



Evaluation of the effectiveness of the anti-bullying intervention program 'Survivors!'

The effectiveness of anti-bullying school intervention programs targeting bullying as group process by the adaption of the Participant Role Approach

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ABSTRACT

Theoretical background In recent years the need for scientifically and empirically proven effective anti-bullying programs has increased significantly. There has been a shift in anti-bullying intervention research addressing bullying from a group approach by embracing the involvement of the whole group in the bullying process. The important role of bystanders in witnessing and encouraging the bullying and the lack of bystanders to support the victim is further explored by the Participant Role Approach (PRA). Various personal and social factors influence the defending behavior of bystanders in bullying situations.

Aim The aim of the present study is to expand the knowledge about the effectiveness of anti-bullying school intervention programs targeting bullying as group process by examining the effects of the anti-bullying intervention program ‘Survivors!’. The classroom intervention program ‘Survivors!’ consists of a theater show, talk show and lesson to make students aware of their own responsibilities and possibilities within the group to prevent or stop the bullying.

Method The intervention effects were examined by the use of a self-reported questionnaire in a within-subject research design including a pretest and a posttest. The final sample for analysis included 55 classes with a total of 1,174 participants who completed both the pretest and posttest. The participants were first year students of 11 secondary schools across the Netherlands.

Results The anti-bullying intervention program ‘Survivors!’ proved to be effective. A positive impact of the intervention program was found on all outcome variables: awareness, knowledge, attitude, self-efficacy for defending behavior, and outcome expectations for defending behavior. A moderator effect was found of the self-reported participant roles on the intervention effects on awareness, knowledge, and attitude. All outcome variables assessed in this research, except the variable awareness, significantly predicted the degree of reported defending behavior in bullying situations.

Practical implications In order to transform anti-bullying attitudes in actual defending behavior, intervention programs should focus more on self-reflection and commitment to anti-bullying behavior. To ensure the long-term effectiveness, intervention programs should be developed into a whole-school intervention program. The degree of implementation of the intervention and commitment to the program are essential.

Future research The study gives scientific and empirical support for the effectiveness of anti-bullying program targeting bullying as a group process. Future research is necessary to evaluate the intervention effects on the long term, with special attention for the nature and reasons of change in participant role behavior. Additionally, the research findings should be compared with a control group and be analyzed at school-, class-, and individual level.

Keywords: anti-bullying intervention program, group process, participant roles, effectiveness, defending behavior.

SAMENVATTING

Theoretische achtergrond De afgelopen jaren is de noodzaak van wetenschappelijk en empirisch bewezen anti-pestprogramma's flink toegenomen. Er heeft een verschuiving plaatsgevonden in wetenschappelijk onderzoek van anti-pestprogramma's naar het benaderen van pesten vanuit een groeps perspectief. Hierbij wordt de betrokkenheid van de hele groep in het proces rondom pesten benadrukt. De belangrijke rol van omstanders in het pestproces door het toekijken en aanmoedigen van het pesten en het gebrek van omstanders om de slachtoffers te steunen wordt verder onderzocht in de Participant Role Approach (PRA). Diverse individuele en sociale factoren beïnvloeden het verdedigende gedrag van deze omstanders in pestsituaties.

Doelstelling Het doel van het huidige onderzoek is het uitbreiden van kennis over de effectiviteit van anti-pestprogramma's op school die gericht zijn op pesten als groepsproces. Hiervoor zijn de effecten van het anti-pestprogramma 'Survivors!' onderzocht. Deze klasinterventie bestaat uit een theatershow, talkshow en een les om studenten bewust te maken van hun eigen verantwoordelijkheden en mogelijkheden binnen de groep om het pesten te voorkomen of te stoppen.

Methode De effecten van de interventie zijn onderzocht door middel van eenzelfde vragenlijst op basis van zelfrapportage voor de voor- en nameting. De uiteindelijke steekproef voor de analyse bestond uit 55 klassen met in totaal 1.174 participanten die zowel de voormeting als de nameting volledig hadden ingevuld. De participanten waren brugklassers van 11 middelbare scholen verspreid over heel Nederland.

Resultaten Het anti-pestprogramma 'Survivors!' is effectief gebleken. De interventie heeft een positief effect op alle variabelen gemeten in het huidige onderzoek: bewustwording, kennis, houding, vertrouwen in eigen verdedigend gedrag en verwachte uitkomsten van verdedigend gedrag. Een moderator effect werd gevonden tussen de eigen inschatting van de participatierol en het interventie effect op bewustwording, kennis en houding. Alle variabelen gemeten in het huidige onderzoek, met uitzondering van de variabele bewustwording, waren een voorspeller van het gerapporteerde verdedigende gedrag in pestsituaties.

Praktische implicaties Om de antipesthouding om te zetten in daadwerkelijk verdedigend gedrag, moeten interventieprogramma's zich meer richten op zelfreflectie en betrokkenheid bij antipestgedrag. Om de effectiviteit van interventieprogramma's ook op lange termijn te waarborgen is het wenselijk om het interventieprogramma te ontwikkelen tot een schoolbreed programma. De mate van implementatie en de toewijding aan de interventie zijn hierbij essentieel.

Toekomstig onderzoek Dit onderzoek geeft wetenschappelijk en empirisch bewijs voor de effectiviteit van anti-pestprogramma's gericht op pesten als groepsproces. Toekomstig onderzoek is nodig om de effecten van de interventie te evalueren op lange termijn, met speciale aandacht voor de wijze van en redenen voor de verandering van het gedrag van de diverse participatierollen. Daarnaast dienen de resultaten van het onderzoek vergeleken te worden met een controlegroep en geanalyseerd te worden op school-, klas- en individueel niveau.

Trefwoorden: anti-pest interventieprogramma, groepsproces, participatierollen, effectiviteit, verdedigend gedrag.

INTRODUCTION

Bullying is a universal phenomenon which has received more attention over the years of researchers in various countries all over the world. According to the widely recognized and cited definition of bullying of Olweus (1997) “a student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students” (p. 496). Recently bullying is often considered as a group process where bullying can be defined as “a subtype of aggressive behavior, in which an individual or a group of individuals repeatedly attacks, humiliates, and/or excludes a relatively powerless person” (Salmivalli, 2010, p. 112). Aggressive behavior of bullying is hereby differentiated from teasing by three key characteristics: the intention to harm, the repetition over time, and the power imbalance between the bully and victim (Olweus, 1997). Thus, although bullying is a form of aggressive behavior, not all aggressive behavior between students can be considered as bullying (i.e. teasing).

Bullying can take on many different forms. Generally, bullying is categorized into direct and indirect bullying which respectively takes place in a public, often physical context (e.g. fighting, pushing) or in a relational, often mental context (e.g. social exclusion, gossiping, spreading rumors) (Olweus, 1997). In general, direct bullying with physical aggression and threats is more common among boys (boys: 17.4% vs. girls: 14.6%). Girls however are more often involved in indirect bullying situations with more verbal and relational ways of harassment (boys: 8.2% vs. girls: 10.2%) (Olweus, 1993, 1997; Rivers & Smith, 1994).

A relatively new, but rapidly growing phenomenon among young people is cyberbullying, which includes bullying by the use of electronic or digital information and communication technologies (i.e. mobile phones, Internet) (Baas, De Jong, & Drossaert, 2013). Because of the differences between traditional bullying and cyberbullying regarding the potential harmfulness, threatening nature, potential audience, and visibility (Baas et al., 2013), it can be questioned whether cyberbullying has to be considered as a new form of bullying or just as bullying via a new medium. In the review of Slonje, Smith, and Frisé (2013), the gender differences for cyberbullying are inconsistent across the various studies (e.g. Smith, 2012; Tokunaga, 2010).

A growing body of research has demonstrated the negative effects of bullying on mental and physical health for both bullies and their victims. The exposure to violence in schools is related to the development of: 1) emotional and psychosomatic problems; 2) low self-esteem, depression and suicidal tendency; 3) antisocial behaviors which lead to legal, economic, and social problems (Jiménez Barbero, Ruiz Hernández, Llor Esteban, & Pérez García, 2012). Peer victimization specifically has a negative effect on anxiety, depression, social dysfunction, physical wellbeing, and suicidal tendency (Rigby, 2001).

As people seem to be much more aware of the negative consequences of bullying for children's development, consequently the need for intervention programs aimed at preventing or reducing bullying at school has increased as well (Jiménez Barbero et al., 2012). The Dutch government acknowledges this urgent need for effective anti-bullying intervention programs in order to create a safe school climate. Therefore, the “Plan against bullying” is presented on 25 March 2013 to the House of Representatives by the Ministry of Education, Culture and Science in intensive cooperation with the National Children's Ombudsman. This plan is a response to the many different approaches to bullying among schools and the overload of anti-bullying programs, which are important reasons why bullying is so difficult to fight.

Not all anti-bullying programs have been proven to be effective or even could be contra productive. Especially for secondary education, a proven program and the systematic use of programs seem to be missing. With this plan the Dutch government wants to reduce the overload of anti-bullying programs to a limited number of programs that really work and that emphasize the prevention of all kinds of bullying. Through the legal obligation of a scientifically and empirically proven effective anti-bullying program, the government has the ambition to end the taboo of bullying so that bullying can no longer be ignored (Plan against bullying, 2013).

One of these anti-bullying programs from which the effectiveness has not yet been scientifically and empirically examined is the anti-bullying program ‘Survivors!’. This classroom anti-bullying program focuses on the group process of bullying, by emphasizing the important role of defending behavior of bystanders to stop the bullying.

The objectives of ‘Survivors!’ can be summarized as following: 1) raise awareness of the own and others’ participant role behavior in bullying situations; 2) raise awareness of the personal and shared responsibility for the atmosphere in the classroom and the protection of (online) boundaries; 3) expand knowledge about bullying and what to do against (cyber)bullying situations; 4) increase the anti-bullying attitudes related to bullying; 5) improve the self-efficacy and outcome expectations for defending behavior.

Therefore, in this study the intervention effects were examined for several outcome variables indicating the participant role behaviors, awareness, knowledge, anti-bullying attitude, self-efficacy, and outcome expectations related to bullying and defending behavior in bullying situations. The aim of the present study is to expand general knowledge about the effectiveness of anti-bullying school intervention programs targeting bullying as a group process by examining the effects of the anti-bullying intervention program ‘Survivors!’.

THEORETICAL FRAMEWORK

In this theoretical framework, the theoretical perspective and most important constructs included in this study are introduced. At first, bullying is described as a group process which highlights the relevance of the current study. Next, defending behavior in bullying situations and the personal and social factors that could influence the defending behavior of bystanders are described in detail. Additionally, important empirical findings from other intervention programs and the use of theatre in educational interventions are illustrated. Finally, the conceptual research model of the present study is introduced.

Bullying as Group Process

Empirical research to investigate the possible influence of the group in maintaining and reinforcing bullying has started around the 1990s (Salmivalli & Voeten, 2004). The investigation of bullying from a group perspective embraces the involvement of the whole group in the bullying process, including the bystanders who are present in most of the bullying situations. Bystanders can be described as people who are direct or indirect witnessing the bullying process, but don't do anything to stop it (Salmivalli, Kaukiainen, & Voeten, 2005). The important role of the bystander response in witnessing and encouraging the bullying process and the lack of support of bystanders to the victim is further explored by the different participant roles of the Participant Role Approach (PRA) (Salmivalli, Lagerspetz, Björkqvist, Österman, & Kaukiainen, 1996).

Group Perspective

Bullying at school rarely happens with the bully and victim being the only parties involved. It is not an isolated process between the bully and victim (Salmivalli et al., 1996). In most cases there are many more students present at the bullying scene, which in one way or another affects the bullying situation. Observational research of bullying at the schoolyard from O'Connell, Pepler, & Craig (1999) has shown that in no less than 85% of the bullying incidents bystanders had a reinforcing effect by joining or encouraging the bullying. Bullying is therefore a group process in a broad social context with more students involved than only the bully and victim.

So in recent years there has been a shift in research addressing the bullying problem from viewing bullying as individual differences in dyads to approaching bullying in relation to the social group or context in which it occurs (Rigby & Johnson, 2006; O'Connell et al., 1999). Recently more researchers emphasize the social character of bullying by considering bullying as a complex group phenomenon that involves social roles and relational processes within the group as well (Salmivalli, 1999, 2001; Sutton & Smith, 1999). Salmivalli (1999, 2001) refers in her articles to earlier research of Lagerspetz, Björkqvist, Berts, and King (1982) and Pikas (1975) who already viewed bullying as a primarily social phenomenon within the context of the whole group, for example a classroom. Lagerspetz et al. (1982) highlighted the collective character of bullying and its foundation on social relationships in the group. Pikas (1975) emphasized the reinforcement of each other's behavior due to their interaction in bullying situations.

From this point of view bullying among school children can be considered as a form of aggressive behavior in a group, which can be examined as interpersonal relationships between group members who take on or get assigned to different social roles in the bullying process (Salmivalli, 2001). In recent research Salmivalli (2010) argues that the examination of bullying in group context could give more insight in the persistence of bullying, individuals' motivation to bully, lack of support to victims, and adjustments of victims in various bullying situations. Better understanding of how bullying as a group process works and how it may contribute to the beginning and continuation of the bullying process is thus very important to design effective anti-bullying interventions.

Participant Role Approach

Salmivalli et al. (1996) were one of the first researchers who approached bullying from the group perspective. They examined the different roles in the group process of bullying. To measure the participant roles in the bullying process the Participant Role Questionnaire (PRQ) is developed (Salmivalli et al., 1996). This original peer-evaluation questionnaire can be used to measure the behavior of children in the bullying process by the evaluation of their own and their classmate's behavior in bullying situations.

The social roles that students have or take on in the group process of bullying can be conceptualized as participant roles (Salmivalli et al., 1996). Next to the role of victim (the one who is being bullied), five participant roles in the group process of bullying can be distinguished: *bully* (initiates the bullying and gets others to join the bullying), *reinforcer of the bully* (passively reinforces or encourages the bullying by watching, laughing, cheering etc.), *assistant of the bully* (helps or joins the bullying when it is started by catching or holding the victim), *defender of the victim* (helps the victim by trying to stop the bullying or getting help) and *outsider* (ignores or doesn't even know about the bullying or does nothing to stop the bullying). The difference between the roles that directly reinforce bullying (bully, reinforcer, or assistant) are often small and difficult to distinguish but mostly determined by the moment when the bullying starts and by the way of bullying. Especially the behavior of outsiders plays an important role in the group process of bullying. If the outsiders are present at the bullying scene but don't do anything to stop the bullying, they give indirect signs of approval.

National Dutch surveys of the participant roles among school children show the following role distribution: bully (10%), victim (10%), reinforcer or assistant (20% – 25%), defender (15% – 20%), outsider (25% – 45%) (Camodeca & Goossens, 2005; Goossens, Olthof, & Dekker, 2006; Olthof, Goossens, Vermande, Aleva, & Van der Meulen, 2011). There seem to be differences of engagement in different participant role behaviors between the sexes (Salmivalli & Voeten, 2004). The role of reinforcer and assistant were more common among boys, while the role of defender and outsider were more typical for girls (Gini, Albeiro, Benelli, & Altoe, 2008; Goossens et al., 2006; Salmivalli et al., 1996; Sutton & Smith, 1999).

Bystander Response

The emphasis upon the social participant roles that bystanders adopt (bully, assistant, reinforcer, defender, outsider) addresses the question how bullying among school children can be reduced through encouraging these bystanders to engage in defending behavior. Research has proven that the reaction of bystanders could have a big impact on the people involved in the bullying situation. Reactive behavior of bystanders in the form of verbal or nonverbal cues, taking sides or even intervening itself could provide positive or negative feedback to the bully, victim, and each other (Salmivalli, 2010).

Results of the study of Hawkins, Pepler, and Craig (2001) and Kärra, Voeten, Little, Poskiparta, Kaljonen, and Salmivalli (2011) confirm the importance of bystander reactions by effective peer intervention from bystanders on behalf of the victim. Specifically at classroom level, supporting and defending the victim has led to a decrease in bullying behavior. The opposite effect has been shown for reinforcing the bully. If classmates reinforced the bully, the more frequently bullying took place in the classroom. The importance of the social context in the classroom was also notified for victimization in relation to social anxiety and peer rejection. It was found that the more bystanders in the classroom support the bully, the more likely anxious or rejected children end up as victims.

Unfortunately, most bystanders don't seem to utilize or recognize their power to put an end to bullying. According to observational studies, intervention of bystanders only happens in 10% to 25% of the bullying situations (O'Connell et al., 1999). There seems to be a paradox between their anti-bullying attitudes, intentions for defending behavior and actual defending behavior in bullying situations (Rigby & Slee, 1991; Salmivalli & Voeten, 2004; Salmivalli, 2010). Their behavioral statements don't correspond with their behavior in bullying situations. Most bystanders do have strong anti-bullying attitudes and have sincere intentions to help or support the victim instead of joining or rewarding the bullying. So they do think that bullying is wrong and it is the right thing to stand up for the victim. Nevertheless, almost none of the students do actually express their disapproval to their peers. In practice this results in a bullying situation in which bystanders only witness the bullying and don't intervene at all. Apparently something is holding them back to actually defending their bullied peers.

Research of effective anti-bullying intervention programs suggests that empowering bystanders to actively defend and support their bullied peers is the key to solving the bullying problem (O'Connell et al., 1999; Salmivalli et al., 2005). If bystanders (consciously or unconsciously) would no longer reward or reinforce the bully by not intervening, an important reason for bullies to bully would be lost (Salmivalli, 2010). To encourage bystanders to demonstrate defending behavior, it is essential to get more insight in the factors that could influence the behavioral choices that bystanders make to remain uninvolved or reinforce the bullying (Rigby & Johnson, 2006; Rigby & Slee, 1991; Salmivalli & Voeten, 2004).

Defending Behavior in Bullying Situations

According to Salmivalli et al. (1996) the participant role behavior in bullying situations is dependent on individual characteristics and personality traits as well as the needs and expectations of other group members. Therefore, in the present study a number of personal factors (i.e. knowledge, self-efficacy for defending behavior, and outcome expectations for defending behavior) and social factors (i.e. attitude, awareness) that appeared likely to be related to the behavior in bullying situations were examined from a group perspective. Special attention was given to the tendency of bystanders to demonstrate actual defending behavior in bullying situations.

Knowledge

Intervening in bullying situations is not possible if students don't have the knowledge to recognize bullying situations and possess skills to identify the bullying behaviors of others. Despite the value of knowledge on how individuals define (cyber)bullying and know what to do in (cyber)bullying situations, few intervention programs have directly explored this issue among students (Boulton, Trueman, & Flemington, 2002).

The importance of teacher knowledge on bullying has been addressed in bullying research more often (Allen, 2010). Nicolaidis, Toda, and Smith (2002) emphasize the value of the incorporation of existing knowledge about bullying into the training programs for teachers. Subjects that should be included are for example the characteristics of bullies and victims, coping strategies, the importance of the issue, and self-confidence in dealing with bullying issues.

However, students' perceptions and understanding of bullying seem to be different than those of teachers. These differences are expressed in discrepancies between prevalence rates of bullying, the perceived impact of different forms of bullying, and the main focus of intervention programs (Allen, 2010). Thus, variables related to knowledge among students should also be taken into account when measuring the effectiveness of intervention programs.

Self-efficacy for Defending Behavior

One of the individual differences in the behavior of bystanders refers to the sense of self-efficacy for defending behavior. According to the social cognitive theory of Bandura (1997), self-efficacy can be conceptualized as individual's belief in his/her own ability to reach desired results through their own actions. The influence of self-efficacy beliefs has been proven to have a positive impact on various domains of pro-social functioning, interpersonal relations, and wellbeing (Bandura, 1997). In the context of the present study self-efficacy can best be operationalized as self-efficacy for defending behavior (Salmivalli et al., 1996). In order to help the victim in an often perceived difficult or even dangerous situation as bullying, bystanders need to have a certain degree of confidence in their own ability to successfully intervene in the situation. Bystanders need to have a lot of courage to stand up against bullies as bullies are often perceived as very powerful and popular (Salmivalli, 2010). If bystanders don't believe in their own capability to defend or support a victimized peer against these bullies, they will be unlikely to do so (Pöyhönen, Juvonen, & Salmivalli, 2012).

Salmivalli (2010) points out a negative relationship between self-efficacy for defending and withdrawing or staying out from a bullying situation. Moreover, a positive relationship was found between self-efficacy for defending and standing up for the victim. Andreou, Vlachou, and Didaskalou (2005) indicated specifically higher levels of self-efficacy for students in the defender role opposed to the students in the role of outsider.

Outcome expectations for Defending Behavior

Besides the individuals' believe in their own ability to take actions for defending behavior, the belief in the desired outcome of their defending behavior could play a role as well. The outcome expectations of defending behavior has been associated with specific outcomes concerning the frequency of bullying, the victim's wellbeing, and one's personal status (Pöyhönen et al., 2012). Pöyhönen et al. (2012) argue that it is important to investigate these outcome expectations for defending behavior separately from efficacy beliefs because these expectations can hold back bystanders from intervening even if they have a high sense of self-efficacy. The defending strategies can then be targeted to either the stronger belief of bystanders in themselves or in the difference that they can make by defending behavior.

The research of Pöyhönen et al. (2012) regarding bystander responses in bullying situations shows various motivational underpinnings for defending, remaining passive, and reinforcing the bully. Defending was linked to the expectation that the victim will feel better and one's own status will improve. Remaining passive was associated with conflicting expectations and values. These bystanders may value the outcome expectations but don't trust it will happen which results in withdrawing from the bullying situation. Reinforcing the bully was related to negative outcome expectations. These students didn't care whether the bullying decreased or expected that defending the victim would be bad for their own status.

Attitude

Another factor that could play an important role in relation to bystander responses is the attitude towards bullying. Rigby and Slee (1991, 1993) and Rigby (1997) examined the attitudes and beliefs of Australian school children towards bullying in general and the victims of bullying. They used items of the Pro-victim Scale related to three factors: the tendency to despise the victims of bullies, general approval for school bullies, and avowed support for intervention to assist the victim. Results have shown that a positive attitude towards victims was negatively correlated with supporting bullying behavior. In contrast to this, the positive attitude towards victims was positively correlated with expressing approval of others who intervened to put an end to the bullying (for example teachers, mentors, and other students). This has led to the expectation that the positive attitude towards victims would also correlate positively with the willingness of bystanders to help victims in a bullying situation. This belief is, however, based on the assumption that bystanders are more willing to help the victim if they like the victim or have some feelings of empathy for him/her (Rigby & Johnson, 2006). Additionally, the attitude towards victims in general or towards specific victims in the own school class could be different. The social role of the victim within the class affects how others see the victim and thus the possibilities to connect with peers (Salmivalli, 2010).

Specific research on participant roles of Salmivalli and Voeten (2004) indicated more approving attitudes with regard to bullying among children in pro-bullying roles such as bullies, reinforcers and assistants. Strong attitudes against bullying among children were indicated among children in the anti-bullying role of defender.

Awareness

The influence of the group context at school, i.e. the classroom, does often have a bigger impact than other social groups due to its involuntary membership. This means that the victim and other group members cannot easily escape from bullying situations at school, because they are classmates or go to the same school (Salmivalli, 2010).

The fact that bullying situations at school do often have multiple witnesses reduces the likelihood of bystander intervention. This phenomenon is also referred to as the “bystander effect” (Darley & Latane, 1968, cited by Salmivalli, 2010). It might be a consequence of the bystanders’ diffusion of responsibility or their incorrect interpretation of the bullying situation (Salmivalli, 2010). Bystanders seem to be unaware of their personal responsibility to stop the bullying. Even if they are aware of their own responsibility to do something against it they seem to ignore it. They expect others to take action instead of themselves. This lack of intervention by other bystanders leads also to a misjudgment of the seriousness of the situation and suffering of the victim, especially with indirect bullying. If bystanders monitor the behavior of other bystanders who don’t intervene, they often think it is unnecessary to intervene. This copying behavior of not intervening gives wrong signs to the bully, victim, and other bystanders about the personal and shared responsibility to stop the bullying.

Anti-bullying Intervention Programs

The shift in recent research to emphasize the critical role of bystanders in the interaction between the bully and victim in the bullying process has influenced the approach of anti-bullying interventions as well. A number of anti-bullying intervention programs which take on this group approach to bullying are described by Olweus (1997), Salmivalli et al. (2005), Kärna et al. (2011), and Van der Meer (2013). Additionally, the use of (participatory) theatre in intervention programs is also discussed. Better understanding of the key principles and effectiveness of these intervention programs at class-, group, and school level will provide more information for examining the effectiveness of ‘Survivors!’.

Group Approach Intervention Programs

It has been shown that attempts to change the behavior of bullies do rarely have long-lasting effects (Salmivalli et al., 2005). It might be easier to express the already existing anti-bullying attitudes of bystanders and transform these attitudes into actual behavior than to influence both the attitudes and behavior of active, initiative taking bullies (Salmivalli, 2010). Therefore the focus of interventions has shifted to influence the behavior of bystanders in the bullying process. This new focus has led to the notion of researchers and policy makers that interventions should no longer only be directed to the individual and dyadic characteristics of the bully and victim, but should recognize bullying as a group process. Many anti-bullying interventions now target the group as a whole by trying to influence the behavior of bystanders in the bullying process (Pepler, Craig, Ziegler, & Charach, 1994; Salmivalli, 1999; Salmivalli et al., 1996; Stevens, Bourdeaudhuij, & Oost, 2000; Sutton & Smith, 1999).

Olweus Bullying Prevention Program (OBPP)

As the majority of the intervention research has been carried out in school context, most of the anti-bullying intervention programs have been inspired and/or modeled after the whole-school approach by Dan Olweus (Bauer, Lozano, & Rivara, 2007; Smith, Schneider, Smith, & Ananiadou, 2004; Merrell, Gueldner, Ross, & Isava, 2008; Salmivalli et al., 2005). Olweus (1994, 1997) argues that a suitable anti-bullying intervention program can reduce bully/victim problems by focusing primarily on changing attitudes, behavior, and routines around bullying. The Olweus Bullying Prevention Program (OBPP) is therefore developed to improve peer relations and restructure the social school environment into a safe and positive place. By the promotion of school-wide awareness of bullying the OBPP aims to increase awareness and knowledge about the bully/victim problem, achieve active involvement of teachers and parents, develop clear rules against bullying, and provide support and protection for the victims (Olweus, 1994, 1997).

The intervention program of Olweus (1997) is based upon four key principles, ideally carried out by teachers at school and parents at home: 1) the creation of an environment with warmth, positive interest and involvement from adults; 2) clear limits and rules to unacceptable behavior; 3) consistent application of non-hostile, non-physical sanctions by rule violation; 4) the behavior of adults as authorities. These basic principles are translated into explicit measures targeted at three systematic levels: school level, class level, and individual level.

Although the OBPP and other whole-school bullying intervention programs have been conducted in many studies and countries over the last few years, the overall effectiveness and meaningful positive effects have not been proven yet (Bauer et al., 2007; Smith et al., 2004; Merrell et al., 2008; Salmivalli et al., 2005). Bauer et al. (2007), who focused specifically on the OBPP, assigned the mixed pattern of results in effectiveness to the impact of culture, race, and family/home environment of the heterogeneous student population. To minimize these variable differences in effectiveness, commitment to the implementation is essential. Bauer et al. (2007) and Smith et al. (2004) therefore both emphasize the need for rigorous evaluation of the intended program targets to be able to indicate exactly how and when the intervention is successful.

Participant Role Intervention Program

One of the first studies which approached the anti-bullying intervention from a group perspective was the study of Salmivalli et al. (2005). By the adoption of the participant role approach to bullying Salmivalli (1999) suggested three steps in curriculum-based preventive and intervention programs against bullying: 1) Raising awareness (discussion of bullying-related themes with the whole class); 2) Encouraging self-reflection (reflection of own behavior on the basis of participant roles); 3) Commitment to anti-bullying behaviors (promoting individual and group defending behavior). During a 1-year training course class teachers were provided with different intervention strategies based on these three steps at school-, class-, and individual level. However, the main focus was on the group mechanisms of bullying to intervene at classroom level. Results have shown positive effects of the intervention program on the observed and experienced bullying among victims and bullies, attitudes towards bullying, efficacy beliefs, and participant role behaviors (Salmivalli et al., 2005). These results were however inconsistent across the degree of implementation, grade levels, and outcome variables. Further analysis is needed to verify these results for the type of student (Which students are affected by the intervention?) and the nature of the change (In which ways are the students affected?).

KiVa Anti-bullying Program

In the evaluation study of Kärna et al. (2011), the intervention program of Salmivalli et al. (2005) was criticized because of their main focus on teacher education instead of actual program content. The lack of concrete materials would complicate the practical use in the classroom and accurate replication. With these points in mind, Kärna et al. (2011) evaluated the KiVa Antibullying Program (KiVa) from Grades 4 – 6. The KiVa program includes universal actions (i.e. lessons and an anti-bullying computer game) as well as indicated actions (i.e. training days, school network meeting, and concrete materials for student, teachers, and parents) to prevent and intervene in bullying situations. The philosophy of KiVa finds its origin in the social position in the group of aggressive children and the participant roles in bullying. The researchers believe in the positive power of changing the defending behavior of classmates. They believe that if bullies are no longer rewarded for their behavior by other classmates, the motivation of bullies to bully would consequently go away. The emphasis on concrete ways to enhance aspects as empathy, self-efficacy, and anti-bullying attitudes should empower bystanders to express their anti-bullying attitudes and support their victimized classmates. Results have shown overall effectiveness in reducing school bullying and victimization, especially in Grade 4-6. Kärna et al. (2011) thus emphasize the need for longitudinal research to be able to evaluate the long-term effects of KiVa and the possible mechanisms of change.

Theatre Education Programs

Drama and theatre methods are commonly used in health promotion and intervention programs, for example drug and alcohol use, HIV/AIDS prevention, and sexual education (Joronen, Rankin, & Åstedt-Kurki, 2008). Theatre in Education (TiE) is a distinct form of educational drama which is often used in a school setting to address potentially sensitive issues in physical, mental, or social health. This educational drama approach is, together with the social cognitive theory (Bandura, 1997), based on the assumption that learning occurs through self-reflection and interaction between the person and the environment. Additionally, learning is based on the dialogic relationship between actual and fictional contexts (Joronen et al., 2008).

Jackson (1993) defines TiE as a “coordinated and carefully structured pattern of activities, usually devised around a topic of relevance to both the school curriculum and the children’s own lives” (p. 4, cited by Joronen et al., 2008). TiE programs generally consists of the following three components: 1) a short play to introduce the issue to the audience; 2) dramatic and/or artistic activities with involvement of the audience; 3) a follow-up package for further exploration of the issue, for example in the classroom (Koukounaras-Liagis, 2011).

Participatory theatre is a form of TiE that enables collaborative, action-oriented problem solving of sensitive issues, such as bullying (Ponzetti, Selman, Munro, Esmail, & Adams, 2009). Pleasure (humor), identification, and distancing are some core concepts from the theatre literature which facilitate this educational intervention in theatrical form. Through these core conditions, participatory theatre builds a relationship which encourages collaboration between audience and performers and among the audience itself. Members of the audience can intellectually and emotionally identify themselves with the characters played and their specific circumstances when they recognize the situation in which these characters find themselves in (Ponzetti et al., 2009). Through this connection, the audience members will try to find solutions for the dilemmas that these characters face in the play. Consequently, the sense of self-efficacy among the audience members to solve their own problems in real life will grow.

However, empirical evidence on the effectiveness of participatory theatre interventions is limited and ambiguous (Ponzetti et al., 2009). Joronen et al. (2008) acknowledge this as well by emphasizing the necessity for well-designed (valid and reliable measurements) and theory-based research (theory on educational theatre interventions and the specific issue of the intervention) on the effects of school-based, educational theatre interventions.

SURVIVORS!

In the present study the effectiveness of the anti-bullying program 'Survivors' is examined. The aim of the anti-bullying program 'Survivors!' is to encourage the discussion about (cyber)bullying and to reduce actual bullying behavior among first year students of secondary school. The students are also encouraged to report bullying incidents. The focus is on bullying as a group process, whereby the important role of bystanders by reinforcing or stopping the bullying is emphasized.

The intervention program of "Survivors!" is developed on the basis of the so called "five-track approach" from psychologist and bullying expert Bob van der Meer. The five-track approach is based upon three psychological mechanisms: the conspiracy to keep silence (the fear to be seen as betrayer), the bystanders' dilemma (the diffusion of responsibility to intervene), and blaming the victim (the justification of bullying).

The philosophy behind this approach and these mechanisms is the belief that the bullying will stop when the group that supports the victim is larger than the group behind the bully (Van der Meer, 2013). The approach is targeted to the 'silent majority' which consists of five subgroups which are comparable with the participant roles of Salmivalli et al. (1996): students who join the bully because they are afraid of the bully (reinforcer or assistant), students who join the bully because of their own benefit (reinforcer or assistant), students who don't join or stop the bully (outsider), students who don't know or see the bullying (outsider), and students with a high social status who sometimes helps the victim (defender). The other parties involved in the bullying process are the victim, the bully, the parents and the teachers.

According to Van der Meer (2013), the mobilization of this silent majority forms the key to raise awareness of the bully that his/her bullying behavior is unacceptable. When the silent majority speaks up against bullying, possibly supported by parents or teachers, the situation to stop the bullying in the long run is optimal. Subsequently, he defined the following key points: the overall responsibility of the school; provide support to the child who is being bullied; provide support to the child who is bullying; involve the middle group (the rest of the class) by the solutions for the bullying problem; provide support to the parents of the child who is being bullied and the child who is bullying.

Van der Meer (2013) claims that a good intervention approach against bullying encounters three requirements. First, the approach is integral in two ways: the involvement of all parties involved (five-track approach) and the approach of bullying within the explanatory model of violence. Second, the problem is approached structurally. Third, the approach leads to a long-term change in attitude.

The Current Study

The goal of the present study is to expand the knowledge about the effectiveness of anti-bullying school intervention programs targeting bullying as group process by examining the effects of the anti-bullying intervention program 'Survivors!'. The intervention effects were examined for several outcome variables indicating the participant role behaviors, awareness, knowledge, anti-bullying attitude, self-efficacy, and outcome expectations related to bullying and defending behavior in bullying situations. By examining bullying at these aspects from a group perspective, insight will be obtained into how and what should be changed at peer-group level (Salmivalli, 2010).

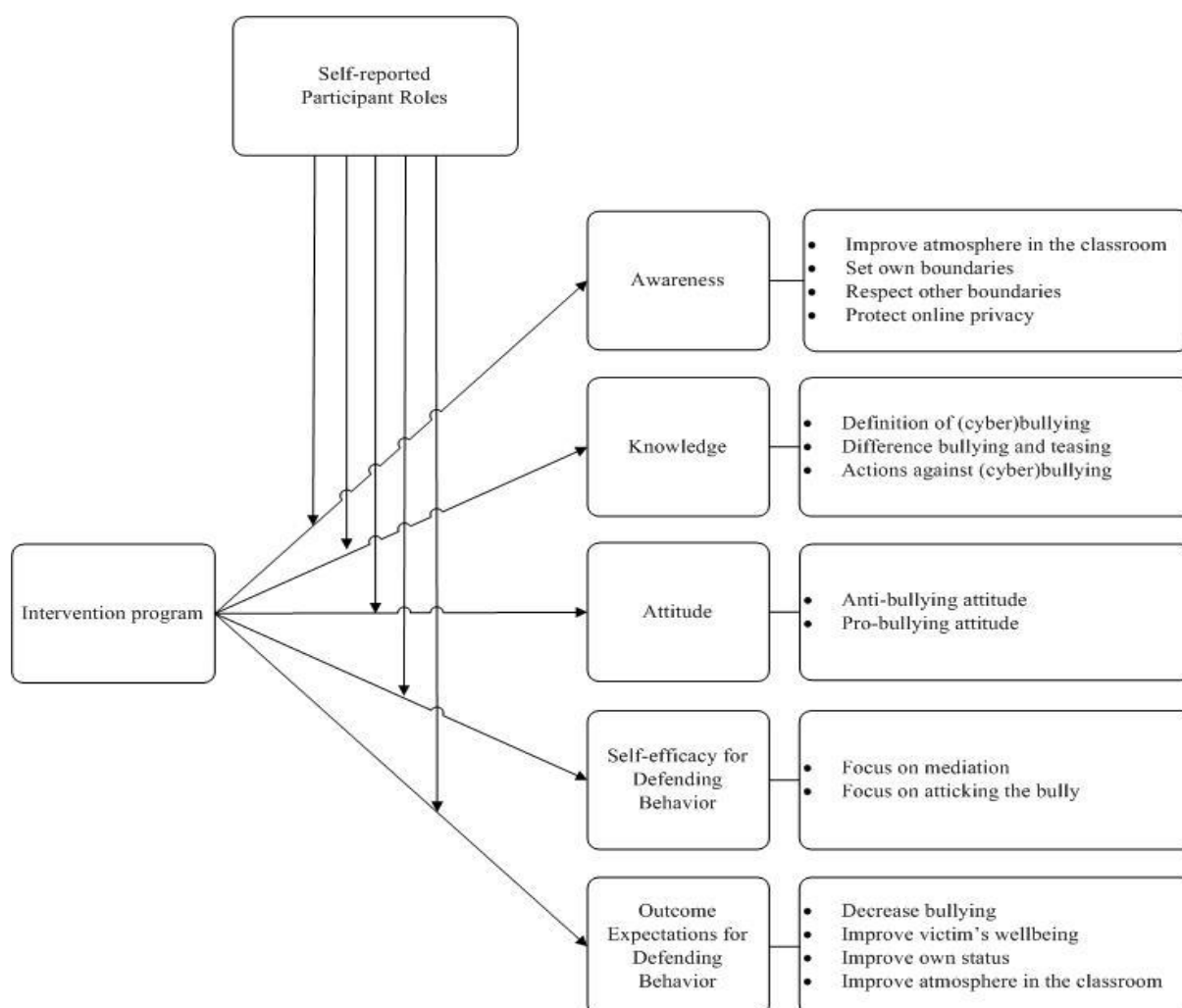
According to Salmivalli et al. (2005), the possible influence of the initial participant roles before the intervention should be taken into account by further interpretation of the changes due to the intervention. In order to assess this possible influence of the initial self-reported participant roles on the effects of the intervention, the moderation effect of the self-reported participant roles is also examined in this research (see Figure 1). Merrell et al. (2008) pointed out that future intervention studies should measure the knowledge and perception on bullying as well as the actual bullying behavior. Therefore the association between the awareness, knowledge, anti-bullying attitude, self-efficacy, outcome expectations and the participants' reported defending behavior in bullying situations is also studied.

The effects of the intervention were examined by comparing the results at two time points: before the intervention and after the intervention. The results were based on self-reports of the participants on the various outcome variables. It was hypothesized that the intervention would increase the awareness, knowledge, anti-bullying attitude, self-efficacy, outcome expectations related to bullying. Additionally, it was expected that improvement of these outcome variables would increase the participants' defending behavior in bullying situations. Furthermore it was hypothesized that through the intervention the level of agreement between the self-reported and behavioral participant roles would increase.

Conceptual Research Model

Figure 1

Conceptual Research Model Intervention Effects and Moderator Effect Self-reported Participant Roles



METHOD

In the present study the effectiveness of the anti-bullying intervention program ‘Survivors!’ is examined in a within-subject research design with a pretest and a posttest for an experimental group. Next to the background variables and the bullying experiences, the following six dependent variables were measured: Self-reported and Behavioral Participant Roles, Awareness, Knowledge, Attitude, Self-efficacy for Defending Behavior, and Outcome Expectations for Defending Behavior.

Anti-bullying Intervention Program ‘Survivors!’

‘Survivors!’ is the anti-bullying intervention program of the organization Switch, which is part of Youth for Christ (YfC). YfC is an organization that focuses on helping young people between 10 and 23 years old with social issues at school, on the streets and in the church. Switch provides theater, community internships and youth workers at school and focuses on the following themes: bullying, social media, identity, justice and poverty, and religion. The role of religion does not explicitly come forward in all theater shows, including the intervention program ‘Survivors!’.

The intervention program ‘Survivors!’ is focused on the theme bullying and consists of a theater show, talk show and lesson. During the theater show diverse direct, indirect and cyberbullying situations at school are enacted by one of the two groups of actors of Switch (Group Blue/Group Red). After that the actors of the theater show are the guests of the talk show. During the talk show the bullying situations of the theater show are discussed and several statements are presented to the students of the school who serve as the audience of the talk show, for example “How do you keep the atmosphere in your class enjoyable for everyone?”. The students have the opportunity to react and give their opinion about the statements. After the theater and talk show the students have a lesson with their own class led by one of the actors of the theater show. The goal of the lesson is to expand the knowledge and skills of students on how to behave in (cyber)bullying situations and how to stop it. The participant roles, causes and solutions in bullying situations are discussed. Therefore the content and characters of the theater show are deliberated and linked to the own experiences of the students. A platform is provided for students to share their personal bullying experiences. Through exercises the students then get to practice on how to stand confident, say “stop” to bullies, ask for help, and protect their privacy on the Internet.

The objectives of the anti-bullying intervention program of ‘Survivors!’ can be summarized as followed: 1) raise awareness of the own and others’ participant role behavior in bullying situations; 2) raise awareness of the personal and shared responsibility for the atmosphere in the classroom and the protection of (online) boundaries; 3) expand knowledge about bullying and what to do against (cyber)bullying situations; 4) increase the anti-bullying attitudes related to bullying; 5) improve the self-efficacy and outcome expectations for defending behavior.

Procedure

The data collection took place in the months January and February 2014 at 11 secondary schools. The participating secondary schools¹⁾ were located throughout the Netherlands. An information letter for the parents about the data collection was sent to the school prior to the data collection to offer parents the possibility to deny permission of their minor child to participate in the research (see Appendix A). Additionally, if the school or teachers had any questions or comments about the research prior or during the data collection, they were offered the possibility to contact the organization of the intervention by e-mail or phone.

Prior to the main data gathering of this study, the questionnaire was tested among several first year students ($N = 6$) from different levels of education. Consequently, the questionnaire was adjusted to optimize the required time, difficulty of words, and formulation of questions. The participants had to fill out the same final questionnaire a few days before (pretest) and immediately after (posttest) the intervention (see Appendix C). The participants had to complete the questionnaire individually in the classroom supervised by their teacher/mentor for the pretest and/or one of the actors of the show for the posttest.

The participants had the opportunity to ask questions to these supervisors if they needed help with completing the questionnaire. The supervisors were therefore supplied with a cover letter with detailed instructions for completing the questionnaire regarding the structure, answer possibilities, individuality, and anonymity (see Appendix B). These important instructions for completing the questionnaire were given orally by the supervisors and were also written down above the questionnaire. The participants were assured that the questionnaire and their answers were completely anonymous and confidential. To prevent social desirability, it was also emphasized that there were no wrong or right answers to the questions. It was all about their personal opinion. All completed questionnaires for the pretest and posttest were collected per class and per school after the intervention.

Participants

Sample

The target sample of the research consisted of 82 first year classes of 11 participating secondary schools. 27 classes of these 82 classes were excluded from analysis at the beginning, because they only filled out the pretest or posttest.

The remaining 55 classes resulted into 1,343 participants who filled out the questionnaire. 1,174 participants (87.4% of the final sample) completed both the pretest and posttest. The 169 participants (12.6% of the final sample) who only completed the pretest or posttest, for example because of sickness or absence during the pretest, were excluded from analysis.

So the final sample for analysis included 55 classes (range class size: 17 – 31 children) with a total of 1,174 students of the first year of secondary school (mean age: 13 years, range age: 9 – 16 years). 54.0% ($N = 634$) of these respondents were boys and 46.0% ($N = 540$) were girls. There were 309 VMBO students, 124 VMBO/HAVO students, 131 HAVO students, 339 HAVO/VWO students, 267 VWO students, and 4 students who filled out another education level.²⁾

¹⁾ The recruitment of the secondary schools who participated in the research has been done by Switch. The recruitment of schools for the anti-bullying program 'Survivors!' has been done from the initiative of Switch and/or the schools themselves. Subsequently, the schools who had booked the show of Survivors! for the period between 22 January 2014 and 14 February 2014 were selected and asked to participate in the research.

²⁾ Definition of Dutch levels of education: VMBO (Lower Vocational Education), HAVO (School of Higher General Secondary Education), VWO (Pre-university Education).

The characteristics of the final sample are presented in Table 1. The characteristics are displayed for the total group of respondents as well as for the two groups of actors of Switch (Group Blue and Group Red). The number of boys and girls are approximately equally distributed among the group of actors. However, the education level of HAVO/VWO is more frequent among Group Blue (43.2%) while the education level of VMBO is more frequent among Group Red (37.4%).

Table 1
Gender, Level of Education, and Number of Respondents of the Final Sample

Variable	Total respondents		Group Blue		Group Red	
	Frequency (N)	Frequency (%)	Frequency (N)	Frequency (%)	Frequency (N)	Frequency (N)
Gender						
Boys	634	54.0%	332	55.1%	302	52.8%
Girls	540	46.0%	270	44.9%	270	47.2%
Level of education*						
VMBO	309	26.3%	95	15.8%	214	37.4%
VMBO/HAVO	124	10.6%	56	9.3%	68	11.9%
HAVO	131	11.2%	58	9.6%	73	12.8%
HAVO/VWO	339	28.9%	260	43.2%	79	13.8%
VWO	267	22.7%	129	21.4%	138	24.1%
Other	4	0.3%	4	0.7%	0	0.0%
Total						
Number of respondents	1174	100.0%	602	100.0%	572	100.0%

* Definition of Dutch levels of education: VMBO (Lower Vocational Education), HAVO (School of Higher General Secondary Education), VWO (Pre-university Education).

Bullying Experiences

To determine if the sample of this research was representative compared to other samples used in bullying research, the experience of bullying, victimization, and observed bullying was measured from different points of view (outsider, bully, victim) and for different forms of bullying (direct bullying, indirect bullying, cyberbullying).

In this research 90.0% of the participants ($N = 1057$) have experienced any form of bullying as an outsider, 40.7% of the participants ($N = 471$) as a bully, and 25.1% of the participants ($N = 478$) as a victim. The bullying experiences in this research are a lot higher than comparable research, whereas 10.7% of the participants acknowledged to bully sometimes and 12.6% of the participants was being bullied at least two or three time per month (Craig et al. 2009).

There were significant sex differences for the experience of bullying as an outsider ($t(1055) = 2.135$; $p = .0165$) and a bully ($t(383) = 2.753$; $p = .003$). Statistical evidence was found that boys experience bullying more often than girls in the role of outsider ($M = 1.83$ vs. $M = 1.75$) and the role of bully ($M = 1.46$ vs. $M = 1.37$). There were no significant sex differences between boys and girls ($M = 1.51$ vs. $M = 1.49$) for the experience of bullying as a victim ($t(476) = .620$; $p = .2675$). This data confirmed past research that boys are more often bullies than girls. However, the findings are in contrast with previous reports regarding the bullying experiences in the role of outsider, which is usually more common among girls than boys (Goossens et al. 2006).

Regardless the different roles in which participants can experience bullying, the bullying experiences of the participants can also be compared on the basis of the different forms of bullying. In general, 79.4% of the participants ($N = 932$) have experienced any form of indirect bullying, 67.6% of the participants ($N = 794$) have experienced direct bullying, and 50.4% of the participants ($N = 592$) have experienced cyberbullying. There were only significant sex differences for the experience of direct bullying ($t(784) = 7.971$; $p < .001$), whereby boys experience more direct bullying than girls ($M = 1.70$ vs. $M = 1.44$). There were no significant sex differences found for the experience of indirect bullying ($M = 1.57$ vs. $M = 1.53$) ($t(930) = 1.379$; $p = .168$) and cyberbullying ($M = 1.47$ vs. $M = 1.50$) ($t(590) = -.850$; $p = .396$).

The significant higher number of boys who experience direct bullying is consistent with previous research. In general direct bullying is more common among boys, while girls are more often involved in indirect bullying situations (Olweus, 2010). This difference was however not confirmed in this research. The gender differences for cyberbullying are however inconsistent across various studies, so these results cannot be verified with previous research (Slonje, Smith, & Frisén, 2012).

Of the participants who have indicated that they have experienced bullying as an outsider, the participants most often witnessed a bullying situation in which other students left someone out on purpose, called mean names or spread rumors. This kind of indirect bullying was also experienced the most by the participants who have experienced bullying as a victim. The most frequent form of experienced bullying by the participants who have experienced bullying in the role of the bully was direct bullying like pushing, kicking or hitting someone.

Measurements

Self-reported Bullying, Self-reported Victimization, and Self-reported Observed Bullying

To measure the experience of bullying, victimization and observed bullying from different points of view, the same three questions about the bullying experiences were formulated from the perspective of an outsider, bully or victim. Questions for direct bullying, indirect bullying, and cyberbullying from the revised Bully/Victim Questionnaire (Olweus, 1996) were used. E.g. for the point of view of the victim, the questions were formulated as followed: 'I was deliberately left out, called mean names, or there were spread rumors about me'; 'I was pushed, kicked or beaten up'; 'I received unpleasant phone calls, messages or pictures via my phone or the Internet'. The participants answered on a 5-point Likert scale (0 = *never*, 5 = *very often*).

Self-reported and Behavioral Participant Roles

The participants were asked to categorize themselves into one of the bullying participant roles they thought applied best to their behavior (Salmivalli & Voeten, 2004). The participants were presented with the following bullying participant roles and corresponding descriptions: *victim* ('I was bullied'), *bully* ('I was bullying others'), *passive reinforcer* ('I was present when someone else was being bullied; laughed and teased sometimes with the bully, but never started the bullying myself'), *active reinforcer* ('I joined in the bullying'), *defender* ('I tried to stop the bullying'), *outsider* ('I saw the bullying happening, but didn't interfere in the situation').

Furthermore, the revised 15-item version of the Participant Role Questionnaire (PRQ) (Salmivalli & Voeten, 2004) was used. Participants were asked to think back of a previous bullying experience in school and evaluate their own behavior in such situations on a 5-point Likert scale (0 = *never*, 5 = *very often*). For every participant role, except for the role of victim, three different items from the PRQ were used. Dependent on the internal consistency of these three items, these items were combined into scales reflecting the different participant roles.

Originally, the PRQ consists of five scales: the bully scale, the assistant scale, the reinforcer scale, the defender scale, and the outsider scale (Salmivalli & Voeten, 2004). In the present study, the internal consistency of these existing scales was however insufficient. The Cronbach's α coefficients for these scales in the present study were respectively .67 for the bully scale, .57 for the assistant scale, .63 for the reinforcer scale, .81 for the defender scale, and .38 for the outsider scale.

A factor analysis was performed in order to determine which combination of items and scales had a higher internal consistency. By the use of factor analysis, the following three scales could be distinguished: the bully scale, the reinforcer scale, and the defender scale. For this study, the scales for the participant role of assistant (in this research referred to as active reinforcer) and reinforcer (in this research referred to as passive reinforcer) were combined into one reinforcer scale. Sutton and Smith (1999) and Goossens et al. (2006) used this classification of the reinforcer scale as well to make a clear distinction between active, initiative taking bullies and others who join the bullying in a later stadium.

The *bully scale* ($\alpha = .67$) consists of items that describe active, initiative-taking, leadership behavior to start the bullying: 'I start the bullying'; 'I always find new ways of bullying the victim'; 'I make the others join in the bullying'. The *reinforcer scale* ($\alpha = 0.73$) consists of items that describe behavior which actively or passively reinforce the bullying: 'I come around to watch when someone is being bullied'; 'I come around to laugh when someone is being bullied'; 'I come around to scream or shout when someone is being bullied, i.e. Come to see! Someone is beaten up here!'; 'I join in the bullying, when someone else has started it'; 'I help the bully'; 'I hold the victim, so that he/she can be bullied'. The *defender scale* ($\alpha = .82$) consists of items that describe behavior that supports and defends the victim in bullying situations: 'I comfort the victim or encourages him/her to tell others about the bullying, i.e. teachers, parents'; 'I try to stop bullying myself'; 'I convince the others to stop bullying'.

The eventual Cronbach's α coefficients for the bully, reinforcer, and defender scale in the present sample were considered to be satisfactory based on previous research of Salmivalli et al. (2005). In their research, all outcomes on the revised 15-item version of the PRQ were based on self-report as well with similar internal consistencies for the bully scale ($\alpha = .68$), assistant scale ($\alpha = .67$), reinforcer scale ($\alpha = .67$), defender scale ($\alpha = .79$), and outsider scale ($\alpha = .60$).

Next to the bully, reinforcer, and defender scale, there were three items in the questionnaire that described behavior which can be considered as remaining passive or withdrawing in bullying situations: 'I don't take sides with anyone during the bullying situation'; 'I ignore the bullying/I pretend not to notice that someone is being bullied'; 'I am usually not present in the bullying situation'. Because of the low internal consistency of these three items together ($\alpha = .38$), these items were not put together into one outsider scale. Instead, the separate item 'I ignore the bullying/I pretend not to notice that someone is being bullied' was used to describe the role of outsider in bullying situations. This item had the most comprehensive description of the application of the outsider strategy in bullying situations. Furthermore, this item corresponded most with the general description of the outsider at the beginning of the questionnaire ('I saw the bullying happening, but didn't interfere in the situation').

Awareness

To examine how aware participants were of their own and shared responsibility for the atmosphere in the classroom and the protection of (online) boundaries, they were presented with eight questions derived from the four central objectives of Survivors! (Switch, 2013). For each objective two questions were formulated: 1) awareness of the shared responsibility for the atmosphere in the classroom ('It's my task to keep the atmosphere in the classroom well'; 'It's the task of the whole class together to keep the atmosphere in the classroom well'); 2) awareness of the personal responsibility to set your own boundaries ('It's my task to say stop'; 'It's my task to set my own boundaries'); 3) awareness of the personal responsibility to respect the boundaries of others ('I have to stop with what I was doing when the other says stop'; 'I have to respect other people's boundaries and take them seriously, also on the Internet'); and 4) awareness of the possibilities to protect your privacy at the Internet ('It's my task to protect my own privacy on the Internet'; 'It's my task to set my own boundaries on the Internet'). The participants had to evaluate on a 5-point Likert scale (0 = *strongly disagree*, 5 = *strongly agree*) to what extent they agreed or disagreed on the statements. Mean values for all the separate statements were used in the analysis.

Knowledge

The knowledge about bullying of the participants was measured in the form of a quiz consisting of 10 MC-questions with three answer options per question. The questions were derived from the three knowledge objectives of Survivors! (Switch, 2013): 1) the participants know what (cyber)bullying is (e.g. 'The three main forms of bullying are...'; 'Cyberbullying is...'); 2) the participants know the difference between teasing and bullying (e.g. 'The difference between teasing and bullying is determined by...'); 3) the students know what to do against (cyber)bullying situations (e.g. 'If other students don't stop with bullying, even if I said stop, the best thing that I can do is...'; 'When I am being bullied at the Internet, the best thing that I can do is...'). A total score of right answers was calculated to create a final grade between 0 and 10.

Attitude

The revised Pro-victim Scale (Rigby, 1997) was used to measure the student's positive and negative attitude towards bullying. Based on factor analysis, two items from the revised Pro-victim Scale were excluded from analysis ('Kids who bully others weaker than themselves should be bullied themselves'; 'Kids should not bully others who are weaker than themselves'). Furthermore, the questionnaire was expanded with an item regarding the attitude towards own defending behavior in bullying situations to better fit the present study ('I have to try to help the one who is being bullied'). The final overall *attitude scale* ($\alpha = .72$) consists of 9 items with a 5-point Likert scale (0 = *strongly disagree*, 5 = *strongly agree*). Factor analysis of all items of the attitude scale revealed a pro-bullying scale and anti-bullying scale.

The *pro-bullying scale* ($\alpha = .69$) consists of the items: Soft kids are stupid (*); 'Kids should not complain about being bullied' (*); 'Nobody likes a wimp' (*); 'It's funny to see kids get upset when they are bullied' (*); 'Kids who are being bullied usually deserve it' (*).

The *anti-bullying scale* ($\alpha = .66$) consists of the items: 'A bully is really a coward'; 'I like it when someone sticks up for kids who are being bullied'; 'It makes me angry when a kid is bullied without reason'; 'I have to try to help the one who is being bullied'.

The items marked with (*) were reversely coded for the composition of the overall attitude scale, so that a higher score on the attitude scale represented an anti-bullying attitude and a lower score represented a pro-bullying attitude. So the higher the participant score, the more his/her overall attitude is against bullying. However, for the specific analysis of the pro-bullying scale itself, the original scores on the items instead of the reversely coded items were used. The mean scores for the scales and statements separately were used for analysis.

Self-efficacy for Defending Behavior

The self-efficacy for defending behavior was measured on a 5-point scale (*1 = very difficult, 5 = very easy*) by items derived from the defender scale of the Participant Role Questionnaire (PRQ) (Salmivalli et al., 1996). For this study the number of behavioral descriptions for defending behavior used in Salmivalli et al. (1996), was reduced from 20 items to 7 items. On the basis of factor analysis, the seven items used in this questionnaire ($\alpha = .77$) can be separated into two categories: items that focus on mediation and items that focus on attacking the bully.

The items of mediation ($\alpha = .72$) cover the following subjects: 'I am looking for help by an adult, i.e. a teacher or mentor, by involving an adult or telling an adult about the bullying'; 'I tell the others that it doesn't pay off to join in the bullying'; 'I try to mediate between the bully and the victim by talking with each other'; 'I say to the others that bullying is stupid'.

The items that focus on attacking the bully ($\alpha = .82$) describe the following actions: 'I call the bully names in order to defend the victim'; 'I attack the bully in order to defend the victim'; 'I take revenge on the bully for the victim'.

A higher score on the self-efficacy scale indicated that he/she found it easier to undertake action against bullying. So the higher the participant score, the higher the self-efficacy for defending behavior. Mean scores for the focus on mediation and attacking the bully as well as for the separate statements were used for analysis.

Outcome Expectations for Defending Behavior

The outcome expectations (OE) for defending behavior were assessed by the evaluation of four outcome expectations (Pöyhönen, Juvonen, & Salmivalli, 2012) on a 5-point scale (*0 = strongly disagree, 5 = strongly agree*) concerning the frequency of bullying ('The bullying will decrease or stop if I stand up for someone who is being bullied'), the victim's wellbeing ('The person who is being bullied will feel better when I stand up for him or her'), one's personal status ('My status/popularity in the classroom will improve if I try to convince others to stop the bullying'), and the atmosphere in the classroom ('The atmosphere in the classroom will improve when I try to convince others to stop the bullying'). The outcome expectation regarding the atmosphere in the classroom was not earlier measured in the study of Pöyhönen, Juvonen, and Salmivalli (2012). This item was added to the questionnaire of the present study because of the emphasis of the intervention on the school and classroom context. The internal consistency of the outcome expectations for defending behavior was $\alpha = .74$. Mean scores for the statements were used for analysis.

Analysis

First, the self-reported and behavioral participant roles were analyzed to examine the differences between the participants' own estimation and the participants' behavioral qualification of their participant roles in a bullying situation.

Secondly, the effectiveness of the intervention was examined for the outcome variables regarding the awareness, knowledge, attitude, self-efficacy, and outcome expectations related to bullying and defending behavior in bullying situations. These intervention effects were examined via Paired Samples T-test by comparing the results at two time points, before and after the intervention.

Third, a MANOVA-analysis was conducted to assess the possible moderator effect of the self-reported participant roles on the effect of the intervention. Univariate main effects were used to further analyze the significant differences between the self-reported participant roles.

Fourth, a simple and multiple linear regression analysis was performed to examine the association between the outcome variables and the participants' defending behavior in bullying situations in order to give practical implications to improve the effectiveness of the intervention.

RESULTS

The main goal of the present study was to expand the knowledge about the effectiveness of anti-bullying school intervention programs targeting bullying as group process by examining the effects of the anti-bullying intervention program 'Survivors!'. In this results section, the intervention effects are described for respectively the participant roles, awareness, knowledge, attitude, self-efficacy for defending behavior, and outcome expectations for defending behavior. At the end, the moderator analysis of the self-reported participant roles and the regression analysis of the reported defending behavior in bullying situations are illustrated.

Participant Roles

Self-reported Participant Roles

Table 2 shows the self-reported categorization of the participants into one of the participant roles in the bullying process. The participants who filled out more than one participant role or didn't filled out the self-reported participant role in the pretest or posttest were excluded from analysis ($N = 296$). Results show that the most common participant roles were respectively outsider, defender, and victim.

There were significant sex differences in the distribution of the participant roles for the pretest ($\chi^2(5) = 43.356, p < .001$) and the posttest ($\chi^2(5) = 20.735, p = .001$) (Appendix D Table 1). The sex differences show a similar pattern for the pretest and posttest. Only the percentage of active reinforcers changed between the sexes for the pretest (0.9% of the boys, 1.2% of the girls) and the posttest (1.3% of the boys, 1.2% of the girls). The participant roles of bully, passive reinforcer, and outsider were more frequent among boys, while among girls there were more defenders. The number of boys and girls who identified themselves as victims in the bullying process was also different for the pretest (13.5% of the boys, 14.6% of the girls) and the posttest (14.3% of the boys, 16.5% of the girls).

Significant differences were found for the distribution of the self-reported participant roles between the pretest and the posttest ($\chi^2(25) = 1458.288, p < .001$) (Table 3). Overall 74% ($N = 649$) of the participants chose the same participant role for the pretest and posttest to describe their behavior in the bullying process. If we further analyze this level of agreement within the self-participant roles indicated by the pretest, the following distribution can be made: victim (82.9%), bully (80.0%), passive reinforcer (48.1%), active reinforcer (22.2%), defender (75.2%), outsider (74.6%). The biggest difference is shown within the relatively small group of active reinforcers ($N = 9$). Except the role of victim, these participants have shifted to all other participant roles of bully ($N = 2$), passive reinforcer ($N = 3$), defender ($N = 1$), and outsider ($N = 1$). Furthermore, most of the shifted self-reported victims, passive reinforcers, and defenders assessed their behavior the second time as an outsider (victims: 10.6%, passive reinforcer: 27.8%, defenders: 16.9%).

Table 2

Number and Percentage of Self-reported Participant Roles Pretest and Posttest for Boys and Girls (% within Gender)

Participant Role	Pretest	Posttest
Victim	123 (14.0%)	135 (15.4%)
Boys	62 (13.5%)	66 (14.3%)
Girls	61 (14.6%)	69 (16.5%)
Bully	15 (1.7%)	24 (2.7%)
Boys	12 (2.6%)	15 (3.3%)
Girls	3 (0.7%)	9 (2.2%)
Passive reinforcer	54 (6.2%)	54 (6.2%)
Boys	42 (9.1%)	36 (7.8%)
Girls	12 (2.9%)	18 (4.3%)
Active reinforcer	9 (1.0%)	11 (1.3%)
Boys	4 (0.9%)	6 (1.3%)
Girls	5 (1.2%)	5 (1.2%)
Defender	331 (37.7%)	311 (35.4%)
Boys	135 (29.3%)	136 (29.6%)
Girls	196 (46.9%)	175 (41.9%)
Outsider	364 (39.4%)	343 (39.1%)
Boys	205 (44.6%)	201 (43.7%)
Girls	141 (33.7%)	142 (34.0%)
Total	878 (100.0%)	878 (100.0%)
Boys	460 (52.4%)	460 (52.4%)
Girls	418 (47.6%)	418 (47.6%)

Table 3

Self-reported Participant Roles Pretest and Posttest (% within Self-reported Participant Roles Pretest and % of Total)

Self-reported Participant Role (Pretest) vs. Self-reported Participant Role (Posttest)			Self-reported Participant Role (Pretest)*						
Self-reported Participant Role (Posttest)			Victim	Bully	Passive reinforcer	Active reinforcer	Defender	Outsider	Total
Victim	N		102	0	3	0	14	16	135
	% of PRpre		(82.9%)	(0.0%)	(5.6%)	(0.0%)	(4.2%)	(4.6%)	(15.4%)
	% of Total		(11.6%)	(0.0%)	(0.3%)	(0.0%)	(1.6%)	(1.8%)	(15.4%)
Bully	N		0	12	3	2	4	3	24
	% of PRpre		(0.0%)	(80.0%)	(5.6%)	(22.2%)	(1.2%)	(0.9%)	(2.7%)
	% of Total		(0.0%)	(1.4%)	(0.3%)	(0.2%)	(0.5%)	(0.3%)	(2.7%)
Passive reinforcer	N		1	1	26	3	7	16	54
	% of PRpre		(0.8%)	(6.7%)	(48.1%)	(33.3%)	(2.1%)	(4.6%)	(6.2%)
	% of Total		(0.1%)	(0.1%)	(3.0%)	(0.3%)	(0.8%)	(1.8%)	(6.2%)
Active reinforcer	N		0	2	4	2	1	2	11
	% of PRpre		(0.0%)	(13.3%)	(7.4%)	(22.2%)	(0.3%)	(0.6%)	(1.3%)
	% of Total		(0.0%)	(0.2%)	(0.5%)	(0.2%)	(0.1%)	(0.2%)	(1.3%)
Defender	N		7	0	3	1	249	51	311
	% of PRpre		(5.7%)	(0.0%)	(5.6%)	(11.1%)	(75.2%)	(14.7%)	(35.4%)
	% of Total		(0.8%)	(0.0%)	(0.3%)	(0.1%)	(28.4%)	(5.8%)	(35.4%)
Outsider	N		13	0	15	1	56	258	343
	% of PRpre		(10.6%)	(0.0%)	(27.8%)	(11.1%)	(16.9%)	(74.6%)	(39.1%)
	% of Total		(1.5%)	(0.0%)	(1.7%)	(0.1%)	(6.4%)	(29.4%)	(39.1%)
Total	N		123	15	54	9	331	346	878
	% of PRpre		(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)
	% of Total		(14.0%)	(1.7%)	(6.2%)	(1.0%)	(37.7%)	(39.4%)	(100.0%)

*Self-reported Participant Role Pretest (PRpre)

Behavioral Participant Roles

To assign participants to a behavioral participant role based on the 15 items of the PRQ, a participant was considered to have a certain behavioral participant role if 1) he/she scored above the mean on the specified scale, and 2) he/she scored higher on that scale than on any of the other scales. If a participant did not score above average on any of the scales, so if a participant had a negative mean difference score on all the scales, he/she was considered not to have a clearly definable behavioral participant role.

For the determination of the behavioral participant roles, the participants who characterized themselves as self-reported victims in the pretest or posttest were excluded from analysis ($N = 156$). The total number of participants left was 722 participants. Conform the procedure described above, it was possible to assign 71.2% ($N = 514$) of these participants to one of the following participant roles: bully, reinforcer (passive reinforcer and active reinforcer), defender or outsider. For the determination of the behavioral participant roles, the participant role of the passive and active reinforcer was combined into one participant role of reinforcer. Sutton and Smith (1999) and Goossens et al. (2006) used this clarification as well to make a clear distinction between active, initiative taking bullies and others who join the bullying in a later stadium. 28.8% ($N = 208$) of the participants had a negative difference score compared to the mean score on all participant role scales, so they were considered to have no particular behavioral participant role.

Using the role selection criteria for the behavior of participants in a bullying situation, the distribution of the behavioral participant roles for the pretest and posttest is presented in Table 4. The most common behavioral participant roles for the pretest were respectively defender ($N = 265$), outsider ($N = 121$), reinforcer ($N = 80$), and bully ($N = 48$). For the posttest there were less bullies ($N = 45$) as well as outsiders ($N = 98$), while more participants were labeled as reinforcer ($N = 106$). The frequency of the behavioral participant role of defender ($N = 265$) was equal for the pretest and posttest.

The sex differences between the behavioral participant roles show a similar pattern as the distribution of the self-reported participant roles for the pretest ($\chi^2(4) = 72.054, p < .001$) and the posttest ($\chi^2(4) = 51.194, p < .001$) (Appendix D Table 1). The behavioral participant roles of bully, reinforcer, and outsider were more frequent among the boys, while among the girls there were more defenders.

There seemed to be significant differences in how the participants described their behavior in bullying situations between the pretest and posttest ($\chi^2(16) = 484.618, p < .001$) (Table 5). The behavior of 56.4% ($N = 407$) of the participants was assessed to the same role for the pretest and posttest. If we take a closer look at the levels of agreement within the different behavioral participant roles categorized by the pretest, the percentages of agreement were as follows: bully (35.4%), reinforcer (51.2%), defender (71.7%), outsider (41.3%), no participant role (54.4%). The biggest difference is shown within the group of outsiders. The behavior of these participants for the posttest was evaluated as a bully (5.0%), reinforcer (14.0%), defender (15.7%), and no participant role (24.0%). There were 109 participants who couldn't be categorized in one of the behavioral participant roles for the pretest and posttest. The other 99 participant who weren't categorized in one of the behavioral participant role the first time were characterized as a bully ($N = 5$), reinforcer ($N = 23$), defender ($N = 48$) or outsider ($N = 23$) the second time.

Table 4
Number and Percentage of Behavioral Participant Roles Pretest and Posttest for Boys and Girls (% within Gender)

Participant Role	Pretest	Posttest
Bully	48 (6.6%)	45 (6.2%)
Boys	35 (9.2%)	35 (9.2%)
Girls	13 (3.8%)	10 (2.9%)
Reinforcer	80 (11.1%)	106 (14.7%)
Boys	67 (17.7%)	77 (20.3%)
Girls	13 (3.8%)	29 (8.5%)
Defender	265 (36.7%)	265 (36.7%)
Boys	96 (25.3%)	103 (27.2%)
Girls	169 (49.3%)	162 (47.2%)
Outsider	121 (16.8%)	98 (13.6%)
Boys	75 (19.8%)	59 (15.6%)
Girls	46 (13.4%)	39 (11.4%)
No participant role	208 (28.8%)	208 (28.8%)
Boys	106 (18.0%)	105 (27.7%)
Girls	102 (29.7%)	103 (30.0%)
Total	722 (100.0%)	722 (100.0%)
Boys	379 (52.5%)	379 (52.5%)
Girls	343 (47.5%)	343 (47.5%)

Table 5
Behavioral Participant Roles Pretest and Posttest (% within Behavioral Participant Roles Pretest and % of Total)

Behavioral Participant Roles (Pretest) vs. Behavioral Participant Roles (Posttest)							
Behavioral Participant Role (Posttest)		Behavioral Participant Role (Pretest)*					
		Bully	Reinforcer	Defender	Outsider	No participant role	Total
Bully	N	17	13	4	6	5	45
	% of BPRpre	(35.4%)	(16.2%)	(1.5%)	(5.0%)	(2.4%)	(6.2%)
	% of Total	(2.4%)	(1.8%)	(0.6%)	(0.8%)	(0.7%)	(6.2%)
Reinforcer	N	14	41	11	17	23	106
	% of BPRpre	(29.2%)	(51.2%)	(4.2%)	(14.0%)	(11.1%)	(14.7%)
	% of Total	(1.9%)	(5.7%)	(1.5%)	(2.4%)	(3.2%)	(14.7%)
Defender	N	2	6	190	19	48	265
	% of BPRpre	(4.2%)	(7.5%)	(71.7%)	(15.7%)	(23.1%)	(36.7%)
	% of Total	(0.3%)	(0.8%)	(26.3%)	(2.6%)	(6.6%)	(36.7%)
Outsider	N	5	7	13	50	23	98
	% of BPRpre	(10.4%)	(8.8%)	(4.9%)	(41.3%)	(11.1%)	(13.6%)
	% of Total	(0.7%)	(1.0%)	(1.8%)	(6.9%)	(3.2%)	(13.6%)
No participant role	N	10	13	47	29	109	208
	% of BPRpre	(20.8%)	(16.2%)	(17.7%)	(24.0%)	(52.4%)	(28.8%)
	% of Total	(1.4%)	(1.8%)	(6.5%)	(4.0%)	(15.1%)	(28.8%)
Total	N	48	80	265	121	208	722
	% of PRpre	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)
	% of Total	(6.6%)	(11.1%)	(36.7%)	(16.8%)	(28.8%)	(100.0%)

*Behavioral Participant Role Pretest (BPRpre)

Self-reported Participant Roles vs. Behavioral Participant Roles

Table 6 shows the comparison of the frequencies and percentages within each participant role between the self-reported and behavioral participant role. Significant differences were found between the self-reported participant roles and the categorization of the behavioral participant roles for the pretest ($\chi^2(9) = 320.442, p < .001$) as well as for the posttest ($\chi^2(9) = 239.966, p < .001$). The level of agreement between the self-reported and behavioral participant role for the pretest was the highest for the defenders (78.5%) and the lowest for the bullies (20.8%). For the posttest the level of agreement was the highest for the outsiders (78.6%) and the lowest for the reinforcers (21.7%).

If we further analyze how participants with different self-reported participant roles evaluated their own behavior in bullying situations, there were some big differences between self-report and behavioral report. Most of the behavioral bullies and behavioral reinforcers classified their own behavior in bullying situations incorrectly as being an outsider (37.5% vs. 37.8% of the behavioral bullies; 52.5% vs. 54.7% of the behavioral reinforcers). Additionally, another group of behavioral bullies and reinforcers chose the participant role of defender to identify most with (18.8% vs. 20.0% of the behavioral bullies; 8.8% vs. 17.0% of the behavioral reinforcers). Besides their own matching participant role, the behavioral defenders and outsiders seemed to recognize themselves most in each other's role (20.0% vs. 20.4% of the behavioral defenders; 13.2% vs. 12.2% of the behavioral outsider).

Before the intervention 65.6% of the participants made a correct estimation of their own participant role which corresponded with their behavior in a bullying situation. 73.0% of the girls were able to make the correct estimation, whereas boys in 59.0% of the situations assigned themselves to the same self-reported participant role as their behavioral participant role (Appendix D Table 2). After the intervention 59.3% of the participants were able to match their self-reported and behavioral participant role. The percentage of girls with the correct match dropped to 67.1%, while 52.5% of the boys chose the same self-reported participant role as their behavior indicated (Appendix D Table 3).

Table 6

Self-reported Participant Roles vs. Behavioral Participant Roles Pretest and Posttest (% within Behavioral Participant Roles and % of Total)

Pretest						
Self-reported Participant Role		Behavioral Participant Role*				Total
		Bully	Reinforcer	Defender	Outsider	
Bully	N	10	4	0	1	15
	% of BPR	20.8%	5.0%	0.0%	0.8%	2.9%
	% of Total	1.9%	0.8%	0.0%	0.2%	2.9%
Reinforcer	N	11	27	4	12	54
	% of BPR	22.9%	33.8%	1.5%	9.9%	10.5%
	% of Total	2.1%	5.3%	0.8%	0.8%	10.5%
Defender	N	9	7	208	16	240
	% of BPR	18.8%	8.8%	78.5%	13.2%	46.7%
	% of Total	1.8%	1.4%	40.5%	3.1%	46.7%
Outsider	N	18	42	53	92	205
	% of BPR	37.5%	52.5%	20.0%	76.0%	39.9%
	% of Total	3.5%	8.2%	10.3%	17.9%	39.9%
Total	N	48	80	265	121	514
	% of BPR	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	9.3%	15.6%	51.6%	23.5%	100.0%

Posttest

Self-reported Participant Role		Behavioral Participant Role*				
		Bully	Reinforcer	Defender	Outsider	Total
Bully	N	11	7	2	1	21
	% of BPR	24.4%	6.6%	0.8%	1.0%	4.1%
	% of Total	2.1%	1.4%	0.4%	0.2%	4.1%
Reinforcer	N	8	23	15	8	54
	% of BPR	17.8%	21.7%	5.7%	8.2%	10.5%
	% of Total	1.6%	4.5%	2.9%	1.6%	10.5%
Defender	N	9	18	194	12	233
	% of BPR	20.0%	17.0%	73.2%	12.2%	45.3%
	% of Total	1.8%	3.5%	37.7%	2.3%	45.3%
Outsider	N	17	58	54	77	206
	% of BPR	37.8%	54.7%	20.4%	78.6%	40.1%
	% of Total	3.3%	11.3%	10.5%	15.0%	40.1%
Total	N	45	106	265	98	514
	% of BPR	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	8.8%	20.6%	51.6%	19.1%	100.0%

* Behavioral Participant Role (BPR)

Secondary Roles of Victims

To know more about how victims behaved in a bullying situation in which someone else was bullied, the secondary role of the victims was examined. Therefore the participants who identified themselves as a victim in the pretest or the posttest were selected ($N = 156$). To assign the secondary role of these self-reported victims, the same role selection criteria for the behavioral participant roles described earlier were used. Conform this procedure, it was possible to assign a behavioral participant role to 70.5% ($N = 110$) of the victims for the pretest and 66.7% ($N = 104$) of the victims for the posttest.

The results show that the behavior of the self-reported victims in a bullying situation most corresponded with the behavioral role of defender (70.0% vs. 67.3%) and outsider (18.2% vs. 18.3%). The behavior of six participants of the pretest and two participants of the posttest described the secondary role of a bully. These participants can be characterized as the so called “bully/victims” as referred to in the anti-bullying literature.

Awareness

Awareness of the shared responsibility for the atmosphere in the classroom

After the intervention the students are more convinced of their personal responsibility to keep the atmosphere in the classroom well than before the intervention ($M = 2.53$; $M = 2.97$). This difference is significant ($t(1126) = 11.921, p < .001$). However, this overall mean for all students after the intervention lies close to 3. This means that the average answer to the statement is ‘neither agree nor disagree’.

There is a small negative significant difference ($t(1127) = -2.291, p = .011$) between the shared feeling of responsibility for a good atmosphere in the classroom before and after the intervention ($M = 4.42$; $M = 4.33$). In contradiction to their personal responsibility, the students are more convinced that it’s the task of the whole class together to keep the atmosphere in the classroom well.

Awareness of the personal responsibility to set your own boundaries

After the intervention the students are more aware of their personal responsibility to say ‘stop’ against bullying ($M = 2.78$; $M = 3.46$) ($t(1129) = 16.203, p < .001$). With an overall mean score of 2.78 before the intervention and an overall mean score of 3.46 after the intervention, the students strengthened their awareness on this matter. Before the intervention most students tended to react negative or neutral to the statement, while after the intervention more students agreed on the statement.

There is no significant difference between the pretest and the posttest regarding the clarification of own boundaries ($t(1122) = .906, p = .365$). Before and after the intervention the students are well aware of their own responsibility to carry out their own boundaries ($M = 4.47$; $M = 4.51$).

Awareness of the personal responsibility to respect the boundaries of others

After the intervention the students agree more on the statement that they have to stop with what they were doing when other students say ‘stop’ ($M = 4.37$; $M = 4.47$) ($t(1124) = 2.785, p = .0025$). In other words, the students are more willing to react positively on other students in a bullying situation if others express their own boundaries by saying ‘stop’.

The students argue that they have gotten more respect for other people’s boundaries and take them more seriously after the intervention, also on the Internet ($t(1126) = 6.466, p < .001$). The overall mean score of the students on this statement was respectively 4.22 and 4.47.

Awareness of the possibilities to protect your privacy at the Internet

After the intervention the students are less aware of their own task to protect their privacy on the Internet ($t(1119) = -2.177, p = .015$). This is shown by the negative difference in the overall mean score between the pretest ($M = 4.37$) and the posttest ($M = 4.29$).

The students find it their task to set their own boundaries on the Internet ($t(1130) = 3.915, p < .001$). With an average mean score of 4.29 before the intervention and an average mean score of 4.44 after the intervention, the students seem to be well aware of the importance of protection of their online privacy by setting own boundaries on the Internet.

Table 7
Means, Standard Deviations, and Confidence Intervals Awareness

Awareness	Pretest M (SD)	Posttest M (SD)	95% CI
Awareness of the shared responsibility for the atmosphere in the classroom			
It's my task to keep the atmosphere in the classroom well.	2.53 (1.21)	2.97 (1.31)**	[.368, .513]
It's the task of the whole class together to keep the atmosphere in the classroom well.	4.42 (1.10)	4.33 (1.16)*	[-.165, -.013]
Awareness of the personal responsibility to set your own Boundaries			
It's my task to say 'stop'.	2.78 (1.28)	3.46 (1.38)**	[.602, .768]
It's my task to set my own boundaries	4.47 (1.01)	4.51 (1.02)	[-.038, .104]
Awareness of the personal responsibility to respect the boundaries of others			
I have to stop with what I was doing when the other says 'stop'.	4.37 (1.05)	4.47 (1.03)*	[.030, .174]
I have to respect other people's boundaries and take them seriously, also on the Internet.	4.22 (1.14)	4.47 (1.05)**	[.172, .323]
Awareness of the possibilities to protect your privacy at the Internet			
It's my task to protect my own privacy on the Internet.	4.37 (1.01)	4.29 (1.10)*	[-.156, -.008]
It's my task to set my own boundaries on the Internet.	4.29 (1.13)	4.44 (1.05)**	[.076, .230]
Overall Awareness			
Overall Mean Score Awareness	3.92 (.69)	4.11 (.84)	[.143, .233]

Notes: CI = Confidence Interval of the Difference; Awareness is based on a 5-point Likert scale (0 = *strongly disagree*, 5 = *strongly agree*).

* p < .05

** p < .001

Knowledge

Total score

Results show that after the intervention the overall knowledge about bullying has increased significantly ($t(987) = 18.177, p < .001$). The overall grade, on a scale from 0 to 10, increased from an 8.0 before the intervention to an 8.9 after the intervention. In general, girls performed better on the quiz than boys. The boys improved their grade from a 7.7 to an 8.5, whereas the girls got respectively an 8.3 and a 9.3.

After the intervention 45.2% of the students answered all the questions of the quiz correctly, while before the intervention no more than 15.1% had a perfect score. Besides these low percentages of perfect scores, still 4.6% (22 persons) did not 'pass' the quiz after the intervention, because they answered less than six questions correct.

Specific questions

Further analyses of the answers on the specific questions of the quiz are presented in Table 8. Some remarkable improvements occurred for the three goals of knowledge described earlier. After the intervention more students know what (cyber)bullying is, as 89% of the students distinguishes physical bullying, mental bullying, and cyberbullying as the three main forms of bullying (*question 5*) and 97% of the students defines cyberbullying as bullying on the Internet (*question 4*).

After the intervention the students are much more aware of the fact that the student who is being bullied determines whether something can be considered as teasing or bullying (*question 6*). Before the intervention, 23% of the students thought this is determined by the student who is bullying and 11% thought this is determined by the bystanders. After the intervention these percentages have decreased to respectively 11% and 3%.

After the intervention the students know better what to do against (cyber)bullying situations. When other students do something that they do not like, 74% of the students know now that they have to give feedback about their feelings to the bullies and ask them to stop (*question 2*). Before the intervention this was only 47%. Besides that, 46% of the students thought that the right reaction in a situation like this was to give no reaction at all. After the intervention this percentage has dropped to 23%. Subsequently if other students, after being asked to quit their behavior, continue the bullying 80% of the students indicated that they would ask other students, a mentor or a teacher for help (*question 3*). In contrast, after the intervention 16% still suggests to pick a fight if something like this happens. These students believe in the power of physical violence if words do not seem to impress the bully. Next to bullying situations in real life, the students also know better what to do against bullying on the Internet. The most adequate thing to do, from the options suggested, is to collect evidence and report the cyberbullying to a teacher or webmaster (*question 10*). The percentage of students who agreed on this has increased from 68% to 82%.

Table 8
Right Answers and Number of Respondents Quiz

Questions	Pretest Right answer (%)	N	Posttest Right answer (%)	N
1. When I want to stop a bullying situation in the class, the best thing that I can do is...	1024 (88%)	1164	1079 (92%)**	1168
2. When other students do something to me what I don't like, the best thing that I can do is...	539 (47%)	1160	829 (74%)**	1159
3. If other students don't stop with bullying, even if I said 'stop', the best thing that I can do is...	843 (73%)	1160	921 (81%)**	1141
4. Cyberbullying is...	1138 (97%)	1169	1128 (97%)	1166
5. The three main forms of bullying are...	952 (81%)	1169	1037 (89%)**	1163
6. The difference between teasing and bullying is determined by...	769 (67%)	1156	999 (86%)**	1162
7. The three roles that you always see in a bullying situation are...	1042 (89%)	1165	1083 (93%)**	1166
8. Bullying is ok...	1102 (95%)	1164	1117 (96%)*	1164
9. I can make the chance that I will be bullied as small as possible by...	1057 (91%)	1168	1091 (95%)**	1155
10. When I am being bullied at the Internet, the best thing that I can do is...	778 (68%)	1137	917 (82%)**	1124
Total Score Quiz	8.0 (67.5%)	1067	8.9 (72.4%)	1058

Notes: The significant differences are based on Paired Sample T-tests of the participants who answered the specific question before and after the intervention; The percentage of the Total Score represents the percentage of participants who have a Total Score which is equal to or higher than the overall Total Score.

* p < .05

** p < .001

Attitude

In general, the students already do have a strong attitude against bullying considering the overall mean score of 4.38 for the pretest and 4.42 for the posttest on the overall attitude scale (Table 9). This overall attitude of the students against bullying has improved significantly after the intervention ($t(1163) = 2.709; p = .0035$). Significant differences were found for the mean score on the pro-bullying scale ($M = 1.46; M = 1.39$) ($t(1163) = -4.519; p < .001$) in contradiction to the mean score on the anti-bullying scale ($M = 4.19; M = 4.18$) ($t(1148) = -.426; p = .670$).

Further analyses of the items of the pro-bullying scale indicate that after the intervention students significantly disagreed more with the following statements regarding the tendency of students to reject children because of their perceived weakness: 'Soft kids are stupid' ($M = 1.39; M = 1.31$) ($t(1150) = -3.318; p < .001$) and 'Nobody likes a wimp' ($M = 1.63; M = 1.51$) ($t(1138) = -4.371; p < .001$). Besides that, the students significantly disagreed more with the statement 'Kids who are being bullied usually deserve it' ($t(1123) = -2.998; p = .0015$). The mean scores on this statement regarding the willingness to justify or support the bullying were respectively 1.67 and 1.55.

Although the overall results on the anti-bullying scale showed no significant differences, the students' anti-bullying attitudes seem to show more approval for the behavior of the bully and less support for the defending behavior of others on one side. The mean scores on the statements 'A bully is really a coward' ($M = 4.23; M = 4.12$) ($t(1131) = -2.520; p = .006$) and 'I like it when someone sticks up for kids who are being bullied' ($M = 4.63; M = 4.53$) ($t(1128) = -3.110; p = .001$) decreased significantly after the intervention. On the other side increased the mean score on the statement 'I have to try to help the one who is being bullied' ($M = 3.93; M = 4.06$) ($t(1124) = 3.478; p < .001$), which shows a positive movement regarding the attitude towards own defending behavior in bullying situations.

Table 9
Means, Standard Deviations and Number of Participants Attitude Pretest and Posttest

Items	Pretest <i>M (SD)</i>	Posttest <i>M (SD)</i>	<i>N</i>
Pro-bullying Scale ($\alpha = .66$)	1.46 (.60)	1.39 (.59)**	1164
Soft kids are stupid.*	1.39 (.78)	1.31 (.76)**	1151
Kids should not complain about being bullied.*	1.33 (.88)	1.29 (.83)	1140
Nobody likes a wimp.*	1.63 (1.01)	1.51 (.95)**	1139
It's funny to see kids get upset when they are bullied.*	1.28 (.72)	1.26 (.74)	1140
Kids who are being bullied usually deserve it.*	1.67 (1.08)	1.55 (1.01)*	1124
Anti-bullying Scale ($\alpha = .69$)	4.19 (.81)	4.18 (.91)	1149
A bully is really a coward.	4.23 (1.16)	4.12 (1.30)*	1132
I like it when someone sticks up for kids who are being bullied.	4.63 (.82)	4.53 (1.04)*	1129
It makes me angry when a kid is bullied without reason.	3.99 (1.24)	4.01 (1.27)	1128
I have to try to help the one who is being bullied.	3.93 (1.20)	4.06 (1.19)**	1138
Attitude Scale ($\alpha = .72$)	4.38 (.58)	4.42 (.59)*	1164

Note: Attitude is based on a 5-point Likert scale (0 = *strongly disagree*, 5 = *strongly agree*); The scores on the items of the pro-bullying scale in the table are the original scores on the items instead of the reversely coded items. The items of the pro-bullying scale marked with (*) were only reversely coded for the composition of the overall attitude scale, so that a higher score on the attitude scale represented an anti-bullying attitude and a lower score represented a pro-bullying attitude.

* $p < .05$

** $p < .001$

Self-efficacy for Defending Behavior

Student's overall beliefs about their efficacy to take action and stand up for the victim in a bullying situation seem to be increased after the intervention ($M = 2.96$; $M = 3.15$) ($t(1140) = 8.341$; $p < .001$). The student's perception about their ability to mediate between the people involved in the bullying process ($M = 3.28$; $M = 3.48$) ($t(1140) = 7.737$; $p < .001$) and to attack the bully ($M = 2.52$; $M = 2.69$) ($t(1139) = 5.592$; $p < .001$) were both perceived as less difficult after the intervention. Defending behavior that focuses on mediation was for both the pretest and posttest believed to be less difficult than defending behavior that focuses on attacking the bully (Table 10).

Efficacy beliefs for defending behavior increased significantly after the intervention for all forms of mediation. When students try to stop the bullying through mediation, they seemed to find it least difficult to tell others that bullying is stupid ($M = 3.59$; $M = 3.73$) or that it doesn't pay off to join in the bullying ($M = 3.59$; $M = 3.67$). The most direct form of mediation by talking to the bully and victim involved in the bullying situation was perceived as most difficult ($M = 2.63$; $M = 2.93$). Looking for help by involving an adult or telling an adult about the bullying was indicated as a relatively easy thing to do to stop the bullying ($M = 3.35$; $M = 3.61$).

Efficacy beliefs for defending behavior in several forms of attacking the bully were increased significantly, except for calling the bully names ($t(1121) = 1.437$; $p = .0755$). This was however already perceived as the easiest action to take within this self-efficacy category ($M = 2.82$; $M = 2.88$). Additionally, most students find it rather difficult to attack the bully ($M = 2.33$; $M = 2.60$) or take revenge on the bully ($M = 2.42$; $M = 2.60$) in order to stand up for the victim.

Table 10

Means, Standard Deviations and Number of Participants Self-efficacy for Defending Behavior Pretest and Posttest

Items	Pretest <i>M (SD)</i>	Posttest <i>M (SD)</i>	<i>N</i>
Self-efficacy Mediation ($\alpha = .72$)	3.28 (.87)	3.48 (.98)**	1141
I am looking for help by an adult, i.e. a teacher or mentor, by involving an adult or telling an adult about the bullying.	3.35 (1.21)	3.61 (1.26)**	1132
I tell the others that it doesn't pay off to join in the bullying.	3.59 (1.23)	3.67 (1.29)*	1110
I try to mediate between the bully and the victim by talking with each other.	2.63 (1.29)	2.93 (1.33)**	1114
I say to the others that bullying is stupid.	3.59 (1.25)	3.73 (1.26)**	1117
Self-efficacy Attacking Bully ($\alpha = .82$)	2.52 (1.15)	2.69 (1.24)	1140
I call the bully names in order to defend the victim.	2.82 (1.38)	2.88 (1.47)	1122
I attack the bully in order to defend the victim.	2.33 (1.35)	2.60 (1.44)**	1117
I take revenge on the bully for the victim.	2.42 (1.32)	2.60 (1.39)**	1130
Self-efficacy Scale ($\alpha = .77$)	2.96 (.78)	3.15 (.91)**	1141

Note: Self-efficacy for Defending Behavior is based on a 5-point Likert scale ($1 = \text{very difficult}$, $5 = \text{very easy}$).

* $p < .05$

** $p < .001$

Outcome Expectations for Defending Behavior

After the intervention the students had significantly stronger expectations that the bullying would decrease ($M = 3.39$; $M = 3.69$) ($t(1136) = 7.171$; $p < .001$), one's own status would improve ($M = 2.75$; $M = 2.89$) ($t(1117) = 3.587$; $p < .001$), and the atmosphere in the classroom would improve ($M = 3.57$; $M = 3.92$) ($t(1128) = 8.842$; $p < .001$) if they would defend the victim and/or try to stop the bullying. The expectations concerning the victim's wellbeing didn't increased significantly ($t(1134) = -.270$; $p = .787$). However, this consequence of defending behavior was already perceived the strongest ($M = 4.27$; $M = 4.27$) compared to the other possible consequences (Table 11). Besides the victim's wellbeing, the students have stronger expectations of the possible positive effects of defending behavior after the intervention ($M = 3.50$; $M = 3.69$).

Before the intervention most students neither agreed nor disagreed on the statements about the frequency of bullying ($N = 403$; 34.5%) and one's personal status ($N = 445$; 38.4%). Most students agreed on the expected outcome that the victim would feel better when he/she would stand up for the victim ($N = 935$; 80.1%) and that the atmosphere in the classroom would improve when he/she would try to convince others to stop the bullying ($N = 629$; 54.0%).

After the intervention most students were convinced of the positive consequence of defending behavior on the frequency of bullying ($N = 662$; 58%), the victim's wellbeing ($N = 902$; 79.1%), and the atmosphere in the classroom ($N = 756$; 66.4%). Though less students believed that defending behavior would improve one's personal status or popularity in the classroom ($N = 293$; 25.9%).

Table 11

Means, Standard Deviations and Number of Participants Outcome Expectations for Defending Behavior Pretest and Posttest

Items	Pretest <i>M (SD)</i>	Posttest <i>M (SD)</i>	<i>N</i>
The bullying will decrease or stop if I stand up for someone who is being bullied.	3.39 (1.20)	3.69 (1.29)**	1137
The person who is being bullied will feel better when I stand up for him or her.	4.27 (.99)	4.27 (1.10)	1135
My status/popularity in the classroom will improve if I try to convince others to stop the bullying.	2.75 (.04)	2.89 (.04)**	1118
The atmosphere in the classroom will improve when I try to convince others to stop the bullying	3.57 (1.27)	3.92 (1.22)**	1129
Outcome Expectations ($\alpha = .74$)	3.50 (.83)	3.69 (.95)**	1142

Note: Outcome Expectations for Defending Behavior are based on a 5-point Likert scale (0 = *strongly disagree*, 5 = *strongly agree*).

* $p < .05$

** $p < .001$

Moderator Effect Self-reported Participant Roles

For this research the possible moderator effect of the self-reported participant roles is analyzed to examine whether the image that the participants have of their own role in the bullying process had an effect on answering the questions about awareness, knowledge, attitude, outcome expectations and self-efficacy. Table 12 and Table 13 show the output from the MANOVA analysis including the MANOVA and Univariate test statistics. To determine the nature of the effect, Univariate tests were performed.

Using Pillai's Trace, there was a significant moderator effect of the self-reported participant roles on at least one of the outcome variables, $V = .067$, $F(15, 1788) = 2.716$, $p < .001$. Separate ANOVAs on the outcome variables revealed significant effects on awareness ($F(3, 598) = 4.499$, $p = .004$), knowledge ($F(3, 598) = 2.736$, $p = .043$), and attitude ($F(3, 598) = 4.567$, $p = .004$). No effects were shown on outcome expectations ($F(3, 598) = .822$, $p = .482$), and self-efficacy ($F(3, 598) = .092$, $p = .965$).

Table 12
Multivariate Tests Difference Total Score Dependent Variables

Test	Value	F	df	Error df	p
Pilai's trace	.067	2.716	15	1788	.000**
Wilks' lambda	.934	2.733	15	1640	.000**
Hotelling's trace	.070	2.746	15	1778	.000**
Roy's largest Root	.050	6.005	5	596	.000**

* $p < .05$

** $p < .001$

Table 13
Univariate Tests Difference Total Score Dependent Variables

Outcome Variable	Mean Difference	F	df	Error df	p
Awareness	1.7326	4.499	3	598	.004*
Knowledge	.9419	2.736	3	598	.043*
Attitude	.3272	4.567	3	598	.004*
Outcome Expectations	.8488	.822	3	598	.482
Self-efficacy	1.3472	.092	3	598	.965

* $p < .05$

** $p < .001$

Table 14
Means and Standard Deviations Outcome Variables Pretest and Posttest vs. Self-reported Participant Roles Pretest

Outcome Variables vs. Self-reported Participant Roles (Pretest)

Outcome variable	Self-reported Participant Role (Pretest)							
	Bully		Reinforcer		Defender		Outsider	
	Pretest <i>M (SD)</i>	Posttest <i>M (SD)</i>	Pretest <i>M (SD)</i>	Posttest <i>M (SD)</i>	Pretest <i>M (SD)</i>	Posttest <i>M (SD)</i>	Pretest <i>M (SD)</i>	Posttest <i>M (SD)</i>
Awareness	3.33 (.121)	3.87 (1.07)	3.69 (.74)	3.64 (1.06)	4.12 (.61)	4.35 (.66)	3.77 (.71)	3.97 (.86)
Knowledge	6.72 (1.27)	8.19 (1.52)	7.30 (1.78)	8.32 (2.16)	8.43 (1.32)	9.17 (1.29)	7.77 (1.62)	8.72 (1.59)
Attitude	3.83 (.62)	4.03 (.64)	3.87 (.71)	4.00 (.75)	4.63 (.40)	4.60 (.46)	4.24 (.54)	4.35 (.57)
Self-efficacy	3.42 (1.16)	2.10 (.93)	3.10 (.77)	2.62 (.94)	3.11 (.73)	2.73 (.84)	2.84 (.73)	2.95 (.92)
Outcome Expectations	3.16 (1.16)	3.44 (1.14)	3.32 (.90)	3.36 (1.12)	3.79 (.72)	3.92 (.82)	3.31 (.78)	3.56 (.95)

Notes: Awareness, Attitude, and Outcome Expectations for Defending Behavior are based on a 5-point Likert scale (0 = *strongly disagree*, 5 = *strongly agree*); Self-efficacy for Defending Behavior is based on a 5-point Likert scale (1 = *very difficult*, 5 = *very easy*); Knowledge is based on a 10-point scale representing the mean grade for the quiz.

Given the significance of the overall test, the Univariate main effects between the different self-reported participant roles were examined. Significant Univariate main effects on awareness were found between the reinforcer on one side and the bully ($p = .006$) and defender ($p = .031$) on the other side. The self-reported participant role appeared to have a negative effect on the awareness of reinforcers ($M = 3.69$; $M = 3.64$). In contrast to this, the self-reported participant role seemed to contribute to the awareness of responsibilities and (online) boundaries of bullies ($M = 3.33$; $M = 3.87$) and defenders ($M = 4.12$; $M = 4.35$).

A significant Univariate main effect of the self-reported participant roles on attitude was found between the defender and reinforcer ($p = .016$) and the defender and outsider ($p = .027$). The own qualification of the participant roles seemed to influence the attitude of reinforcers ($M = 3.87$; $M = 4.00$) and outsiders ($M = 4.24$; $M = 4.35$) in a positive way, while the own qualification appeared to have a negative influence on the attitude of defenders ($M = 4.63$; $M = 4.60$).

For knowledge only a significant Univariate main effect was found between the defender and outsider ($p = 0.40$), whereas the positive effect of the own categorization of the participant role for outsiders ($M = 7.77$; $M = 8.72$) was higher than the positive effect for defenders ($M = 8.43$; $M = 9.17$).

Reported Defending Behavior

A regression analysis for the pretest was performed to test if the several outcome variables (awareness, knowledge, attitude, self-efficacy, and outcome expectations) significantly predicted participants' reported defending behavior in bullying situations. The total score for the variable knowledge and the mean scores for the other variables were the independent variables. The mean score on the defender scale of the PRQ was used as the dependent variable.

The results of the multiple regression analysis indicated that the five predictors together explained 27.5% of the variance in reported defending behavior ($R^2 = .275$, $F(5, 1055) = 80.015$, $p < .001$) (Table 15). The analysis showed that all variables significantly predicted the degree of reported defending behavior in bullying situations, with exception of the variable awareness ($\beta = .084$, $t(5) = 1.872$, $p < .062$). Without the variable awareness the proportion variance of the regression model dropped to 27.3% ($R^2 = .273$, $F(4, 1056) = 98.908$, $p < .001$).

Simple linear regression analysis for each outcome variable showed the nature of the relationship and the proportion variance of the specific outcome variable and defending behavior (Table 16). The variable awareness, although not significant in the multiple regression analysis, was on its own positively related to defending behavior ($\beta = .435$, $p < .001$) and explained 9.4% of the variance ($R^2 = .094$, $F(1, 1168) = 121.563$, $p < .001$). Knowledge significantly predicted defending behavior in bullying situations ($\beta = .169$, $p < .001$) and accounted for 6.9% of the variance ($R^2 = .069$, $F(1, 1064) = 79.070$, $p < .001$). The attitude towards bullying was also positively related with defending behavior ($\beta = .769$, $p < .001$) by explaining 20.2% of the variance ($R^2 = .202$, $F(1, 1170) = 295.820$, $p < .001$). The variable self-efficacy was positively related to the ability to support or defend the victim as well ($\beta = .190$, $p < .001$). The self-efficacy for defending behavior predicted 2.2% of the variance ($R^2 = .022$, $F(1, 1166) = 26.622$, $p < .001$). Defending behavior in bullying situations was significantly predicted by the belief in outcome expectations ($\beta = .468$, $p < .001$) and explained 15.5% of the variance ($R^2 = .155$, $F(1, 1168) = 213.508$, $p < .001$).

To get a more detailed view on the influence of the specific variables on defending behavior and each other, the overall means, standard deviations, and intercorrelations among the significant outcome variables are presented in Table 17. Defending behavior was positively correlated with all outcome variables assessed except with the pro-bullying attitude ($r = -.247$) and the self-efficacy to attack the bully ($r = -.063$). The tendency to attack the bully had furthermore the weakest correlation with defending behavior. The highest correlation was shown between defending behavior and anti-bullying attitude ($r = .480$). The highest significant intercorrelation occurred between the outcome variables anti-bullying attitude and outcome expectations ($r = .491$). On the other hand, the outcome expectations had the lowest significant intercorrelation with the self-efficacy to attack the bully ($r = -.041$).

Table 15
Summary of Multiple Regression Analysis for Reported Defending Behavior Pretest

Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	SE (B)	β		
Awareness	.084	.045	.059	1.872	.062
Knowledge	.042	.019	.065	2.196	.028*
Attitude	.539	.056	.308	9.585	.000**
Self-efficacy	.192	.034	.151	5.642	.000**
Outcome Expectations	.243	.037	.203	6.552	.000**

Note: $R^2 = .275$ (Model including Awareness); $R^2 = .273$ (Model excluding Awareness)

* $p < .05$

** $p < .001$

Table 16
Summary of Simple Regression Analysis for Reported Defending Behavior Pretest

Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	R^2
	B	SE (B)	β			
Awareness	.435	.039	.307	11.026	.000**	.094
Knowledge	.169	.019	.263	8.892	.000**	.069
Attitude	.769	.045	.449	17.199	.000**	.202
Self-efficacy	.190	.037	.149	5.160	.000**	.022
Outcome Expectations	.468	.032	.393	14.612	.000**	.155

* $p < .05$

** $p < .001$

Table 17
Means, Standard Deviations, and Intercorrelations among Significant Outcome Variables

Variables	M	SD	1	2	3	4	5	6
1. Defending Behavior	2.51	.99						
2. Knowledge	7.99	1.55	.263**					
3. Pro-bullying Attitude	1.46	.60	-.247**	-.385**				
4. Anti-bullying Attitude	4.18	.83	.480**	.328**	-.382**			
5. Self-efficacy Mediation	3.28	.87	.303**	.154**	-.079*	.177**		
6. Self-efficacy Attacking Bully	2.52	1.15	-.063*	-.234**	.277**	-.142**	.237**	
7. Outcome Expectations	3.50	.83	.399**	.251**	-.221**	.491**	.243**	-.041

Notes: Knowledge is based on a 10-point scale representing the mean grade for the quiz; Attitude, and Outcome Expectations for Defending Behavior are based on a 5-point Likert scale (0 = strongly disagree, 5 = strongly agree); Self-efficacy for Defending Behavior is based on a 5-point Likert scale (1 = very difficult, 5 = very easy);

* $p < .05$

** $p < .001$

DISCUSSION

The present study was designed to evaluate the effectiveness of a classroom based anti-bullying intervention program aimed at the group process of bullying. In the present study, the effectiveness of the anti-bullying program 'Survivors!' was examined among first year students of secondary schools. This intervention program aims at creating awareness among all students about their own responsibilities and possibilities within the group to prevent or stop the bullying. The intervention effects were examined for several outcome variables indicating the participant role behaviors, awareness, knowledge, attitude, self-efficacy, and outcome expectations related to bullying and defending behavior. In addition, the moderator effect of the self-reported participant roles on the intervention effects and the association between the outcome variables and the participants' reported defending behavior were examined.

In general, the results give clear evidence to support the effectiveness of the intervention program for all outcome variables assessed in this study. This is in contrast with numerous previous studies who studied the effectiveness of school anti-bullying programs. The majority of these studies have shown inconsistencies in evaluation findings as these results were often non-significant or modest, with only a few positive outcomes or even negative effects (Smith et al., 2004). One of the few evaluation studies who have shown effective results is the KiVa Antibullying Program of Kärna et al. (2011), who also used the Participant Role Questionnaire of Salmivalli et al. (1996).

Participant Roles

The own categorization of participant roles have shown that the most common self-reported participant roles for the pretest and posttest were respectively outsider (39.4%; 39.1%), defender (37.7%; 35.4%), victim (14.0%; 15.4%), passive reinforcer (6.2%; 6.2%), active reinforcer (1.0%; 1.3%), and bully (1.7%; 2.7%).

By the use of the introduced role selection criteria it was possible to assign 71.2% of the participant to a behavioral participant role. In earlier research of Salmivalli et al. (1996), 83.7% of the participants were assigned to a participant role. They used similar role selection criteria on the basis of self- and peer report of the PRQ. Given the fact that the percentage of the research of Salmivalli et al. (1996) is based on self- and peer report and that the PRQ is originally a peer-reported measurement instrument, the percentage of 71.2% of the present study is considered to be satisfactory. Of the students for whom it was possible to assign them to a behavioral participant role, the behavioral participant roles for the pretest and posttest were respectively defender (51.6%; 51.6%), outsider (23.5%; 19.1%), reinforcer (15.6%; 20.6%) and bully (9.3%; 8.8%).

Compared to recent national research on the participant role approach, a remarkable lower percentage of students was categorized in pro-bullying roles (bullies, reinforcers), while a higher percentage of students was identified in one of the anti-bullying roles (victims, defenders, outsiders).

A possible explanation relates to the data gathering as, in contrary to other evaluation studies, for this study only self-reports of bullying were used as outcome measure instead of self-reports and peer reports. Salmivalli et al. (1999) and Sutton & Smith (1999) pointed out these differences between self- and peer reports in anti-bullying research and awareness of their participant roles. The underestimation of participants of their active bullying behavior and their emphasis on their role as defender or outsider is more common with the use of self-report. According to Juvonen, Nishina, and Graham (2000) students are more likely to report their own involvement in bullying situations in a more favorable or social desirable light.

This may withhold students from revealing their active involvement in bullying situations as a bully or reinforcer or exaggerate their involvement in the role of victim, defender, or outsider.

In consistency with previous studies, there was a significant difference of engagement in self-reported and behavioral participant roles between the sexes. The role of bully and reinforcer were more common among boys, while the role of defender was more typical for girls. However, contrary to the existing literature, the role of outsider was more frequent among boys instead of girls.

Sex differences in judgment and context awareness can explain this higher number of outsiders among boys. Salmivalli et al. (1999) found that personality factors (e.g. status, self-esteem) were important predictors for the participant role behavior of boys, whereas girls seemed to be more influenced by group context (e.g. the behavior of peers). This combined with the research of Juvonen et al. (2000) and Sutton and Smith (1999), boys may find it more important to present a more attractive image of their participant role behavior in bullying, for example because of their status. Additionally, due to the focus of boys on their individual behavior instead of the group context, boys may seem to underestimate their involvement in the group process of bullying more often than girls.

It was hypothesized that through the intervention the level of agreement between the self-reported and behavioral participant roles would increase. Unfortunately, there was no improvement after the intervention in the correct assessment of the self-reported participant roles and the behavioral participant roles, for both girls (73.0%; 67.1%) and boys (59.0%; 52.5%). Before the intervention 65.6% of all students were able to match their self-reported and behavioral participant roles, while after the intervention 59.3% made the correct classification of their participant role. This absence of improvement could be caused by a lack of self-reflection of students. These ideas and feelings that students have of their own participant role behavior could possibly be influenced by their self-awareness (the awareness of their own behavior in relation to other group members) or their self-esteem (the judgment of their own behavior) in bullying situations.

Awareness

The results of the present study show a raising awareness of the responsibility for the atmosphere in the classroom and the protection of (online) boundaries. However, the discrepancy between the attitudes and behavior (Rigby and Slee, 1991; Salmivalli & Voeten, 2004; Salmivalli 2010) is also visible in the awareness of students in this research. In contradiction with their attitude towards their shared responsibility, students are still not sufficiently aware of their personal contribution to the atmosphere in the classroom and their personal task to say 'stop' in bullying situations. Salmivalli (2010) assigns this contradiction to their diffusion of responsibility. Even if bystanders are aware of their responsibility to stop the bullying, they don't seem to act on it.

In contrast to their lack of their personal responsibility to stop the bullying themselves, most students do indicate that they will stop bullying if others take the initiative. So if the victimized peer or bystanders do intervene during a bullying situation by expressing their boundaries, the students will respect these boundaries and react to it. Their own reaction is thus related to the interpretation of other bystanders in the bullying situation. In other words, bystanders monitor the behavior of other bystanders and copy this behavior, both positive and negative (Salmivalli, 2010).

In contradiction with offline bullying situations, students do embrace their personal responsibility when it comes down to the protection of their own online boundaries. This contradiction might be explained by the perceived higher negative impact of cyberbullying compared to traditional bullying, especially for picture/video clip bullying (Slonje & Smith, 2008). Due to the potential harmfulness, the threatening nature, potential audience, and visibility of cyberbullying (Baas et al., 2013), students may be more aware of the negative consequences of cyberbullying and thus the importance to protect their online boundaries.

Knowledge

The knowledge of students about bullying has improved significantly after the intervention. The overall mean grade for the knowledge quiz, on a scale from 0 to 10, increased from an 8.0 before the intervention to an 8.9 after the intervention. The students know better what (cyber)bullying is, what determines the difference between teasing and bullying, and what to do against (cyber)bullying situations.

A concern lies however in the primary focus of this research on the students' self-report of bullying behavior. Merrell et al. (2008) remarked that the positive effects of the intervention mainly concerned indirect measures of bullying behavior. This emphasizes the difference between what the students know or believe about the right behavior in bullying situations versus the students' actual behavior in bullying situations. So the fact that the students have theoretically improved their knowledge about bullying and defending behavior does not mean that they will actually bring this into practice.

Attitude

In general, the students did already have a strong attitude against bullying which became even stronger after the intervention. These results are consistent with the stronger anti-bullying attitudes for the students after the intervention of the studies of Kärna et al. (2011) and Salmivalli et al. (2005).

The overall improvement in this study is mainly caused by weakening the pro-bullying attitude of students. After the intervention the students expressed less tendency to reject other students because of their perceived weakness. Additionally, the students were less likely to justify or support the bullying. The results on the anti-bullying attitude scale showed mixed findings. The students seemed to show more approval for the bully and less support for defending behavior of others, while at the same time they seemed to value their own defending behavior in bullying situations more. Future research is necessary to examine why the students scored different on these subcategories of the anti-bullying scale.

Self-efficacy for Defending Behavior

Results suggest that, consistent with the recent evaluation study of Kärna et al. (2011) and Salmivalli et al. (2005), student's beliefs about their efficacy to take action and stand up for the victim in a bullying situation has increased significantly after the intervention. Defending behavior that focuses on mediation was believed to be less difficult than defending by attacking the bully. When students tried to stop the bullying through mediation, more indirect forms of mediation (i.e. telling others about the bullying) was perceived as relatively easy compared to direct mediation between the bully and victim. Efficacy beliefs for defending behavior in several forms of attacking the bully increased significantly, although it was still difficult. Within the self-efficacy category of attacking the bully, the students found it most easy to verbally attack the bully by calling him/her names.

The difference between these subcategories of self-efficacy for defending behavior in bullying situations, mediation or attacking the bully, was also assessed in the study of Andreou et al. (2005). Results show that higher self-efficacy for aggression, for example by physically attacking the bully, was related to bullying as well as victimization. Higher self-efficacy that focuses on assertion or intervening in bully/victim incidents, for example by telling others about the bullying, were associated with lower victimization.

Outcome Expectations for Defending Behavior

Besides the significant improvement in self-efficacy for defending behavior, the students had also stronger expectations about the positive outcomes as a result of their defending behavior. The students believed stronger in the positive influence of their actions to the frequency of bullying, one's personal status, and the atmosphere in the classroom. Although the belief concerning the victim's wellbeing wasn't significantly improved, this consequence of defending behavior was already perceived the strongest before the intervention. The importance of the victim's wellbeing was also proven to be most related to defending behavior in the study of Pöyhönen et al. (2012). Not only the expectation itself, but also the important value of this outcome was linked to the bystander response of defending in bullying situations.

Moderator Effect Self-reported Participant Roles

There was a significant moderator effect of the self-reported participant roles on the intervention effects on awareness, knowledge, and attitude. Consequently, the perception that students have of their own role in the bullying process doesn't seem to strengthen or weaken the intervention effects on self-efficacy and outcome expectations for defending behavior. This is very remarkable as bystander's defending behavior, which is the main focus of the intervention, is particularly influenced by the individual perception that they have of themselves and of the effects of their actions (Pöyhönen et al. 2012).

Because of the limited self-knowledge on the participant role behavior in bullying situations and the absence of the moderator effect for self-efficacy and outcome expectations, further examination is needed of the (moderator) effect of the self-perception of students in bullying situations in order to increase the susceptibility for anti-bullying interventions.

Reported Defending Behavior

Eventually, the purpose of the intervention is to make the group that supports or defends the victim larger than the group behind the bully, so that the bullying will stop (Van der Meer, 2013). The demonstration of actual defending behavior of students forms the key to reach this goal. The results showed that all outcome variables assessed in this research, except the variable awareness, significantly predicted the degree of defending behavior in bullying situations. These positive relationships between attitude (Salmivalli & Voeten, 2004), self-efficacy (Salmivalli, 2010), outcome expectations (Pöyhönen et al. 2012) and defending behavior were confirmed by earlier intervention research. Salmivalli (2010) did emphasize the requirement of raising awareness of the role that students play in the bullying process and the contribution to reduce bullying. However, the direct relationship between awareness and defending behavior in bullying situations has not been addressed yet. Of all outcome variables, the attitude towards bullying seemed to have the most positive influence on defending behavior which accounted for 20.2% of the variance in behavior. This link between attitude and defending behavior in bullying situations was higher than the usual 10% (Salmivalli & Voeten, 2004).

Limitations

This study has some limitations regarding the data gathering, as the results are only based on self-reports of students from an experimental group. The use of self-reported measures to indicate bullying behavior has some advantages and disadvantages. On one hand, the students themselves know best what they do and what happens to them in bullying situations. Besides the advantage that the data comes from the students involved in the bullying situation itself, self-reports are also very efficient for the collection and analysis of the data. On the other hand, the most important disadvantage of self-report is the fact that students may not always give truthful answers. The answers are based on the students' own frame of reference and thus represent his/her own subjective experience of bullying (Juvonen et al., 2000). This could lead to a more negative view (e.g. over-sensitiveness) or a more positive view (e.g. fear, shame, social desirability) on the bullying experiences. If the image of the students of his/her bullying experiences corresponds with reality cannot be checked by the use of only self-report.

Furthermore, the results of this study are only based on the intervention effects of the experimental group. Consequently, a comparison between the effects in an experimental group (with intervention) and a control group (without intervention) was not possible. This makes it less plausible that the effects are really caused by the intervention instead of other factors. Future research should include a control group to tackle the possible time and group treats and improve the internal validity of intervention research.

Additionally, the overall degree of implementation of the intervention was not always consistent for every group of students. The process of the implementation of the intervention itself could determine the success of the intervention program (Salmivalli et al. 2005). Classes with a higher degree of implementation of the intervention program have shown better results.

In order to meet the high number of requests for the intervention program, the organization works with two groups of actors, Group Red and Group Blue. Although both groups have had the same training, preparation meetings and script, there are always small individual differences in how the actors play the show and guide the lesson afterwards. Besides that, every show and lesson is different due to the interaction with the students, the personal bullying experiences, the available time etcetera. All this may lead to different ways of implementation of the intervention with possibly a different focus with corresponding exercises and discussions.

Next to the process of implementation, the commitment of the school, teachers, and mentors to the bullying problem at school is crucial for the effectiveness of the intervention program (Salmivalli et al. 2005). A few days before the show, the teachers were asked to fill out the pretest with their students. How the teachers introduced the program and the atmosphere in which the questionnaire was filled out was the responsibility of the teachers. The attention for the intervention program and the bullying problem in general given by the school or the teachers could have influenced the intervention effects in a positive or negative way. Despite these limitations, the study reveals a number of important practical and theoretical implications for the intervention program and anti-bullying research in general.

Practical Implications

The practical question of importance raised by the present study is: How can defending behavior among students be encouraged through interventions that focus on the group process of bullying?

To put an end to the inconsistency between attitudes and actual defending behavior in bullying situations, the intervention program should focus more on self-reflection and commitment to anti-bullying behavior within the group involved. At this moment, the intervention program mainly focuses on raising general awareness by offering information about the group mechanisms in bullying situations, such as the participant roles. However, providing information and developing feelings of responsibility doesn't mean that the students will actually do the things that they know they are supposed to do in bullying situations. In the present study attitude accounted only for 20.2% of the variance in reported defending behavior, which means that almost 80% of reported defending behavior is determined by other factors. This was already mentioned by Jiménez Barbero et al. (2012), who argued that the most effective interventions were aimed at changing attitudes and beliefs as well as improving social and interpersonal skills.

For the transformation process of attitudes into actual behavior, self-reflection on own bullying behavior is the first thing required as it appears that most students are not able to make a correct estimation of their own participant role behavior in bullying situations. This limited ability of students to reflect on their own bullying behavior could be improved by the use of discussions or activities in small groups. Following the rules of constructive criticism, the students can give each other feedback on their behavior in recent bullying situations from their own observations. By the use of peer feedback, students can get a clear view on the possible discrepancy between their own perception and the perception of others on their role in the bullying process.

Besides the need for self-reflection, students should be taught more explicitly how to take the initiative to stop the bullying themselves instead of monitoring and copying the passive behavior of other bystanders. Therefore the students should be offered the opportunity to rehearse anti-bullying defending behavior in person in a safe, fictive context. Drama and role-play exercises can be used to explore feelings and actions associated with different participant role behaviors, for example: 'Why is it so difficult to support the victim?' or 'How does it feel to be a defender or assistant?' Experiences in fictive situations could result in more motivation and self-confidence to execute this practiced defending behavior in real life bullying situations. So the students should not only be aware of their personal responsibility to stop the bullying, but act on it as well.

Individual motivation and interpersonal skills to display defending behavior are however not always sufficient if other group members involved in the bullying process don't accept or encourage this behavior. Therefore interventions should also pay more attention to the rewarding structure of defending behavior in the classroom. The development of shared class rules with the input from all students of the class could increase this commitment of the whole class to anti-bullying behavior (Olweus, 1991). These classroom rules should include rules that reinforce and reward supporting and defending behavior as well as the bystander's reactions to the bullying situation.

Another important implication that comes forward in the present study entails the involvement of the group context in interventions. This means that interventions should not only be targeted to the individual bullies and victims, but target the group as a whole. The involvement of the group context in interventions can however be expanded to a broader level than only the group members involved in the bullying situation. There are many more factors on multiple levels that could influence the involvement in the bullying process: individual level (e.g. social status, self-esteem, and assertiveness), group level (e.g. group pressure), family level (e.g. role model of parents), classroom level (e.g. attention of the teacher for bullying), school level (e.g. anti-bullying school policy), neighborhood or society (e.g. acceptance of violence and aggression). These different levels don't stand alone, but influence each other as well. According to Jiménez Barbero et al. (2012), this multidisciplinary perspective would increase the chance of success of interventions through the involvement of all professional disciplines of the educational center, including the parents.

Practically, this means that instead of only offering a show, lesson and possible returnlesson once a year, the intervention program has to be developed into a program that will be part of the schools' continuous anti-bullying work to ensure the long-term effectiveness. To integrate the intervention program more into whole school policy, commitment to this implementation in the curriculum is necessary (Jiménez Barbero et al., 2012). The teachers have to be motivated and provided with resources to work with in the classroom. Therefore the materials of the intervention program could be extended with specific teacher guidance and program content which elaborates on the content of the program. This would provide the teachers and mentors with support to adapt the program into their own lessons as well. Another kind of support could be given by visiting the schools before, after or in-between the intervention and returnlessons. By doing so, the organization will be able to protect the continuity of the program content and monitor the intervention effects over a longer period of time. By doing this, the intervention program could possibly be adapted to the social and cultural characteristics of the specific school population, i.e. gender, age, education level (Jiménez Barbero et al., 2012).

The government could play an important role by the implementation of this multidisciplinary approach in the form of whole-school policies. With the Plan against bullying, the government already legally obligates schools to use a scientifically and empirically proven effective anti-bullying program. Additionally, the government could recommend intervention programs which embrace this whole-school approach. The government can set requirements regarding essential measures of the intervention program at at least three levels: individual level, classroom level, and school level.

These above mentioned implications for anti-bullying interventions concerning the emphasis on self-reflection, commitment, class rules, and the multidisciplinary perspective could also be applied to other interventions among students aimed at physical, mental, or social health issues such as drug and alcohol use.

Future Research

The recent study provides several useful insights for anti-bullying intervention programs and anti-bullying research in general. It provides schools and other stakeholders with practical guidance on how to reduce bullying and victimization effectively by the use of a participatory theatre, classroom intervention. Furthermore, it gives scientific and empirical support for the effectiveness of anti-bullying program targeting bullying as a group process. Nonetheless, future research is needed to expand the knowledge about the characteristics of intervention components, the interaction effects at multiple levels and the long term effectiveness.

The intervention examined in the present study consists of a theater show, a talk show, and a lesson. The intervention effects measured in this study thus indicate the effect of the combination of these three components of intervention (theater show, talk show, and lesson). Consequently, nothing can be said about the effectiveness of these intervention components separately. Additionally, the precise effect of the separate components of intervention is not clear. Does the theater show has a different effect than the lesson? Is the theater show more effective with the talk show than without the talk show? Furthermore, it is interesting to examine if the different forms of bullying are equally susceptible for the interventions. In summary, future research should find out which (combination of) interventions are most effective for which form of bullying. So why are (combinations of) interventions effective, for whom and under which conditions?

Furthermore, the intervention effects for the present study were only analyzed at general level. However, there could be a lot of variation between the findings at educational, school-, class-, or individual level. Factors that could have an impact on the intervention effects are for example the anti-bullying policy per school, recent bullying incidents in the class, and the process of implementation of the intervention. As it was shown there were some differences between the recent sample and other samples used in anti-bullying research regarding the comparability of Group Red/Blue, the higher bullying experiences, and the higher number of outsiders among boys. Future research should thus explore the intervention effects at multiple levels between various representative samples.

Moreover, the present study only examined the results of the intervention program at short term. Future research should evaluate the effects of the intervention on the long term, especially because change in behavior becomes only visible after a period of time. Special attention in the long run effectiveness should be given to the nature and reasons of change in participant role behavior (Salmivalli, 2001). The evaluation of participant role behavior on the long term would give more insight in the influence of the group context and the specific bullying situations on the stability and/or change of participant role behavior.

Conclusion

The main conclusions of the present study can be summarized as followed:

- The classroom anti-bullying intervention program ‘Survivors!’, which focuses on the role of bystanders in the group process of bullying, has been proven to be effective among first year students of secondary schools. Improvements has been shown for the awareness, knowledge, attitude, self-efficacy for defending behavior, and outcome expectations for defending behavior.
- The most common participant roles were defender and outsider. There was a significant difference of engagement in participant role behavior between the sexes. Unfortunately, there was no improvement in the correct assessment of the self-reported participant roles and the behavioral participant roles after the intervention.
- The results show an increasing awareness of the personal and shared responsibility for the atmosphere in the classroom and the protection of (online) boundaries. However, the students are still not sufficiently aware of their personal contribution to the atmosphere in the classroom and their personal task to say ‘stop’ in bullying situations.
- The knowledge of students about bullying has improved significantly after the intervention. The students know now better what (cyber)bullying is, what determines the difference between teasing and bullying, and what to do against (cyber)bullying situations. The overall mean grade for the knowledge quiz, on a scale from 0 to 10, increased from an 8.0 before the intervention to an 8.9 after the intervention.

- The already strong attitude against bullying among the students became even stronger after the intervention. This overall improvement is mainly caused by weakening the pro-bullying attitude of students, showing less tendency to reject other students because of their perceived weakness and willingness to justify or support the bullying. The results on the anti-bullying attitude scale showed mixed findings.
- Student's beliefs about their self-efficacy to take action and stand up for the victim in a bullying situation has increased significantly after the intervention. Defending behavior that focuses on mediation was believed to be less difficult than defending by attacking the bully.
- The outcome expectations for defending behavior regarding the frequency of bullying, one's personal status, and the atmosphere in the classroom has increased significantly after the intervention. The victim's wellbeing is still perceived as the strongest outcome of defending behavior.
- There was a significant moderator effect of the self-reported participant roles on the intervention effects on awareness, knowledge, and attitude. The self-reported participant role appeared to have a negative effect on the awareness of reinforcers, but increased the awareness of bullies and defenders. For knowledge, the positive effect of the participant role for outsiders was higher than the positive effect for defenders. The self-reported participant roles seemed to influence the attitude of reinforcers in a positive way, while the own qualification appeared to have a negative influence on the attitude of defenders.
- The results showed that all outcome variables assessed in this research, except the variable awareness, significantly predicted the degree of reported defending behavior in bullying situations ($R^2 = 27.3\%$). The attitude towards bullying seemed to have the biggest and most positive influence on the reported defending behavior.
- The intervention program 'Survivors!' should focus more on self-reflection and commitment to anti-bullying behavior to transform attitudes in actual behavior. To ensure the long term effectiveness, the intervention program should be developed into a whole-school intervention program. The degree of implementation and commitment to the intervention program are essential.
- Future research is necessary to evaluate the intervention effects of 'Survivors' on the long term, with special attention for the nature and reasons of change in participant role behavior. Additionally, the findings should be compared with a control group and be analyzed at school-, class-, and individual level.
- The present research is relevant for both anti-bullying school policy and research. It gives scientific and empirical support for the effectiveness of anti-bullying program targeting bullying as a group process.

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APPENDIX

APPENDIX A Information letter parents

Driebergen, 1 september 2013

Onderwerp: pestproject Survivors

Beste ouders,

Aanvullend op het anti-pestbeleid op middelbare scholen verzorgt YFC|Switch al ruim 20 jaar theater en verwerkingslessen rond pestgedrag, ook als het om cyberpesten gaat. Middels deze brief willen we u op de hoogte stellen dat binnenkort uw zoon/dochter het programma Survivors! op school zal ontvangen. Survivors! is een theaterstuk, talkshow en les om met leerlingen in gesprek te gaan over de sfeer en (cyber)pesten in hun eigen klas.

Het programma Survivors! is ontwikkeld op basis van de methodiek van psycholoog en pestdeskundige Bob van der Meer. Hij heeft een methodiek ontwikkeld over hoe om te gaan met pestsituaties. Leidend hierin is de theorie dat de 'zwijgende meerderheid' geactiveerd moet worden om de pester(s) te laten weten dat hun gedrag niet acceptabel is. Zodra de groep die zich achter de gepeste schaart groter is dan de groep van de pester, zal het pesten ophouden.

In de les gaan we door middel van oefeningen aan de slag met het aangeven van grenzen, hulp vragen en hulp bieden. Naast het aanleren van tools is er ruimte voor het delen van eigen ervaringen en zullen er afspraken gemaakt worden.

En dan gaat YFC|Switch weer weg en begint de praktijk. Het nakomen van de afspraken. Soms nét even iets moeilijker. Natuurlijk is er de mentor die een belangrijke rol speelt, maar u kunt ook een belangrijke rol hebben. U kunt uw zoon/dochter vragen hoe hij/zij het programma heeft ervaren. Gelooft hij/zij in de afspraken die gemaakt zijn? Voelt uw kind zich daadwerkelijk veilig in zijn eigen klas? Een veilige klas is alleen haalbaar als iedereen hier zorg voor wil dragen. Doet u mee om hen hierin aan te moedigen?

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YOUTH
FOR CHRIST

Naast het geven van de voorstellingen en lessen van Survivors! zijn wij op dit moment bezig met een onderzoek naar de ervaringen van dit anti-pestprogramma. Hiervoor dienen de leerlingen een paar dagen voor én direct na de voorstelling en les van Survivors! een vragenlijst in te vullen. Deze vragenlijst bevat vragen over de eigen pestervaringen en het pestgedrag op school. De vragenlijst zal schriftelijk worden afgenomen in de klas door de desbetreffende leerkracht (voor de voorstelling) en één van de acteurs (na de voorstelling). Het invullen van de vragenlijst zal ongeveer 15 minuten in beslag nemen. De vragenlijst zal anoniem ingevuld en verwerkt worden.

De school van uw kind verleent haar medewerking aan dit onderzoek, zodat deelname onder schooltijd kan plaatsvinden. Mocht u bezwaar hebben tegen de eventuele deelname van uw zoon/dochter aan dit onderzoek, dan verzoeken wij u dit aan de school te laten weten.

Wij hopen u hiermee voldoende geïnformeerd te hebben.

Met een vriendelijke groet,
Maaïke den Uyl
teammanager Switch

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Geachte docent,

Hartelijk dank dat u mee wilt werken aan het onderzoek van de Universiteit Twente naar de ervaringen met het anti-pestprogramma 'Survivors!' van Switch. In deze brief vindt u een korte toelichting van het anti-pestprogramma 'Survivors!' en belangrijke instructies met betrekking tot het afnemen van de vragenlijst. Indien u de vragenlijst niet zelf afneemt in de klas, wil ik u vragen deze brief ook te laten lezen aan de desbetreffende leerkracht die de vragenlijst wel afneemt.

Anti-pestprogramma 'Survivors!'

Het anti-pestprogramma 'Survivors!' is erop gericht (cyber)pesten onder leerlingen in de brugklas bespreekbaar te maken en het daadwerkelijke negatieve gedrag terug te dringen. Ook worden leerlingen aangezet tot het melden van pestincidenten. De focus ligt hierbij op pesten als groepsproces, waarbij de belangrijke rol van omstanders bij het stimuleren en stoppen van pestgedrag wordt benadrukt. In de voorstelling van 'Survivors!' wordt door diverse acteurs een pestsituatie op school nagespeeld. In een kennis- en vaardigheidssles gaat één van de acteurs na de voorstelling samen met de klas aan de slag met oorzaken, rollen en oplossingen in de pestsituatie. In de les gaan de leerlingen door middel van oefeningen aan de slag met vaardigheden als stop zeggen, sterk staan, hulp vragen en hulp bieden. Leerlingen worden zo geholpen met kennis en vaardigheden om het pesten op school en social media te stoppen. Daarnaast wordt er een platform geboden voor leerlingen om hun persoonlijke ervaringen met pesten te delen.

Invullen vragenlijst

De leerlingen dienen een paar dagen voor én direct na de voorstelling en les van 'Survivors!' eenzelfde vragenlijst in te vullen. De vragenlijst zal schriftelijk worden afgenomen in de klas door de desbetreffende leerkracht (voor de voorstelling) en door één van de acteurs (na de voorstelling). Het invullen van de vragenlijst zal ongeveer 15 minuten in beslag nemen. De vragenlijst is onder meerdere leerlingen uit de brugklas getest om te kijken hoe deze het best vormgegeven en ingevuld kan worden. Hieronder vindt u een aantal belangrijke tips voor het invullen van de vragenlijst die u kort klassikaal kunt behandelen:

- **Opbouw:** De vragenlijst bevat vragen over de eigen pestervaringen en het pestgedrag op school. De vragenlijst bestaat uit twee A4 (indien dubbelzijdig geprint). Denk dus ook aan de vragen op de achterzijde van de vragenlijst!
- **Antwoordmogelijkheden:** Bij sommige vragen moeten de leerlingen aangeven of ze het eens of oneens zijn met een uitspraak (helemaal niet mee eens tot helemaal mee eens). Bij andere vragen moeten de leerlingen aangeven hoe vaak iets voorkomt (nooit tot heel vaak). Als hun antwoord er niet tussen staat, moeten ze het antwoord aankruisen dat het dichtst bij hun eigen mening in de buurt komt of wat vaker op hen van toepassing is.
- **Antwoorden aankruisen:** Voor elke vraag moeten ze maar één rondje aankruisen. Hierbij moeten ze het rondje helemaal inkleuren.

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- **Individueel:** De vragenlijst dient individueel ingevuld te worden. Er zijn geen goede of foute antwoorden. Het gaat om de eigen mening van de leerlingen, dus ze mogen niet afkijken bij hun buurman of buurvrouw.
- **Anonimiteit:** De vragenlijst wordt anoniem ingevuld en verwerkt. Dit betekent dat er geen namen aan de ingevulde vragenlijsten worden gekoppeld en er dus enkel een algemeen beeld geschetst kan worden. De leerlingen hoeven dus niet hun volledige naam op de vragenlijst te noteren. Om de antwoorden goed te kunnen verwerken zijn hiervoor alleen de eerste letter van de voornaam, de eerste letter van de achternaam en de geboortedatum nodig.

Inleveren vragenlijst

Wanneer de vragenlijsten volledig zijn ingevuld wil ik u verzoeken alle vragenlijsten per klas en per afnamemoment (voor en na de voorstelling) in een envelop te verzamelen. Dit zijn dus twee enveloppen per klas. Deze kunt u bij het bezoek van Switch aan één van de acteurs meegeven.

Mocht u nog vragen en/of opmerkingen hebben, dan kunt u gerust contact opnemen met ondergetekende. Nogmaals hartelijk dank voor uw deelname en uiteraard ontvangt uw school na verwerking van het onderzoek een overzicht van de gevonden resultaten.

Met vriendelijke groet,
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VRAGENLIJST SURVIVORS!

UNIVERSITEIT TWENTE.



Beste leerling,

In opdracht van Universiteit Twente en Switch wil ik graag een aantal vragen aan je stellen over je eigen pestervaringen en het pestgedrag op school. Deze vragenlijst is onderdeel van een landelijk onderzoek onder ongeveer 1200 middelbare scholieren uit de brugklas.

Jouw mening
Er zijn geen goede of foute antwoorden! Het gaat om jouw eigen mening, dus kijk niet af bij je buurman of buurvrouw. Als jouw antwoord er niet tussen staat, kruis dan het antwoord aan wat het dichtst bij jouw mening in de buurt komt. Als je iets niet begrijpt, kun je altijd je docent om hulp vragen.

Anonimiteit
De vragenlijst is volledig anoniem en de antwoorden zullen anoniem verwerkt worden. Om de antwoorden goed te kunnen verwerken zijn hiervoor alleen de eerste letter van je voornaam, de eerste letter van je achternaam en je geboortedatum nodig.

Hoe vul je deze vragenlijst in?
Bij sommige vragen moet je aangeven of je het eens of oneens bent met een uitspraak. Bij andere vragen moet je aangeven hoe vaak iets voorkomt. Als situaties bijvoorbeeld heel vaak voorkomen, kruis je het rondje onder 'heel vaak' aan. Komen situaties nooit voor, kruis je het rondje onder 'nooit' aan. De rondjes ertussenin kruis je aan voor de antwoorden 'soms', 'meestal' en 'vaak'. Kruis voor elke vraag maar één rondje aan.

Voorbeeld: Ik hou heel erg van voetbal.

Dit betekent dus dat jij voetbal heel erg leuk vindt.

Kleur het rondje helemaal in. ● Zo wel. ✗ Zo niet.

Helemaal niet
mee eens

○ ○ ○ ○ ●

Helemaal
mee eens

Voormeting

ALGEMENE VRAGEN

1. Vul hieronder de eerste letter van je voornaam, de eerste letter van je achternaam en je geboortedatum in (tussenvoegsels tellen niet mee).

Voorbeeld: Joanne Amse is geboren op 5 november 2000

 - -

Jouw gegevens:

 - -

2. Wat is je geslacht?

- ☐ Jongen
☐ Meisje

3. Wat is de naam van je school?

4. In welke brugklas zit je?

- ☐ Praktijkonderwijs (Pro)
☐ MAVO
☐ VMBO
☐ VMBO basis of kader beroepsgerichte leerweg
☐ VMBO gemengde of theoretische leerweg
☐ VMBO/HAVO
☐ HAVO

☐ HAVO/Atheneum
☐ HAVO/VWO
☐ VWO
☐ Atheneum
☐ Gymnasium
☐ Anders, namelijk _____

5. Wat is de datum van vandaag?

- -

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Ga verder op de achterkant 1.

QUIZ

Kruis het juiste antwoord aan op onderstaande meerkeuzevragen.

- Als ik een peestsituatie in de klas wil stoppen, kan ik het beste...
 - ☐ Er samen met klasgenoten iets van zeggen en anders een docent inschakelen.
 - ☐ Met een groep vrienden de pester opwachten en hem/haar een lesje leren.
 - ☐ Niets doen. Dan gaat het het snelst over.
- Als ik iets wat anderen bij me doen niet leuk vind kan ik het beste...
 - ☐ Hard meelachen, zodat ze denken dat het me toch niets kan schelen.
 - ☐ Helemaal niet reageren, zodat de lol er voor hun ook af is.
 - ☐ Duidelijk zeggen dat ik het niet leuk vind en dat ze normaal moeten doen.
- Als anderen niet stoppen met pesten, zelfs als ik "stop" gezegd heb, kan ik het beste...
 - ☐ Erop slaan. Wie niet horen wil, moet maar voelen.
 - ☐ Mezelf zo stil mogelijk houden en hopen dat het vanzelf over gaat.
 - ☐ Hulp zoeken bij klasgenoten en/of een mentor of docent.
- Cyberpesten is...
 - ☐ Pesten op Internet.
 - ☐ Geestelijk pesten (schelden, roddelen, negeren).
 - ☐ Alles op Internet wat ik niet leuk vind.
- De drie hoofdvormen van pesten zijn...
 - ☐ Lichamelijk pesten, geestelijk pesten, pesten op Internet.
 - ☐ Slaan, schelden en roddelen.
 - ☐ Pesten op Internet, roddelen en negeren.
- Het verschil tussen pesten en plagen wordt bepaald door...
 - ☐ Degene die het doet.
 - ☐ Degene die het overkomt.
 - ☐ De omstanders.
- Drie rollen die je altijd ziet als er gepest wordt zijn...
 - ☐ Pester, docente, conciërge.
 - ☐ Meeloper, gepeste, docent.
 - ☐ Pester, gepeste, toeschouwer.
- Pesten is oké...
 - ☐ Als degene die gepest wordt irritant is.
 - ☐ Als degene die pest een vervelende thuissituatie heeft.
 - ☐ Nooit!
- Ik kan zelf de kans dat ik gepest word zo klein mogelijk maken door...
 - ☐ Stevig te staan, duidelijk mijn grenzen aan te geven en voor mezelf op te komen.
 - ☐ Zelf te gaan pesten.
 - ☐ Te zorgen dat ik zo weinig mogelijk opval.
- Als ik word gepest op Internet kan ik het beste...
 - ☐ Gewoon terugschelden.
 - ☐ Bewijzen verzamelen en het melden bij een docent of de webbeheerder.
 - ☐ Al mijn social mediaprofielen van Internet halen.

PESTERVARINGEN

Geef aan hoe vaak je de volgende dingen afgelopen maand hebt gezien of gehoord op school (toeschouwer).

	Nooit	Soms	Regelmatig	Vaak	Heel vaak
1. Iemand werd expres buitengesloten, uitgescholden of er werden roddels over iemand verspreid.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Iemand werd geduwd, geschopt of geslagen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Iemand ontving vervelende telefoontjes, berichten of afbeeldingen via zijn/haar telefoon of het Internet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Geef aan hoe vaak de volgende dingen afgelopen maand bij jou zelf zijn gebeurd (gepeste).

	Nooit	Soms	Regelmatig	Vaak	Heel vaak
1. Ik werd expres buitengesloten, uitgescholden of er werden roddels over mij verspreid.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Ik werd geduwd, geschopt of geslagen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Ik ontving vervelende telefoontjes, berichten of afbeeldingen via mijn telefoon of het Internet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Geef aan hoe vaak je de volgende dingen afgelopen maand zelf hebt gedaan op school? (pester)

	Nooit	Soms	Regelmatig	Vaak	Heel vaak
1. Ik heb iemand expres buitengesloten, uitgescholden of roddels over iemand verspreid.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Ik heb iemand geduwd, geschopt of geslagen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Ik heb vervelende telefoontjes, berichten of afbeeldingen via de telefoon of het Internet verspreid.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PARTICIPATIEROLLEN

Denk aan een situatie waarin iemand werd gepest op de basisschool of op de middelbare school. Kruis hieronder één van de rondjes aan die aangeeft hoe jij je meestal hebt gedragen in zo'n situatie (één kiezen).

- ☐ Ik werd gepest (gepeste).
- ☐ Ik pestte zelf (pester).
- ☐ Ik was bij het pesten, lachte en pestte soms mee, maar verzor zelf geen pesterijen (passieve meeloper).
- ☐ Ik pestte zelf mee (actieve meeloper).
- ☐ Ik probeerde het pesten tegen te gaan (helper).
- ☐ Ik zag het pesten gebeuren, maar bemoeide me er niet mee (toeschouwer).

Hieronder staan een aantal manieren waarop jij je kunt gedragen als iemand wordt gepest. Geef aan hoe vaak jij je zo gedragen hebt in zo'n situatie.

	Nooit	Soms	Regelmatig	Vaak	Heel vaak
1. Ik begin met het pesten.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Ik ga erbij staan kijken als iemand wordt gepest.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Ik kies geen kant tijdens het pesten.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Ik pest mee als iemand anders is begonnen met het pesten.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Ik ga erbij staan lachen als iemand wordt gepest.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Ik troost degene die wordt gepest of ik moedig degene die wordt gepest aan om anderen te vertellen over het pesten, b.v. leraar, ouders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Ik help degene die is begonnen met het pesten.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Ik negeer het pesten/ik doe net alsof ik niet zie dat er gepest wordt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Ik vind altijd nieuwe manieren om iemand te pesten.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Ik probeer zelf het pesten te stoppen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Ik houd degene vast die gepest wordt, zodat hij/zij gepest kan worden.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Ik zorg ervoor dat anderen mee gaan pesten.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Ik ben er vaak niet bij als er gepest wordt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Ik ga mee roepen of mee schreeuwen als iemand wordt gepest, b.v. "Kom kijken! Er wordt iemand in elkaar geslagen!"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Ik overtuig anderen om het pesten te stoppen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HOUDING TEN OPZICHTE VAN PESTEN

Geef aan in hoeverre je het eens of niet eens bent met onderstaande uitspraken.

	Helemaal niet mee eens			Helemaal mee eens
1. Zwakke kinderen zijn stom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Kinderen die gepest worden moeten hier niet over klagen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Niemand houdt van watjes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Kinderen die zwakke kinderen pesten moeten zelf gepest worden.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Kinderen moeten geen kinderen pesten die zwakker zijn dan henzelf.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Ga verder op de achterkant 3.

	Helemaal <u>niet</u> mee eens			Helemaal mee eens		
6. Het is grappig/leuk om te zien hoe kinderen overstuur raken als ze gepest worden.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Een pestkop is echt een lafaard.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Kinderen die gepest worden verdienen het meestal om gepest te worden.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Ik vind het goed als iemand opkomt voor kinderen die gepest worden.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Het maakt me boos als kinderen worden gepest zonder reden.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Ik moet degene die gepest wordt proberen te helpen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

VERWACHTINGEN VAN GEDRAG

Geef aan in hoeverre je het eens of niet eens bent met onderstaande uitspraken.

	Helemaal <u>niet</u> mee eens			Helemaal mee eens		
1. Het pesten zal minder worden of stoppen als ik opkom voor iemand die gepest wordt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Degene die gepest wordt zal zich beter voelen als ik voor hem/haar opkom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Mijn status/populariteit in de klas zal verbeteren als ik anderen probeer te overtuigen om het pesten te stoppen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. De sfeer in de klas zal verbeteren als ik anderen probeer te overtuigen om het pesten te stoppen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INTENTIE TOT GEDRAG

Geef aan hoe makkelijk of moeilijk jij het vindt om zelf het pesten te stoppen.

	Heel makkelijk			Heel moeilijk		
1. Ik zoek hulp bij een volwassene, b.v. een leraar of mentor, door een volwassene erbij te halen of over het pesten te vertellen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Ik scheld de pester uit om degene die gepest wordt te verdedigen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Ik zeg tegen anderen dat het geen zin heeft om met het pesten mee te doen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Ik probeer te bemiddelen tussen de pester en degene die gepest wordt door met elkaar te praten.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Ik val de pester aan om degene die gepest wordt te helpen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Ik zeg tegen anderen dat pesten stom is.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Ik neem wraak tegen de pester om degene die gepest wordt te helpen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DOELEN SURVIVORS!

Geef aan in hoeverre je het eens of niet eens bent met onderstaande uitspraken.

	Helemaal <u>niet</u> mee eens			Helemaal mee eens		
1. Het is mijn taak om de sfeer in de klas goed te houden.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Het is mijn taak om "stop" te zeggen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Ik moet andermans grenzen respecteren en serieus nemen, ook op het Internet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Het is mijn taak om mijn eigen grenzen aan te geven.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Ik moet stoppen met wat ik deed als de ander "stop" zegt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Het is mijn taak om mijn eigen privacy te beschermen op Internet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Het is de taak van de hele klas om samen de sfeer in de klas goed te houden.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Het is mijn taak om mijn eigen grenzen op Internet aan te geven.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

APPENDIX D

Tables Self-reported and Behavioral Participant Roles Gender

Table A

Self-reported and Behavioral Participant Roles Pretest and Posttest for Boys and Girls (% within Gender)

Self-reported Participant Role * Gender							
		Pretest			Posttest		
Self-reported Participant Role		Boy	Girl	Total	Boy	Girl	Total
Victim	N	62	61	123	66	69	135
	% of Gender	13.5%	14.0%	14.0%	14.3%	16.5%	15.4%
Bully	N	12	3	15	15	9	24
	% of Gender	2.6%	0.7%	1.7%	3.3%	2.2%	2.7%
Passive reinforcer	N	42	12	54	36	18	54
	% of Gender	9.1%	2.9%	6.2%	7.8%	4.3%	6.2%
Active reinforcer	N	4	5	9	6	5	11
	% of Gender	0.9%	1.2%	1.0%	1.3%	1.2%	1.3%
Defender	N	135	196	331	136	175	311
	% of Gender	29.3%	46.9%	37.7%	29.6%	41.9%	35.4%
Outsider	N	205	141	346	201	142	343
	% of Gender	44.6%	33.7%	39.4%	43.7%	34.0%	39.1%
Total	N	460	418	878	460	418	878
	% of Gender	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Behavioral Participant Role * Gender							
		Pretest			Posttest		
Behavioral Participant Role		Boy	Girl	Total	Boy	Girl	Total
Bully	N	35	13	48	35	10	45
	% of Gender	9.2%	3.8%	6.6%	9.2%	2.9%	6.2%
Reinforcer	N	67	13	80	77	29	106
	% of Gender	17.7%	3.8%	11.1%	20.3%	8.5%	14.7%
Defender	N	96	169	265	103	162	265
	% of Gender	25.3%	49.3%	36.7%	27.2%	47.2%	36.7%
Outsider	N	75	46	121	59	39	98
	% of Gender	19.8%	13.4%	16.8%	15.6%	11.4%	13.6%
No participant role	N	106	102	208	105	103	208
	% of Gender	28.0%	29.7%	28.8%	27.7%	30.0%	28.8%
Total	N	379	343	722	379	343	722
	% of Gender	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table B

Self-reported Participant Roles vs. Behavioral Participant Roles Pretest for Boys and Girls (% within Behavioral Participant Roles and % of Total)

Boys						
Self-reported Participant Role		Behavioral Participant Role*				Total
		Bully	Reinforcer	Defender	Outsider	
Bully	N	7	4	0	1	12
	% of BPR	20.0%	6.0%	0.0%	1.3%	4.4%
	% of Total	2.6%	1.5%	0.0%	0.4%	4.4%
Reinforcer	N	7	21	2	9	39
	% of BPR	20.0%	31.3%	2.1%	12.0%	14.3%
	% of Total	2.6%	7.7%	0.7%	3.3%	14.3%
Defender	N	6	5	76	8	95
	% of BPR	17.1%	7.5%	79.2%	10.7%	34.8%
	% of Total	2.2%	1.8%	27.8%	2.9%	34.8%
Outsider	N	15	37	18	57	127
	% of BPR	42.9%	55.2%	18.8%	76.0%	46.5%
	% of Total	5.5%	13.6%	6.6%	20.9%	46.5%
Total	N	35	67	96	75	273
	% of BPR	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	12.8%	24.5%	35.2%	27.5%	100.0%
Girls						
Self-reported Participant Role		Behavioral Participant Role*				Total
		Bully	Reinforcer	Defender	Outsider	
Bully	N	3	0	0	0	3
	% of BPR	23.1%	0.0%	0.0%	0.0%	1.2%
	% of Total	1.2%	0.0%	0.0%	0.0%	1.2%
Reinforcer	N	4	6	2	3	15
	% of BPR	30.8%	46.2%	1.2%	6.5%	6.2%
	% of Total	1.7%	2.5%	0.8%	1.2%	6.2%
Defender	N	3	2	132	8	145
	% of BPR	23.1%	15.4%	78.1%	17.4%	60.2%
	% of Total	1.2%	0.8%	54.8%	3.3%	60.2%
Outsider	N	3	5	35	35	78
	% of BPR	23.1%	38.5%	20.7%	76.1%	32.4%
	% of Total	1.2%	2.1%	14.5%	14.5%	32.4%
Total	N	13	13	169	46	241
	% of BPR	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	5.4%	5.4%	70.1%	19.1%	100.0%

* Behavioral Participant Role (BPR)

Table C

Self-reported Participant Roles vs. Behavioral Participant Roles Posttest for Boys and Girls (% within Behavioral Participant Roles and % of Total)

Boys						
Self-reported Participant Role		Behavioral Participant Role*				Total
		Bully	Reinforcer	Defender	Outsider	
Bully	N	9	4	0	1	14
	% of BPR	25.7%	5.2%	0.0%	1.7%	5.1%
	% of Total	3.3%	1.5%	0.0%	0.4%	5.1%
Reinforcer	N	6	16	7	7	36
	% of BPR	17.1%	20.8%	6.8%	11.9%	13.1%
	% of Total	2.2%	5.8%	2.6%	2.6%	13.1%
Defender	N	6	11	76	8	101
	% of BPR	17.1%	14.3%	73.8%	13.6%	36.9%
	% of Total	2.2%	4.0%	27.7%	2.9%	36.9%
Outsider	N	14	46	20	43	123
	% of BPR	40.0%	59.7%	19.4%	72.9%	44.9%
	% of Total	5.1%	16.8%	7.3%	15.7%	44.9%
Total	N	35	77	103	59	274
	% of BPR	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	12.8%	28.1%	37.6%	21.5%	100.0%
Girls						
Self-reported Participant Role		Behavioral Participant Role*				Total
		Bully	Reinforcer	Defender	Outsider	
Bully	N	2	3	2	0	7
	% of BPR	20.0%	10.3%	1.2%	0.0%	2.9%
	% of Total	0.8%	1.2%	0.8%	0.0%	2.9%
Reinforcer	N	2	7	8	1	18
	% of BPR	20.0%	24.1%	4.9%	2.6%	7.5%
	% of Total	0.8%	2.9%	3.3%	0.4%	7.5%
Defender	N	3	7	118	4	132
	% of BPR	30.0%	24.1%	72.8%	10.3%	55.0%
	% of Total	1.2%	2.9%	49.2%	1.7%	55.0%
Outsider	N	3	12	34	34	83
	% of BPR	30.0%	41.4%	21.0%	87.2%	34.6%
	% of Total	1.2%	5.0%	14.2%	14.2%	34.6%
Total	N	10	29	162	39	240
	% of BPR	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	4.2%	12.1%	67.5%	16.2%	100.0%

* Behavioral Participant Role (BPR)

