact on various aspects of their lives (figure 2).

- A smaller percentage of students who reported bullying without repetition or power imbalance agreed or strongly agreed that bullying impacted their school work (4.1 percent), their relationships with family or friends (5.0 percent) and their feelings about themselves (4.3) than students reporting bullying with repetition, power imbalance, or both.
- A greater percentage of students who reported that they experienced bullying with both repetition and power imbalance agreed or strongly agreed that bullying impacted their schoolwork (33.2 percent), their relationships with family or friends (31.2 percent), their feelings about themselves (44.3 percent), and their physical health (23.4 percent) than students reporting that only one of the components was included in the bullying they experienced (15.0, 16.5, 24.6 and 11.1 percent, respectively).

FIGURE 2. Among students who reported they were bullied at school, percentage agreeing that bullying had a negative impact, by bullying components: School year 2014–15



NOTE: Negative effect includes being affected "somewhat" or "a lot" by the bullying. Data include only students who reported being enrolled in grades 6 through 12 and not receiving any of their education through homeschooling during the school year reported. "Bullied" includes students who reported being made fun of, called names, or insulted; being the subject of rumors; being threatened with harm; being pushed, shoved, tripped, or spit on; being pressured into doing things they did not want to do; being excluded from activities on purpose; and having property destroyed on purpose. "At school" includes the school building, school property, school bus, or going to and from school. "Repetition" includes bullying happening over and over, or being afraid it happening over and over. "Power Imbalance" includes bullying by someone who had more power or strength (e.g., someone bigger, more popular, with more money, or more power in any other way). Tabular data for percentages and their standard errors are available at http://nces.ed.gov/programs/crime/crime_tables.asp.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS - Version 1) to the National Crime Victimization Survey, 2015 (NCVS). The 2015 SCS questionnaire was administered in two alternate versions. Only respondents completing Version 1 of the survey are included in these estimates. A complete discussion of the split-half methodology and results can be found at <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2017004>.

Endnotes

¹Percentages of students who reported being bullied in any way by grade for the 2014–2015 school year: 6th (31.0 percent), 7th (25.1 percent), 8th (22.2 percent), 9th (19.0 percent), 10th (21.2 percent), 11th (15.8 percent), 12th (14.9 percent).

²See Gladden, R.M., Vivolo-Kantor, A.M., Hamburger, M.E., and Lumpkin C.D. (2014). *Bullying Surveillance Among Youths: Uniform Definitions for Public Health and Recommended Data Elements, Version 1.0*. Atlanta, GA; National Center for Injury Prevention and Control, Centers for Disease Control and Prevention and U.S. Department of Education. Retrieved April 13, 2017, from <http://www.cdc.gov/violenceprevention/pdf/bullying-definitions-final-a.pdf>.

³For more information on the development and administration of the 2015 SCS survey versions see Lessne, D., and Cidade, M. (2017). *Methodology Report: Split-Half Administration of the 2015 School Crime Supplement to the National Crime Victimization Survey* (NCES 2017-004). U.S. Department of Education, Washington, DC: National Center for Education Statistics. Retrieved April 13, 2017, from <http://nces.ed.gov/pubsearch>.

This NCES Data Point presents information on education topics of current interest. It was authored by Deborah Lessne and Christine Yanez of Synergy Enterprises, Inc. All estimates shown are based on samples and are subject to sampling variability. All differences discussed in this report are statistically significant at

the .05 level. In the design, conduct, and data processing of National Center for Education Statistics (NCES) surveys, efforts are made to minimize the effects of nonsampling errors, such as item nonresponse, measurement error, data processing error, or other systematic error.