Thesis:

The Experiences and Construing of Young People Involved in

Bullying

August 2009

Contents

Appendices

Abstract:

Research into bullying has been mainly quantitative, and of the few existing qualitative studies, fewer still have explored the perspectives of identified bullies. This study employs a mixed method design within a personal construct psychology perspective. The main research questions were: how do young people who bully others construe themselves and those whom they bully and what problems does bullying behaviour solve for those who bully. This was achieved by carrying out in-depth repertory grid analysis, content analysis of grid constructs and construct poles from self-characterisations. Participants were recruited from educational support centres, and were identified as individuals who display bullying behaviours. This study revealed that the participants tended to construe themselves in quite concrete terms, and as actively socially interactive. Participants construed themselves when bullying in terms of low tenderness, high forcefulness and emotional arousal. They construed typical victims in terms of high tenderness, low forcefulness and low status. The element 'self when bullying' was found to be more elaborated and meaningful to the group than the element 'self when not bullying'. This might suggest that the participants have a more elaborated construct system in this area because it is causing them particular difficulties. Implicative dilemmas were identified for all the participants as potential barriers to change. For two participants this seemed directly relevant to understanding why their bullying behaviours may be difficult to change. Potential interventions drawing on personal construct psychology methods are discussed. One of this study's limitations was its small sample size, however the study shows support for using repertory grid methods to investigate bullying among young people and further research is recommended.

Chapter 1. Literature Review

1.1.   Introduction

This review summarises the literature published on bullying amongst children and adolescents, and focuses on findings and theories related to those who bully others. It describes the complex phenomenon of bullying, and considers the associated psychological difficulties. A brief review of current research areas and theories related to bullying is provided including causative theories, theory of mind, social information processing, empathy, and shame. Although qualitative approaches to researching this topic are potentially beneficial for gaining insights into the context in which bullying occurs (Terasahjo & Salmivalli, 2003), there are relatively few such studies. Therefore this has not provided much development towards understanding individually and socially constructed meanings given to bullying experiences and behaviours. The application of Personal Construct Theory (PCT) to the field of bullying is reviewed, and it is identified that although one paper (Kaloyirou & Lindsay, 2008) has been published, there have yet to be any models of bullying developed within this approach. The value of PCT concepts, that are applicable to bullying, are discussed. It is suggested that PCT would provide a useful framework for exploring bullying behaviours, as it would enable the researcher to gain insight into complex personal construct systems of individuals who bully others. Thus the study's main research questions, which are stated at the end of this chapter, were developed from a PCT perspective.

1.2.   Definitions and prevalence rates

Bullying is a general term which is used to describe a wide range of behaviours. Olweus (1999) began studying the detrimental consequences of bullying behaviour in Norway during the 1980s after a number of bullying related suicide cases. After initial research studies he proposed a definition of bullying as the repeated negative action of one or more people towards another. Farringdon (2003) specifies that the

negative action is intentional and has the aim of harming the victim. Additionally, a physical or psychological imbalance of power is required.

There is some degree of variation in the prevalence rates of bullying across both cultures and studies (Griffin & Gross, 2004) and as such it is not yet possible to conduct a valid meta-analysis that combines and compares prevalence from one place to another (Stassen Berger, 2007). Glover et al. (2000) carried out a survey of 4700 children aged 11-16 in the UK and found that 75% reported being the victim of physical bullying within the school year and 7% reported being the victim or perpetrator of more severe bullying. In comparison, Borg (1999) reported that 27% of students reported that they bully others on a weekly or more frequent basis and 32% reported being bullied on a weekly or more frequent basis. This sample consisted of 6282 9–14 year olds from Malta.

Early studies tended to focus on direct, physical bullying behaviours such as being hit, kicked, and punched, as well as threats and blackmail. However, recently the literature has acknowledged that the reliance on physical acts could have largely ignored bullying behaviour that is more characteristic among girls (e.g. Crick & Grotpeter, 1995). Relational, indirect forms of bullying such as the manipulation of peer relationships, rumour spreading and social exclusion are now considered important bullying behaviours. Many studies also now consider the degree of overlap between direct and relational bullying (Woods & White, 2005).

Traditional bullying research focused on the distinct groups of bullies versus victims. However, this is now widely acknowledged as being a gross oversimplification of the complex social nature of bullying behaviour. Research now tends to consider four major classifications including bullies, victims, bully-victims and neutral roles. However, the characteristics of these groups are controversial at least partly due to the lack of a clear dominant operational definition of bullying used across different cultures and various disciplines (Griffin & Gross, 2004). Some studies also include the role of the ringleader, defender, bystander and bully-assistants (Salmivalli et

al.,1996) or differentiate between proactive and reactive aggressors (Dodge & Coie, 1987).

1.3.   Bullying and associated psychological difficulties

Prior to the last decade, research into psychological difficulties linked to bullying predominantly focused on mental health problems reported by victims and tended not to investigate the difficulties experienced by bullies. A meta-analysis of cross-sectional studies published between 1978 and 1997 reported that being bullied was most strongly associated with depression, loneliness, low global and social self-esteem, and general social anxiety (Hawker & Boulton, 2000). In more recent years, longitudinal studies (for example Klomek et al., 2008; Kumpulainen & Räsänen, 2000; Sourander, Helstela, Helenius, & Piha, 2000; Sourander et al., 2007b) and cross-sectional studies (for example Ivarsson, Broberg, Arvidsson, & Gillberg, 2005; Klomek, Marrocco, Kleinman, Schonfeld, & Gould, 2007; Kumpulainen, Räsänen, & Puura, 2001) have also begun to look at psychological difficulties in children and adolescents who bully others. Although there is some variation in the results reported, a pattern for a developmental profile of co-occurring and future psychological difficulties associated with childhood bullying involvement is emerging (Stassen Berger, 2007).

Sourander et al. (2000) carried out a large-scale longitudinal eight year follow-up study of the persistence of bullying and the associated psychological difficulties with eight year olds from south west Finland. They found that bullying experiences for bullies and victims were persistent from childhood to adolescence and that bullying and victimization were associated with emotional and behavioural difficulties. Generally, bullying behaviour was related to externalising and antisocial difficulties and victimisation was related to internalising problems. Kumpulainen and Räsänen (2000) carried out a similar large-scale longitudinal prospective study in eastern Finland. They demonstrated that children involved in bullying were more likely to develop mental health difficulties in future years than those who were not involved. Those at highest risk were children in the bully-victim group and children victimised

during their early teens. Children who were bullies tended to develop externalising behaviour and hyperactivity. They concluded that bullying seemed to be related to present and future psychiatric symptoms. Sourander et al. (2007b) carried out a further eight year follow-up study for the male participants across Finland, using information about psychiatric conditions from military records. They found that during early school years, frequent bullying status predicted antisocial personality disorder, substance abuse, depressive and anxiety disorders in early adulthood.

Cross-sectional studies also tend to show a similar profile of mental health difficulties associated with the different bullying groups, with predominantly externalising difficulties related to bullies and predominantly internalising difficulties related to victims. However, there are some discrepancies between studies, which may reflect variations in the sample such as age and culture of participants. For example, Kumpulainen, Räsänen, & Puura (2001) compared psychiatric disorders for Finnish primary school children. They reported high rates of psychiatric disorders among the bully group (71%) and the bully-victim group (67%), followed by the victim group (50%) and then the control group (22%). The three most commonly identified disorders in the bully, bully-victims and victim groups were ADHD, oppositional/conduct disorder, and depression. Ivarsson et al. (2005) compared psychological symptoms among adolescent students in Sweden. They found that both adolescents in the bully group and bully-victim group were more likely to have externalising symptoms, and adolescents in the bully group were more likely to have attention difficulties whereas only adolescents in the bully-victim group and victim only group had serious suicide ideation.

The link between bullying, depression and suicidal risk has been widely researched. Kim and Leventhal (2008) carried out a systematic review of 37 studies published between 1997 and 2007, including children and adolescents across 16 countries. In contrast with Ivarsson et al.'s (2005) findings, the majority of studies reported that all bullying types were related to suicide risk and that the greatest risk of suicide was in the bully-victim group. However, Kim and Leventhal (2008) identified methodological limitations with most of the studies they reviewed, such as failure to

control for other suicide risk factors and that since all the studies were cross-sectional, it was not possible to conclude a causal link between bullying experiences and enhanced risk of suicide. A longitudinal study by Klomek et al. (2008) found no association between childhood bullying behaviour and suicidal ideation when controlling for childhood depression. They reported an association between bullying others frequently at age eight and severe depression at age 18, even when childhood depression was controlled.

Other research has focused on the link between bullying and behavioural difficulties. The causal direction is not conclusive. Some cross-sectional studies include: Wolke et al. (2000) who investigated behavioural problems among English primary school children involved in direct and indirect bullying; Coolidge et al. (2004) who compared DSM-IV Axis I and II disorders among bullies and matched controls for a sample of middle school students from the United States; and Kokkinos and Panayiotou (2004) who investigated the link between behavioural difficulties and bullying in adolescents from Cyprus. All these studies report findings that suggest bullying is associated with conduct difficulties. Wolke et al. (2000) and Kokkinos and Panayiotou (2004) both found that the bully-victim groups had the highest rates of behaviour problems. Wolke et al. (2000) distinguished between direct and indirect bullying and found that those involved with both behaviours, and those who were classed as direct bully-victims, had high rates of behavioural difficulties. Kokkinos and Panayiotou (2004) reported that participants who engaged in bullying scored highly for conduct and oppositional defiance disorder compared with those not engaged in bullying behaviours. They concluded that there is a predictive association between conduct disorder and bullying; adolescents who have conduct disorder symptoms are more likely to become bullies or bully-victims. Kim et al. (2006) carried out a prospective cohort study with Korean middle school students with a follow-up period of 10 months. At the follow-up, they found an association between new-onset difficulties (such as externalising behavioural problems and aggression) and prior bullying experiences.

Stassen Berger (2007) proposes a developmental view for considering the difficulties associated with bullying. She suggests that children identified as bullies may do well

both academically (Woods & Wolke, 2004) and in terms of popularity (Keisner & Pastore, 2005) but by adolescence show increasingly problematic psychological and physical difficulties; maladaptive patterns of interacting with others which may have been effective when younger, are increasingly associated with injury, addiction and criminality with age. Sourander et al. (2007a) suggest that the relationship between bullying and criminality was influenced by levels of psychiatric problems. They demonstrated that only boys who were frequent bullies and who had high levels of psychological difficulties were at risk of offending in late adolescence in their longitudinal birth cohort study. Across the studies into the range of associated problems with bullying, a common finding is that bully-victims experience the widest variety of difficulties: such as internalising, externalising symptoms and high levels of suicidal ideation (Ivarsson et al., 2005).

Kumpulainen (2008) reviewed recent studies examining the associations of psychiatric conditions with bullying and concluded that bullying is often continuous over years and clearly predicts both current and future mental health difficulties. She recommends that any child involved in bullying should be assessed for psychiatric conditions and treated by mental health services if indicated in addition to school based interventions being developed targeting all those involved. Less has been published on the association between bullying involvement and mental health service use. Sourander et al. (2000) found that both bullying and victimization were strongly associated with referrals to mental health services and of all the adolescents in their sample referred to mental health services, approximately a third were bullies and another third were victims. Kumpulainen, Räsänen and Puura (2001) found that 23% of the total sample of eight year olds had had some contact with mental health services. The different groups had the following proportion of use of mental health services: bully (42%); bully-victim (44%); victims (24%); controls (13%).

In summary, bullies' experiences of bullying have been found to be persistent across childhood and adolescence and linked with emotional and behavioural difficulties (Sourander et al., 2000); bullies and bully-victims are high risk groups for developing mental health problems in their teens (Kumpulainen & Räsänen, 2000); of the

different groups involved in bullying, bully-victims seem to be the most troubled (Kumpulainen, 2008). Children who bully others tend to develop externalising behaviours and hyperactivity (Kumpulainen & Räsänen, 2000). The association between bullying behaviour and behavioural problems and conduct disorder is widely reported, but the direction is not conclusive (Kim et al., 2006). Children with frequent bullying status are at risk of antisocial personality disorder, substance abuse, and depressive and anxiety disorders in early adulthood (Sourander et al., 2007b). Frequent bullying behaviour in childhood has also been identified as a risk factor for severe depression in early adulthood by Klomek et al. (2008). The link between suicide risk and bullying behaviour is not conclusive (Kim & Leventhal, 2008).

1.4. Current Bullying Related Research Areas and Theories

This section outlines some of the current theories and research areas within the bullying field. This includes: the current understanding of risk factors and causative theories for bullying; the debate as to whether bullying is linked to deficits in social information processing or associated with highly functioning theory of mind skills; and studies that have considered the role of empathy in bullying. The application of restorative justice theory to bullying is also considered.

1.4.1. *Associated risk factors/causative theories*

Research findings into risk factors for bullying is not conclusive (Kumpulainen, 2008; Stassen Berger, 2007) and often focuses on aggressive behaviours linked with direct bullying. Further studies, especially prospective ones, are needed (Griffin & Gross, 2004).

Several reviews have summarised the findings relating to the individual characteristics and behavioural traits of bullies and report similar trends (Connolly & O'Moore, 2003; Griffin & Gross, 2004; Kumpulainen, 2008). The following characteristics have been associated with children and adolescents who bully others: impulsivity and poor behavioural control (Thomas & Chess, 1977), domineering temperament, hostile, disruptive and aggressive, positive attitude to violence as a means to solve problems

(proactive aggression) and a tendency to be skilled at selecting victims less likely to retaliate (Carney & Merrell, 2001; Olweus, 1978). They are also reported to lack guilt and anxiety about their aggressive behaviour (Megargee, 1971), and have little empathy with their peers and with their victims (Bernstein & Watson, 1997). They are seen as unable to effectively handle emotions (Kumpulainen, 2008), and show unhappiness, a dislike of school and depression (Slee, 1993). Some studies report that bullies have low self-esteem (Mynard & Joseph, 1997) whereas others (such as Carney & Merrell, 2001) suggest that bullies' self-esteem is comparable to their peers.

Various parenting styles and child rearing practices have been suggested as family risk factors for bullying. These include harsh or aggressive child rearing practices, inconsistent parental discipline strategies (Olweus, 1980) or parenting lacking in involvement, supervision or nurturing (Bowers, Smith, & Binney, 1994). Harsh or aggressive child rearing strategies have been linked with parental tolerance to aggression, power assertive discipline strategies, parents' negative attitudes to the child, and parental modelling of aggressive behaviour. Domestic violence has been associated with bullying (Baldry, 2003). Although when looking specifically at indirect bullying, Bauer et al. (2006) did not find evidence that inter-parental violence is a risk factor for this type of bullying, they did demonstrate that children who witness violence at home have an increased risk for displaying both aggressive behaviours and internalising difficulties. Problems at home that have also been linked to increased childhood aggression include the absence of a father, loss of a parent, a depressed mother, and marital discord (Wolff, 1985). Negative or rejecting attitudes to the child, and a combination of lax mothers and hostile fathers (Andry, 1960) are also associated with aggression in children. Cold, rejecting mothers have been linked with bullying in their sons (Olweus, 1980). Over-controlling and dominating home environments have been linked with bullying and poor empathy (Manning, Heron, & Marshall, 1978), as has a family style of poor communication and coping skills. Adolescent bullies tend to experience low levels of emotional support and have unsympathetic families (Rigby, 1994). Bowers et al. (1994) reported that bullies' perceptions of their own families tended to be characterised by a lack of cohesion, and view their fathers being more powerful than their mothers and their siblings being

more powerful than themselves. Wolke and Samara (2004) found that children bullied by older siblings were more likely to become either bullies or victims.

An interaction between the individual factors and the environment is also recognised and reported (Connolly & O'Moore, 2003; Stassen Berger, 2007). A bi-directional link between parents and children is proposed since parents may also become harsh in their discipline style because their child is aggressive. Additionally, studies into resilience (such as Luthar, 2003) find that some children with the family backgrounds outlined above will be pro-social, which is attributed to individual factors.

1.4.2. *Theory of mind versus social information processing deficits*

There has been a recent focus on the cognitive processes linked with bullying. Randall (1997) describes that bullies have limited awareness of what other children think and feel. Sutton (2001) comments that this notion fits with the commonly held belief that bullies, are male, strong, with low intelligence, poor problem solving skills and a tendency to resort to violence. He argues that this view is based on research into aggressive or conduct disordered children rather than children who display bullying behaviour (such as Happé & Frith, 1996). Sutton, Smith, and Swettenham (1999) suggest that this idea of bullies has also been influenced by Crick and Dodge's (1994) social skills model of aggression which proposes that aggression stems from biases at various points during social information processing. They highlight that this model is associated more with reactive than proactive aggression, yet bullies are viewed primarily as proactive aggressors. In contrast, Sutton et al. (1999) hypothesised that rather than bullies having threat-related biases impairing their social information processing, they have enhanced theory of mind skills (Baron-Cohen, 1995) which enables them to utilise their awareness of the mental states of themselves and others in order to predict and manipulate behaviour. They suggested that social cognition skills play a more extensive role in relational bullying. Their study distinguished between different roles involved in social bullying including ringleaders and follower bullies. Their measure focused more on relational types of bullying adapted from Salmivalli et al.'s (1996) participant role scales. They reported that ringleader bullies scored higher than other children for understanding cognitions and emotions. They also reported a

negative trend between teacher-rated physical bullying and theory of mind, and suggest that further research is needed to explore the link between different types of bullying and theory of mind.

1.4.3. *Empathy*

Following Sutton et al.'s (1999) theory that at least some types of bullies tend to have clever but "nasty theory of minds" due to understanding, but not experiencing the emotions of others, researchers have become interested in the role that empathy plays in bullying. Gini et al. (2007) investigated their theory that bullies would show lower levels of empathy than defenders and girls would show higher levels of empathy than boys. They took a multidimensional view of empathy (Davis, 1994) which considers both perspective taking and empathic concern. Their findings suggested that boys, in the defender role, had higher levels of empathy than male bullies and comparable levels of empathy to pro-social girls. However, like other studies, they reported difficulty obtaining satisfactory scores for bullying behaviours in girls (Griffin & Gross, 2004).

Rather than viewing bullies as having some form of impaired empathising process, Dautenhahn, Woods and Kaouri (2007) have proposed that bullies may have enhanced ability to control their empathic response and work towards nonempathy. They use Hodges and Wegner's (1997) concept of empathy as consisting of the separate but interrelated automatic and controlled aspects; automatic empathy is the immediate emotional response that enables us to share feelings whereas controlled empathy is gained from attempts to control or understand our automatic empathy which provide us with insight that can be used in a variety of ways. They hypothesise that bullies are able to show empathy in certain contexts and demonstrate nonempathy in other contexts, and they are more likely to be goal-orientated empathisers who demonstrate bullying behaviours when they are in competition for resources, therefore their environments are likely to influence whether they engage in bullying behaviours.

1.4.4. *Restorative Justice and Reintegrative Shame*

Other researchers have investigated related theories about the roles of shame and forgiveness in the context of bullying and bullying interventions from the perspective of restorative justice. Restorative Justice Theory is based on a wide range of theories from several disciplines. Morrison (2006) investigated predictions of bullies' characteristics according to Scheff's (1994) theory of unacknowledged shame, Braithwaite's (1989) reintegrative shaming theory; and Tyler and Blader's (2000) procedural justice theory. This focused on the interplay of students' feeling of respect within the school community, pride in being a member of the school community, the emotional value of being a member of the school community, and shame management over harmful behaviour to others within the school community. This was considered in relation to restorative justice theory. It was found that bullies and bully-victims were less likely to acknowledge shame and more likely to displace shame (through anger or blaming others). Bully-victims also reported the lowest levels of pride, respect and emotional group value.

In practice, restorative justice is a process which involves a facilitated meeting between the offender, the victim and others who are affected by a harmful deed. The focus is on discussing how to make amends and to prevent further hurt, by providing a space for a simultaneous journey to belonging for the offender and the victim that places importance on listening and storytelling for empowering individuals. This is proposed to facilitate effective shame management practices. It is suggested that change happens at an emotional level; these experiences increase feelings of respect and self worth that are also associated with feeling connected to others. This approach has been applied to school settings as an intervention for bullying where shame management strategies in bullies have also been demonstrated to be enhanced by social and emotional skills training (Morrison, 2006).

Ahmed and Braithewaite (2006) studied the relationship between forgiveness, reconciliation, shame, and school bullying. They reported direct links between forgiveness, reconciliation and reduced bullying. They interpreted their data as being consistent with the premise of restorative justice that relationships of support, concern,

and care are important for the prevention of offending. As with Morrison's (2006) study, their findings also highlighted the importance of adaptive shame management in preventing bullying. This finding was suggested to complement the restorative justice argument that shame in offenders deters crime when managed in a reintegrative rather than stigmatized way. They also suggest that an absence of forgiveness and reconciliation destroys the chance to build the emotional scaffolding that is needed to boost self-regulation, thus maintaining a child's bullying behaviour and poor shame management.

1.5.   Qualitative Studies: The perspectives of students

Terasahjo and Salmivalli (2003) make the case that, while there has been a rich body of research into school bullying, the majority of this has been in the form of quantitative studies. Therefore, this has provided little development towards understanding individually and socially constructed meanings given to bullying experiences and behaviours. They suggest that more qualitative studies, focusing on the context in which bullying occurs, are needed. They take a social constructionist approach to their study, using discourse analysis of school bullying among peer groups of children in Finland (aged 10-12 years). Terasahjo and Salmivalli (2003) used self and peer reports to identify three classes which had a bullying problem and to identify the roles of students in relation to bullying. Terasahjo and Salmivalli (2003) asked children to describe what was happening in cartoons depicting bullying and about their own experiences of bullying in school. The analysis produced four interpretative repertoires of bullying: Firstly, bullying was constructed as 'intentional harm doing' which included the themes of harassment, where the bullies' actions were interpreted as intentional, unacceptable, unfair and unprovoked and some students also expressed empathy for the victims. Secondly, bullying was constructed as 'harmless' or as a game, which was suggested to function as a way of underestimating and externalising the violent meanings that take place. Participants also attributed children who are victimised as being isolated, and choosing to be alone. Thirdly bullying was construed 'as justified', with victims being viewed as 'odd students' and 'deserving' of how other children interact with them. The final repertoire related to 'girls' talk,

relationships and fights'; the tendency for girls to confide in each other was identified and interpreted as making them more susceptible to indirect bullying. Girls spoke about their fears of not being accepted by their peer group and the importance of having loyal friends.

Cranham and Carroll (2003) carried out a grounded theory analysis of individual semi-structured interviews they undertook with ten Australian students, aged 14-16 years. The students were asked about their views on whether bullying in school contexts can be ethically justified. They generated a model of how different bully role types (victims, bullies and mediators) had different awareness of group dynamics at varying levels (from a broad social level to the interpersonal) and showed differences in their ability to comply with expected norms. They found that the bullies in their sample understood and complied with broad social rules but lacked an understanding of small group and friendship dynamics, saw self-change as the responsibility of others and projected wrongdoing onto external circumstances thus reinforcing their reputation as bullies.

Brown et al. (2005) used a survey method to explore the students' perspectives of bullying, rather than a qualitative study. This involved giving 1229 children from the United States (aged 9-13) closed questions with multiple choice and Likert scale responses. Reasons selected by bullies for bullying were that they felt the victim deserved it or it made them feel good. Many bullies indicated that they did not know how to stop bullying from occurring.

Bosaki et al. (2006) worked individually with 82 Canadian children (aged 8-12), asking them to draw a situation of someone being bullied, tell a brief story about their picture and discuss the bullying and prevention. They did not consider their participants' bullying roles. They developed coding categories and themes from the drawings and interview responses. These included: wanting to make other children sad, wanting to take their lunch money, being angry, and because the bully was bullied by a sibling. They suggested these responses can be categorised as demonstrating either proactive aggression or reactive aggression (Dodge & Coie,

1987). Bosaki et al. (2006) reported that older children's drawings illustrated different characters and roles including victims, bullies and bystanders, and most bullies were drawn to look happy. They reported that some participants suggested that bullies enjoy making their victims feel sad and that bullies feel better when they make others feel bad.

Although these studies used varied methods and different aged participants some common themes were reported which also reflects findings and theories in the wider bullying literature. For example, Terasahjo and Salmivalli's (2003) themes of bullying as harmless and justified given by students who bully others and Cranham and Carroll's (2003) notion that bullies project wrongful acts onto external conditions or people and deflect responsibility and need for change have parallels with Scheff's (1994) unacknowledged shame theory.

1.6.   Personal Construct Theory (PCT) and Bullying

To date, a specific personal construct theory or model of bullying has yet to be developed. However, many aspects of PCT can be applied to bullying and this may also be informed by studies and theories of related concepts such as aggression and forensic populations within personal construct literature. Personal Construct Psychological (PCP) research has the potential to offer a way of exploring the complexities of the personal construct systems of individuals who bully others, by considering how their constructs are inter-related. This should provide a richer understanding of bullying behaviours which can inform interventions. As such PCP has been chosen for the theoretical framework of this study.

The process of construing is defined by Winter (1992) as active and ongoing attempts to make sense of our world and to anticipate future events. This involves making, testing and revising hypotheses. We look for repeated themes in our experiences. We develop our own construct system, which is made up of a finite number of bipolar dimensions (termed 'constructs') by noticing similarities between events, or people,

which we simultaneously contrast with other events, or people. The term 'element' is used to describe such events or people.

1.6.1. *Bullying as an expression of self construing*

Butler and Green (1998) consider the meaning of bullying behaviour from a PCT perspective. Butler and Green (1998) suggest that children's behaviours are expressions of how they construe themselves and their world. They relate this notion to Kelly's (1955/1991) fundamental postulate that "a person's processes are psychologically channelized by the ways in which they anticipate events"; and also to the construction corollary that "a person anticipates events by construing their replications"; and experience corollary where "a person's construction system varies as they successfully construe the replication of events" (Kelly, 1955/1991).Therefore, according to Butler and Green (1998), if a child construes him or herself as a bully, he or she will try to find ways to intimidate other children. Since the behaviour is experimental, if this child taunts a less powerful child, who responds by crying, the child's idea that intimidating a smaller child in this manner is successful will be validated. This may also further define the child's self concept of him or herself as a bully. The child may then try to widen this self concept of being powerful, dominant and forceful by applying the intimidating behaviours in other situations or with other children as a way of checking out their construing and widening the range of their understanding. Butler and Green (1998) then suggest that this is an illustration of actively elaborating one's perceptual field, which is defined by Kelly (1955/1991) as aggressiveness.

1.6.2. *Sociality Corollary and relational bullying*

The sociality corollary is defined as "To the extent that one person construes the construction processes of another, he may play a role in a social process involving the other." (Kelly, 1955/1991). A child's construing of self should therefore be as developed as their construing of others (Jackson & Bannister, 1985). These social processes are not exclusively specified as being pro-social, so could incorporate game playing and manipulation (Butler & Green, 2007). It is noted that construing in PCT is not a purely cognitive process. A construct is not a thought or an emotion but a

discrimination; the way you stand towards your world as a complete person (Bannister & Fransella, 1986). The incorporated emotional element to construing differentiates the sociality corollary from the Theory of Mind (Baron-Cohen, 1995) which is a theory of cognition. It has been suggested that at least some bullies have superior theory of mind skills and are socially competent (Sutton, 2001). Theories of empathy appear to relate to the sociality corollary. It has been proposed that empathy has two mechanisms. The first is a role-taking ability which allows a detached analysis of other people's reasons and motivations, in order to better predict and understand their actions. The second is an affective component through which one experiences another's emotions. It is suggested that this second mechanism mitigates anti-social behaviour since people tend to inhibit their own aggressive behaviour to avoid the emotional stress of the victim's pain (Gini et al., 2007). Butler and Green (2007) hypothesise that children who bully others by manipulation, who appear to have superior "theory of mind" skills and know exactly how to utilise their victim's specific vulnerabilities, may have an impairment of sociality in terms of emotional connectedness with others. This theory seems particularly applicable to people who engage in relational forms of bullying.

1.6.3. *Cognitive complexity, tight construing, and direct bullying*

Cognitive complexity is the term given by Bieri (1966) for the "tendency to construe social behaviour in a multi-dimensional way, such that a more cognitively complex individual has available a more versatile system for perceiving the behaviour of others than does a less cognitively complex person." Additionally, Adams-Webber (1969) explored whether relatively cognitively complex people exhibit more skill than cognitively simple people at inferring the personal constructs of others in social situations and found that cognitively complex people had a more varied view of how characteristics can interact whereas a cognitively simplistic person had a more stereotyped view of people in terms of qualities.

Constructs can be tight, which leads to unvarying predictions or loose, which leads to varying predictions that retain their identity. For a person to develop new constructs they require first loose construing then tighter construing. Kelly (1955/1991) referred

to this process as the creativity cycle. When a person's construing is predominantly tight their thinking will be concrete and lacking in new ideas (Bannister & Fransella, 1986). There is some research that suggests that people who construe in tight, one-dimensional ways have a higher likelihood of committing violent offences (Chetwynd, 1977; Landfield, 1971; Winter, 1993). Such individuals tend to be characterised by a range of interpersonal difficulties which include impairments in predicting the construing of others, integrating conflicting information about other people and communication skills. Thus they also have restricted options available to them. People who have tight construct systems are likely to be especially vulnerable to invalidation since their construct systems will be brittle and prone to collapse. In PCT, threat is a construct relating to transition where an individual becomes aware of an imminent comprehensive change in their core structures (Kelly, 1955/1991). Violent actions may be a way of trying to get rid of the perceived threat that the invalidating person provides (Winter, 2006). It may be the case that children who engage in direct bullying behaviours have tight construct systems and seek to preserve them by targeting those people they see as posing a threat by invalidating them. The PCT concept of hostility is 'the continued effort to extort validational evidence in favour of a type of social prediction which has already proved itself a failure' (Kelly, 1955/1991). This suggests that bullies may try to force others to behave in ways that preserve their own construct system, without having to face the reality that their constructions of others' construing are mainly invalid. However, they are also at risk of a breakdown of core role structures, if they become unable to avoid invalidation (Winter, 1992). This 'awareness of dislodgement of the self from one's core role structure' is termed guilt by Kelly (1955/1991). It can be terrifying when one finds one cannot predict or understand oneself or others (Bannister & Fransella, 1986).

Delia and O'Keefe (1976) found that cognitive complexity in the use of psychological constructs was linked to low Machiavellianism and to an interest in others as individuals, while those with high levels of Machiavellianism showed cognitive simplicity specifically in their use of psychological constructs. This suggests that relational bullies may demonstrate cognitive simplicity for psychological constructs.

1.6.4. *Choice Corollary, resistance to change and bullying behaviour*

Kelly's (1955/1991) Choice Corollary states that people choose for themselves that alternative in a dichotomised construct through which they anticipate the greater possibility for the elaboration of their system. Choices to be as they are rather than to be some way else are usually made at some low level of awareness. If the bullying is the solution, what is the problem that this solves for the bully? The behaviour may make sense to them because they do not have an elaborated way of anticipating events if they did not engage in that behaviour (or adopted alternative behaviours). Fransella (1972) found for people who stutter, their constructs, elicited from triads of elements containing 'the self when stuttering' had more implications and a higher amount of superordinate implications, than their constructs elicited from triads containing 'the self when fluent'. This may be similar for people who bully in that 'the self when bullying' may be far more elaborated than 'the self when being prosocial.' Winter (2003) assessed a police officer who had been charged with assault who contrasted 'victims' with 'assailants', and 'passive, dependent and controlled people' with 'people who control things'. This is likely to cause a dilemma around how to behave since neither pole of the constructs is a desirable option. Those who bully may have similar dilemmas.

1.6.5. *Slot rattling, guilt and bully-victims*

Slot rattling is a process whereby a person responds to invalidation by reversing their position on a construct. It is thought that people with tight construct systems are more likely to slot rattle, as are people who tend to construe lopsidedly, with people or events unevenly assigned to the poles of constructs (Winter, 2006). Pollock and Kear-Cowell (1994) consider the dimension of 'abuser-victim' with women who had histories of being abused who then committed violent offences against the partners. The women had high levels of confusion around their self perceptions related to the abuser-victim construct, and significant levels of guilt (as defined in PCT; the awareness of dislodgement of the self from one's core role structure) related to their victim roles. It is possible that bully-victims may slot rattle in their construing of themselves and may also experience guilt in Kellian terms. This may also reflect the

high levels of psychological difficulties and use of mental health services among this group that is suggested by some of the research.

1.6.6. *The culture of adolescents who bully others*

Kelly was also interested in the culture in which the person lived. Ravenette (1999) emphasises the importance of the family who, though they may be 'off-stage', are: "...everpresent in the thoughts and feelings of the child. We need therefore to explore this aspect of [the child's] sense of himself and his circumstances." It is also important to understand the complex norms and values through which young people's social relations and practices are comprised (Salmon, 1995). Jackson and Bannister (1985) suggest that a child's behaviour may be viewed as problematic by adults because the child has been unable to develop reliable internalised guidelines for his or her own behaviour or effective strategies for interpreting the behaviour of others. They suggest that this may be the consequence of the child experiencing confusing incidents such as inconsistent or rejecting parenting during the development of the child's construing which might cause the child to become "a mystified and mystifying psychologist". Bullying is one of the many behaviours that adults find problematic in children and is also associated with these parenting styles (Bowers et al., 1994; Olweus, 1980): therefore knowing more about the construing of children who bully others may increase our understanding of this complex phenomenon.

1.6.7. *The self-perceptions of children who bully others*

A literature search revealed only one study that has examined bullying from a PCT perspective. Kaloyirou and Lindsay (2008) conducted a small scale study into the self-concepts of Cypriot, 12 year old boys who were identified as bullies by their peers and teachers. They used the 'Self-image Profile for children' (SIP-C: Butler, 2001) to consider the sample's self-image and self-esteem from a PCT perspective. They also used the 'Self-Perception profile for children' (SPPC: Harter, 1985), which is based on a hierarchical, domain theory of self-esteem, to investigate the participants' global self-worth and self-perceptions within the domains of scholastic competence, social acceptance, athletic competence, physical appearance and behavioural conduct.

Kaloyirou and Lindsay's (2008) findings for self-image, self-worth and self-esteem were mixed. Scores of global self-worth on the SPPC were slightly higher for the bully sample than the standardised sample and suggestive of high self-esteem. However, the discrepancy self-esteem measure from the SIP-C (calculated from the difference between ideal and actual self-ratings) was higher for the bully sample, indicating they had lower self-esteem than the standardised group. As a sample, the bullies scored higher on both negative and positive self-image scales compared to the standardised sample. The researchers speculated that high levels of global self-worth among the group might reflect a denial of their label as the "bad boys" and wanting to present themselves in a positive light to the researcher. However, the mixed pattern for the different self-esteem scores could reflect a dilemma for the bullies; for example as to whether bullying enhances their self constructs or has negative consequences for their self-perceptions. Participants in the bully sample, who had experienced or witnessed domestic violence scored lower than the rest of the sample on the SPPC's global self-worth scale, and they scored higher than the other bullies on the SIP-C's negative self-image scale. This was thought to have been linked to higher maternal expectations being placed on these children. The scores on the other domains of the SPPC suggested that the bullies usually accepted that their behaviour was inappropriate. They tended to see themselves as positive and open with other people. They perceived themselves to be socially accepted and seen by others as leaders. They rated themselves highly on athletic competence, which related to their ratings on physical appearance and popularity. They also rated themselves highly on academic performance although this appeared to be related to positive reinforcement from their teachers rather than attainment.

1.7.   Research Questions

Given the complexity of bullying as a psychological construct, the aim of this study is to explore the subjective experiences of adolescents who bully others in a way that reflects the diversity of their lived experience. The theoretical framework of Personal Construct Psychology has been selected as this approach lends itself to gaining access and interpreting private worlds (Fransella, Bell, & Bannister, 2004).

The main research questions this study will explore are:

1. How do adolescents who bully others construe themselves and those whom they bully, as well as other important relationships in their lives?

   a) Is their sense of 'self when bullying' more elaborated and, does it carry more implications, than their concept of 'self when not bullying'? How does their construing of themselves as a bully compare with their construing of a typical bully/ bully they know?

   b) Are their constructs for making sense of their world related to their bullying behaviour? How is this affected by their construing of those whom they victimise, and how they construe that others see them?

   c) How do their constructions of 'themselves now/ when bullying/ when not bullying' compare to their 'ideal self' and how they see themselves in the future?

2. How does bullying others enable these young people to predict their world?

   a) What problems does bullying behaviour solve for those who bully?

   b) What would be the advantages and disadvantages of changing, and not changing, their behaviour?

Chapter 2. Method

2.1.   Design

A mixed methods design was selected using quantitative and qualitative methods. Powell et al. (2008) suggest that mixed methods can provide richer data and a greater degree of understanding of school psychology research areas such as bullying than single method approaches.

2.2.   Participants

Four participants aged 12-15 years old participated in this study, two of whom were male and two were female. They were recruited from three Education Support Centres from one Local Authority in England. These are specialist educational centres for young people who are at risk of becoming excluded from mainstream school and they have close links with Child and Adolescent Mental Health Services. All the centres within the area were approached during the recruitment phase and two further centres expressed an interest in the study. They took part in initial meetings but were unable to identify participants who met the criteria for the study and were willing to participate; one parent of a student from one of these centres was interested in their child participating but the student did not consent to take part. Overall, seven potential participants consented to take part in the study whose parents did not provide consent and so they were not recruited. Four other participants, all male, aged 12-15 years old dropped out of the study during the early phases, two of whom moved on from the centres back into mainstream education and two of whom had difficulty completing the repertory grid interview (see below for description of this) and opted not to continue.

The nature of the research area required a purposive sampling approach. Participants were selected for inclusion in the study if they were identified by teaching staff as regularly engaging in bullying others as a perpetrator. The self-report School Relationships Questionnaire was given as an additional measure of the type and

frequency of bullying behaviours. This study was interested in the experiences of adolescents who are involved in bullying others from a broad perspective. As such the sample was not restricted to any particular category defined in the literature and included those involved in either relational or direct bullying, as well as "bullies" and "bully-victims".

2.3.   Demographic data

Demographic data was collected for gender, age, ethnicity, school year and length of time the young person has been attending an Education Support Centre. This was used to describe the sample.

2.4.   Measurement of emotional and behavioural difficulties

The self-report version of the Strengths and Difficulties Questionnaire (SDQ: Goodman, Meltzer, & Bailey, 1998) for young people between 11-16 years old was administered to provide descriptive data of the sample in terms of emotional and behavioural difficulties (see appendix 8). The SDQ consists of 25 items, which are categorised into five sub-scales: emotional symptoms; conduct problems; hyperactivity/ inattention; peer relationship problems; and prosocial behaviour. Each item is scored between 0 and 2, hence there is a maximum score of 10 for each of the subscales. Except for the prosocial sub-scale, a high score indicates more problems. The score for the prosocial scale is not included in the total difficulties score, which is the sum of the other four sub-scales and has a maximum of 40. It is a brief behavioural screening questionnaire, which is quick to administer and is widely used for clinical and research purposes. Goodman and Scott (1999) found that the SDQ correlates highly (0.87, p<0:001) with the Child Behaviour Checklist (Achenbach, 1991), which is a longer measure.

This study used clinical cut-off scores recommended by Goodman (2001) and used by studies such as Woods and White (2005); the clinical cut-off is set at scores equal to or above the 90th percentile, with scores equal to or above the 80th percentile and

below the 90th percentile classified as in the borderline range and those below the 80th percentile as being in the non-clinical range. Meltzer et al.'s (2000) gender and age related norms for the SDQ were used. These were obtained from a large British survey of child and adolescent mental health. The representative sample consisted of 2093 girls and 2135 boys, aged 11-15.

2.5.   Measurement of bullying behaviour

Teachers' opinions of each student's role in bullying behaviour were used when considering who to select for the study. The School Relationship Questionnaire (SRQ) is a self-report measure adapted for adolescents from the ''Bullying & Friendship Patterns'' child interview (Wolke, Woods, Schulz, & Stanford, 2001). It was used to verify that participants regularly engage in bullying behaviours and to establish the types of bullying behaviours which they carry out. The questions asked in the SRQ are comparable to those in the Olweus (1996) Bully/Victim Questionnaire. Respondents are asked about their behaviour in relation to other pupils. The questionnaire has four sections (see appendix 7); in the first two sections, 'Direct Aggression Received' and 'Verbal and Relational Aggression Received', participants are asked about the types and frequency of direct and relational bullying they have experienced since the start of the school year. In the other two sections, 'Direct Aggression Given', and 'Verbal and Relational Aggression Given', they are asked about the type and frequency of bullying they carried out over the same time period. Respondents were categorised as neutral if they indicated they were seldom or not at all, involved in bullying situations. Those who indicated that they frequently or very frequently carried out direct bullying on any of the statements in the 'Direct Aggression Given' section were classified as direct bullies. The same criteria were used for identifying relational bullies from the 'Verbal and Relational Aggression Given' section, direct victims from the 'Direct Aggression Received' section and relational victims from the 'Verbal and Relational Aggression Given' section. Direct bully-victims and relational bully-victims were identified if respondents indicate that they frequently or very frequently both carry out and receive any behaviour from the related aggression received and given sections.

2.6. Self-characterisation (Kelly, 1955/1991)

This study used Jackson and Bannister's (1985) adaption of Kelly's (1955/1991) self-characterisation method for children and adolescents which asks young people to provide a personality description of themselves to be written as if by a sympathetic friend:

> *"Tell me what sort of boy or girl (participant's name) is. If you like I will be your secretary and write down what you say. Tell me about yourself as if you were being described by an imaginary friend who knows you and likes you and above all understands you very well. This person would be able to say what your character is and everything about you. Perhaps begin with (participant's name) is ... and say something important about yourself..."*

(Jackson, 1988)

As with previous studies, all the participants opted to dictate their self-characterisations. Kelly's (1955/1991) self-characterisation can be used as a measure of a person's construing and provides a method by which their construct poles can be extracted from a narrative (Winter et al., 2007). The self-characterisations were analysed according to Jackson's (1988) scores (see appendix 9) which were related to PCT's corollaries: the score 'view of others' assesses sociality; 'personal history and future' assesses the experience corollary; 'psychological cause and effect' relates to the construction corollary; 'non-psychological statements' relates to the dichotomy corollary; 'psychological statements' relate to the organisation corollary; 'contradictions' assesses the fragmentation corollary; 'insight' assesses the choice corollary; and a 'self-esteem' score relates to the individuation and commonalities corollaries (Jackson, 1988).

2.7. Structured interview

Repertory grids, with elements provided by the researcher and constructs elicited from the participant were used as the basis of a structured interview. Repertory grids are a method for asking the individual to consider aspects of themselves and others; compare and contrast these aspects systematically with each other, then rate

themselves and other people in the grid on the different aspects they have generated (Winter, 1992).

This study used an adapted grid method that was informed by procedures used in Fransella's (1972) implications grid on stuttering and by Winter, Baker and Goggins' (1992) repertory grid study into the reactions of long-stay residents of psychiatric hospitals to major transitions.

The following elements were provided by the researcher and were written on separate cards.

- o Self when bullying someone
- o Self when not bullying anyone
- o Mother/ mother-figure
- o Father/ father-figure
- o Typical bully
- o Typical victim
- o Student in my class who I respect
- o Student in my class who I don't respect
- o Self now
- o Ideal self
- o Self in a year's time
- o Self as others see me
- o Self as someone who I have bullied sees me

Participants were shown each card and for the non-self related elements were asked to think of a person who fulfilled each role. If they were not able to identify someone they knew they were asked to think about the type of person who they thought fitted the role.

The construct of bully-victim was provided by the researcher. Ten further constructs were elicited from triads of elements using Kelly's (1955/1991) original method by showing three role cards and asking "how are two of these alike and different from the

third". The response was recorded as the emergent pole and the implicit pole was then elicited by asking "what is the opposite of that for you?"

Five of the triads contained the element 'self when bullying' with the other elements in the triad being:

- o mother and father,
- o typical bully and typical victim,
- o student I respect and student I do not respect,
- o self now and self as I would like to be,
- o self in a year's time and self as others see me

Five triads contained 'self when not bullying' and used the same element pairs to complete the triads as above. Constructs were elicited alternately from triads containing bullying and non-bullying constructs.

All the thirteen elements were then rated by the participant on a 7-point scale for each of the eleven constructs. Seven points were allocated to the emergent pole and one point was given to the implicit pole. A printed Likert scale was provided and the participant's construct poles were written on separate cards and placed at the appropriate ends of the scale as a visual aid for this.

2.8. Semi-structured follow-up interview

A follow-up interview was carried out with a participant of particular interest who was selected on the basis that he was less defended about his bullying behaviours and demonstrated an ability to be articulate and reflective during his initial grid interview.

2.8.1. *ABC Method (Tschudi, 1977)*

This participant was invited to explore the advantages and disadvantages of changing, and not changing, bullying behaviours using the ABC method (Tschudi, 1977) shown in Figure 2-1.

a^1: the present state   A: the problem   a^2: the desired state

| Bullying others | → | Not bullying others |

b^1: What are the disadvantages of a^1?   b^2: What are the advantages of a^2?

B: reasons for change

C: prevents change

c^1: The advantages of a^1 c^2: the disadvantages of a^2
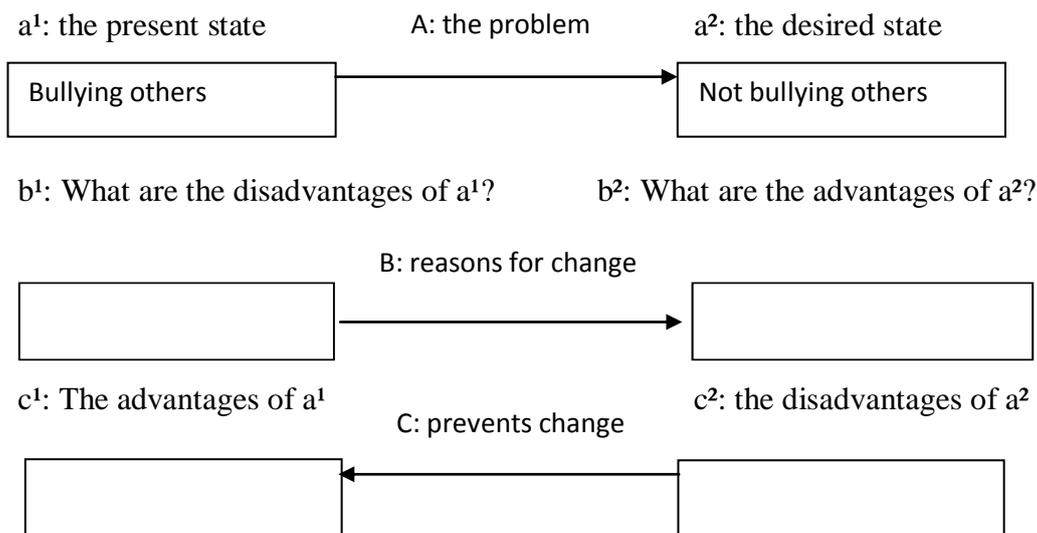
Figure 2-1: the ABC model for the meaning of bullying behaviours

This method asks the participant to think about the advantages and disadvantages of both bullying and not bullying others, as a way of exploring the factors that could be making it difficult to change his bullying behaviour. Part of this involves elaborating the desired state (not bullying others) to consider what this might be like.

2.8.2. *Interview Schedule*

This was devised to allow a degree of methodological triangulation to be carried out (Mason, 2002). The initial part of the interview was planned to be conducted as a way to check out the participant's responses to the findings of their repertory grid and the principal component analysis carried out. This analysis is explained in more detail in section 2.14. The participant was presented with their repertory grid and principal component analysis plot (this is a two dimensional plot depicting the relationship between the participant's elements and constructs). The researcher aimed to study the repertory grid and PCA plot with the participant by asking questions relating to the PCA plot that were adapted from Fransella et al. (2004) and Jankowicz (2004). Further questions were intended to be asked from a standard pool of questions, and other questions could be added in response to the participant. As qualitative methods are non-linear and flexible, the order of questions could be re-arranged to suit the

participant. The questions within the standard pool were selected to further explore the study's main research questions with a focus on the following:

1. How do young people who bully see themselves?
2. How do young people who bully see other people?
3. What problems does bullying solve for the young person?

The development of the interview schedule (see appendix 10) was also influenced by the literature review.

2.9. Procedure

Participants were seen individually at their respective education support centres. The first two phases were planned to be run over two meetings, lasting 45-60 minutes each with breaks being offered in response to the participants' needs. One of the participants required five shorter separate meetings to complete the first two phases.

1. During the first meeting participants were asked to complete the SRQ, write or dictate a self-characterisation (Kelly, 1955; 1991) and complete the self-report version of the SDQ (Goodman et al, 1998) for young people. Participants were offered support to fill in the forms.

2. During the second stage, participants were asked to complete a repertory grid (Kelly, 1955). This was carried out in the style of a structured interview and supplementary field notes were made regarding the participants' behaviour during the interview, comments they made about the task and the reflections or explanations they gave in response to the construct elicitation and rating of their elements.

A third phase was carried out with a participant of interest who was invited to explore the advantages and disadvantages of changing, and not changing bullying behaviours using the ABC method shown in figure 2.1 (Tschudi, 1977). His analysed grid plot was presented to him and an individualised semi-structured interview (based on the interview schedule detailed above) was carried out with the participant to explore how he made sense of his grids and to explore the research questions using a different methodology to enable a degree of triangulation. Previous studies that have employed

a similar approach of combining repertory grids and semi-structured interviews include Smith (1990, 1994) and Turpin et al. (2009).

2.10. Analysis overview

Findings from the SDQ (Goodman et al., 1998) were used to provide descriptive data of the sample's characteristics regarding emotional symptoms, conduct problems, hyperactivity/ inattention, peer relationship problems and prosocial behaviour.

Findings from the SRQ (Wolke et al., 2001) were used to provide descriptive data of the sample's characteristics regarding frequency and types of bullying behaviour (relational and direct aggression) experienced and committed by the sample since the start of the school year.

2.11. Self-Characterisation analysis

This study applied two methods of analysis to the participants' self-characterisations as a means of assessing how the participants construe themselves (both in terms of the structure or quality of their self-construing and the content).

2.11.1. *Measure of psychological mindedness*

The first approach provided an indication of the quality of the participants' self-construing. Self-characterisations were scored according to the criteria produced by Jackson and Bannister (1985) and Jackson (1988). This consisted of measures of various types of statements that are listed in appendix 9 with the scoring system.

Jackson and Bannister (1985) discussed that the measures 'views of others', 'psychological cause and effect' and 'insight' were positively related and that children who scored well on these were deemed to be 'good psychologists'. They also commented that children who scored highly on these 'good psychologist' measures also scored highly on the 'contradictions' measure. They interpreted this as indicating that as a child develops and elaborates their construct system, it becomes more

complex and they may have an increased capacity to hold internally contradictory views. Jackson and Bannister (1985) and Jackson (1988) specify that a high total score on all the measures demonstrates good psychological mindedness.

Jackson & Bannister (1985) found that problematic children made fewer psychological statements in their self-characterisations than non-problematic children. The problematic self-confident group made more psychological statements than the unsure problematic group. The findings from this study's self-characterisations were compared with the sample from Jackson and Bannister (1985) and Jackson (1988).

Each self-characterisation was rated independently by two judges according to the above criteria. The inter-rater reliability was calculated using Pearson's product moment coefficient (r) and the levels are reported in appendix 9 with the reliability level recorded by Jackson and Bannister (1985). Discrepant scores were discussed in relation to the scoring criteria and in cases which were deemed open to interpretation, the mean score of the two different ratings was used. This was the approach employed by Jackson and Bannister (1985).

2.11.2. *Content analysis of constructs elicited from the self-characterisation (Landfield, 1971)*

The second analysis applied to the self-characterisations was a content analysis. Construct poles were extracted from the participants' self-characterisations and categorised according to Landfield's (1971) content categories. This coding scheme is listed below. Landfield (1971) excluded seven categories because of low inter-rater reliability. The remaining system consists of 20 broad content categories and 26 sub-categories.

1. Social Interaction (Active or Inactive)
2. Forcefulness (High or Low)
3. Organisation (High or Low)
4. Self-sufficiency (High or Low)
5. Status (High or Low)

6. Factual Description

7. Intellective (High or Low)

8. Self-reference

9. Imagination (Low)

10. Alternatives (Multiple description or Closed to alternatives)

11. Sexual

12. Morality (High or Low)

13. External Appearance

14. Emotional Arousal

15. Egoism (High)

16. Tenderness (High or Low)

17. Time Orientation (Past or Future)

18. Involvement (High or Low)

19. Extreme Qualifiers

20. Humour (High or Low)

Landfield's (1971) system was selected for this study as a means to explore the content of the constructs of young people who bully. The reasons for this were that it has been widely used (Winter, 1992), and the broad range of categories it contains (for example emotional arousal, forcefulness, tenderness, social interaction and morality) appear to relate to issues discussed in the literature on bullying. Landfield (1971) developed this system to assess psychotherapy clients' construct systems. It has also been used to analyse construct poles extracted from narratives in studies such as Winter et al. (2007) with the narratives of serial killers and violent offenders.

In this study the construct poles were identified from the participants' self-characterisations, separately by two raters with very close agreement. A moderate, or fair, inter-rater reliability was established for the coding of grid constructs (see below), and hence only one rater was involved in the coding of construct poles elicited from self-characterisations. When coding the construct poles, the full range of sub-categories was considered but only one code was applied to each construct pole. The content analysis was carried out on construct poles relating to the participants' views

of themselves, and where relevant, a separate analysis was carried out on constructs applied to other people within the self-characterisation. A count of the different content categories was carried out for each participant and the sample. Trends were explored in relation to the literature base.

2.12. Content analysis of repertory grid constructs (Landfield, 1971)

Landfield's (1971) coding system has been applied, either fully or partially, in several repertory grid studies including research into people who stutter (Fransella, 1972), suicide (Landfield, 1976), sex offenders (Horley, 1988) and childhood sexual abuse survivors (Harter, Erbes, & Hart, 2004).

Landfield (1971) instructed that each construct pole should be coded (rather than the construct pair) and construct poles may fit more than one category hence can be coded several times. This study used a simplified version, as employed by Fransella (1972) which coded the constructs elicited from the participants' repertory grids rather than coding each construct pole separately and selected the category that was most applicable to the construct, rather than several categories.

The grid constructs were coded independently by two raters. The raw percentage agreement was 60%, which gave a moderate level of inter-rater reliability (Cohen's kappa = 0.56; Cohen, 1960) according to Landis and Koch's (1977) interpretation of kappa scores (see appendix 11 for contingency table). In previous studies, Fransella (1972) reported a raw percentage agreement between 59% to 75%, while Harter et al. (2004) obtained an average kappa of 0.72. However, Harter et al. (2004) removed three additional coders due to unreliable ratings. Similar to Fransella (1972), it was found that several constructs could have been allocated to two or more categories and this accounted for the majority of discrepancies between coders. The discrepancies in coding of the constructs were resolved through discussion between the raters to reach an agreement for their final allocation. This involved considering the implicit pole to determine the most appropriate category (Fransella, 1972). In the majority of cases, the agreed code was selected as being one or other of the raters' initial choices (see

appendix 12). In four cases, a third category was selected. For three of these, one of the raters had coded the construct as social interaction while the other had coded it as egoism, and their agreed code was status. In the other instance, the raters had independently coded the construct as self sufficiency and social interaction respectively and agreed on a third code of egoism.

Content analyses were carried out systematically for each participant to consider: the content of the grid constructs; the content of the constructs obtained from triads containing the 'self when bullying' element during the grid interview, compared with the content of constructs elicited from triads containing the 'self when not bullying' element; the content of construct poles applied to the various self-related elements; and the content of the construct poles applied to the other-related elements. The construct poles that were considered as being defining of these elements were those which were given an extreme rating. Ratings were considered to be extreme if they were either 1 or 7.

The content analyses were considered at a group level for the grid constructs, the content of the constructs obtained from triads containing the 'self when bullying' element during the grid interview, compared with the content of constructs elicited from triads containing the 'self when not bullying' element, and the content of construct poles defining self when bullying, typical bully and typical victim.

2.13.   Analysis of raw grid scores

Each participant's raw grid scores were examined to consider how the participant construes themselves most of the time, when bullying, when not bullying and ideally how they would like to be. This was carried out by comparing the constructs on which the participant scored the various elements with extreme ratings (either a score of 7 or 1) as these are viewed as self-definition constructs (Fernandes, 2007). Their construing of typical bullies and typical victims was also defined in terms of constructs with extreme ratings.

2.14. Idiogrid version 2.4 (Grice, 2008) analysis of repertory grids

Individuals' repertory grids were analysed using the grid analysis software, IDIOGRID. This involved carrying out single grid Slater analyses (Slater, 1977) for each of the participant's grid data. The following measures were then considered:

Correlations between constructs

The correlations between the provided construct 'bully-victim' and the other grid constructs were calculated using Pearson's r (Grice, 2006) for each participant. Their constructs which correlated most highly with the 'bully-victim' construct were considered to indicate the meaning of bullying for them.

Distances between elements

The distances between the following pairs of elements were considered for each participant and also for the group using the standardised Element Euclidean Distances (Grice, 2006):

Distance Self when bullying/ Ideal self

Distance Self when not bullying/ Ideal self

Distance Self now/ Ideal self

Distance Self when bullying/ Typical bully

The distance between pairs of elements indicates how alike or different they are construed by the participant. A distance of less than 0.5 implies that the elements are very similar and a distance of more than 1.5 indicates that the elements are very different (Winter, 1992). A distance of 1 is the expected value for the distance between elements . The distance between self now and ideal self is used as a measure of self-esteem with a smaller distance reflecting a high self esteem.

Measure of elaboration: sum of squares

The sum of squares accounted for by each element, and these scores as a percentage of the total sum of squares, show the meaningfulness of the elements to the participant (Winter, 1992) (a high score suggests that the element is relevant while a low score

suggests that it has been rated close to the mid-point on most constructs). This study compared the percentage of the total sum of squares of the elements 'self when bullying' and 'self when not bullying' for each participant and also for the group of participants.

Intensity score

For each participant, five constructs were elicited from triads during the repertory grid interview containing the element 'self when bullying' and five constructs were elicited from triads containing the element 'self when not bullying'. The sum of squares (or 'intensity') of all correlations between constructs elicited from 'self when bullying' triads was calculated, as was the sum of squares of all the correlations between 'self when not bullying' constructs. The relative intensity of 'self when bullying' constructs was obtained by subtracting the latter total from the former. This method is similar to one used by Winter et al. (1992) and utilises Bannister's (1960, cited in Winter, 1992) concept of intensity as a measure of the tightness of organisation in a person's construct system, or in this case the difference in tightness of organisation between two of their construct sub-systems. A high score would indicate that the 'self when bullying' construct subsystem was relatively more structured than the non-bullying construct subsystem, with constructs being more tightly inter-related and used less independently. The relative intensity of 'self when bullying' constructs was calculated for each participant and for the group.

Principal component analysis: percentage variance accounted for by principal components

The percentage of variance accounted for by the first principal component was considered for each participant. This is a measure of cognitive complexity (Winter, 1992), with high percentages of variance demonstrating that the participant's construing is more simple or one-dimensional and more integrated, which are properties of a tight construct system whereas lower scores indicate greater differentiation or complexity and reflect looser construing.

Superordinate constructs

The constructs which load most highly on the first principal component are viewed as being superordinate constructs within the participant's construct system (Winter, 1992).

Principal component analysis plot

The principal component analysis enables a two dimensional plot depicting the relationship between the participant's elements and constructs to be produced; this illustrates the participant's construct system regarding the loadings of each element and construct on the first two components (Watson & Winter, 2000). The constructs (as they are accounted for by component one and two) are shown as vectors on the plot and the elements are shown as points on the plot. Generally, elements that are plotted in the same quadrant are construed similarly, whereas those plotted in opposite quadrants are least similar to each other. The elements that are close to the origin of the plot are less significant to the participant, while the elements that are furthest from the origin are construed most extremely (Grice, 2006; Watson & Winter, 2000).

Implicative dilemma analysis

The concept of an implicative dilemma originated from Hinkle (1965, cited by Winter, 1992). It signifies a wish to change from self to ideal self along a specific construct (discrepant construct) which implicates an undesired change along an associated congruent construct. It can therefore identify possible barriers to change of which the participant may not be aware (Fernandes, 2007). For example, a person may wish to change from how they construe themselves now as 'gets into trouble' to their ideal self as 'responsible'. However, on an associated congruent construct of 'fun' and 'boring', with the person wishing to construe themselves as 'fun', the change towards being 'responsible' may also be associated with becoming 'boring', which could lead to a dilemma relating to making this change. By examining all the correlation coefficients between each pair of constructs, it is possible to gain insight into whether the direction of the relationship fits with the expected direction in view of the participant's preferred pole of each construct. Potential dilemmas are identified as any

construct pair that has a different relationship direction than anticipated (Watson & Winter, 2000).

2.15.   Low level thematic analysis (Braun & Clark, 2006)

The qualitative follow-up interview with a participant of interest was carried out to enable a form of methodological triangulation to be tried (Mason, 2002), in order to compare the themes from the interview with key findings from the participant's repertory grid analysis, self-characterisation and ABC technique. During the design stage of the study it had originally been planned to carry out an Interpretative Phenomenological Analysis of the interview as this is an approach that has previously been combined with grids, for example Smith (1990, 1994) and Turpin et al. (2009). However, the information obtained from the interview was less rich than anticipated and it was not seen to be the most appropriate form of analysis. Instead, a low key thematic analysis was carried out.

This thematic analysis was driven by the study's main research questions:

1. How do young people who bully see themselves?
2. How do young people who bully see other people?
3. What problems does bullying solve for the young person?

They were used to provide a focus for coding and to enable the development of a coding frame (Joffe & Yardley, 2004) (see appendix 17).

The following steps were taken to carry out a low key, exploratory thematic analysis:

1. The interview was taped and transcribed verbatim (see appendix 16)
2. The data was coded around the specific research questions above (see appendix 16)
3. The coding frame was checked.
4. The codes were collated and analysed into different levels of themes using a series of thematic maps.

5. The themes were reviewed, defined and named in relation to the research questions.

6. The analysis was written up relating back to the research questions, findings from other methods and the literature review.

This process was informed by guidance produced by Braun and Clark (2006) and Huberman and Miles (1994, cited by Joffe & Yardley, 2004).

2.16. Ethical considerations
2.16.1. *Approval*
Ethical approval was granted by the School of Psychology, Ethics Committee, University of Hertfordshire (see appendix 2).

2.16.2. *Informed consent*
Informed consent was gained using the parent and participant information sheets and consent forms that were distributed by teaching staff (see appendices 3, 4 and 5) to potential participants and their parents and signed consent forms were returned to the researcher or via the teaching staff. Participants and parents were offered a meeting with the researcher if they wanted to clarify any details or had any queries. Participants were reminded that they could withdraw from the study at any point without needing to provide a reason.

2.16.3. *Managing distress*
The following procedures were planned to manage potential distress that participants might experience when talking about their self-concepts and bullying related issues. Interviews were held at the education support centre which the participant attended. Participants were reminded that they did not have to answer any questions that they did not wish to answer, and that they could stop the interview and take a break at any point. If a participant showed any sign of distress I intended to draw on my clinical experience of working with people who are distressed and use my person centred

clinical skills to be empathic, listen and contain the participant's distress. Participants would be reassured that they did not have to continue with the interview.

Post interview, participants were offered a debrief sheet, providing information about sources of support and help should participants continue to feel distressed in the days that follow the interview (see appendix 6).

2.16.4. *Confidentiality*

Confidentiality was insured by keeping the data anonymous and in a secure place. Pseudonyms were used during the write up phase.

Chapter 3. Results

This chapter outlines the findings for each participant and as a group. Pseudonyms are used.

3.1.   Demographic information

The demographic data and bullying status of the sample are shown in Table 3-1. The two boys in the sample identified themselves as being bullies in conjunction with reports from their teachers. Mark objected to being identified as also being victimised, despite reporting these experiences in the School Relationship Questionnaire (SRQ: Wolke et al., 2001). The two female participants did not identify themselves as bullies. Chloe admitted behaving aggressively in relational terms on the SRQ and that she had been in trouble recently for bullying a fellow pupil. However, she expressed that she was justified in her actions so it was not bullying. Rachel acknowledged bullying others when she was younger and attributed this to peer pressure. She stated that she no longer is a bully. Her teacher described that Rachel has a reputation as being a ringleader and described her in terms of being a relational bully. Relational bullying has been identified by the literature as very difficult to investigate (Griffin & Gross, 2004) and although self-reports are likely to be the best method they however have a potential to be unreliable. Therefore teacher reports were also considered.

Participant	Ethnicity	Age	School Year	Self-reported Bully Status (from the SRQ)
Mark	White British	12	7	High frequency physical & relational bully and victim
Darren	White British	13	9	Physical and relational pure bully
Chloe	White British	15	10	Relational pure bully
Rachel	White British	15	11	Relational victim

Table 3-1: Demographic information including ranges on the SRQ

Table 3-2 and Table 3-3 show the scores for the male and female participants respectively on the Strengths and Difficulties Questionnaire (SDQ: Goodman et al., 1998). Scores are provided for each sub-scale and for overall difficulties. The range is also stated using clinical cut-off levels recommended by Meltzer et al. (2000).

Scale	Mark	Darren
Emotional symptoms Score Range	3 Non-clinical	5 Clinical
Conduct problems Score Range	7 Clinical	7 Clinical
Inattention-hyperactivity Score Range	9 Clinical	8 Clinical
Peer problems Score Range	0 Non-clinical	2 Non-clinical
Pro-social behaviour Score Range	4 Clinical	10 Non-clinical
Total difficulties Score Range	19 Clinical	22 Clinical

Table 3-2: SDQ subscales and overall scores for boys in the clinical (≥90th percentile), borderline (≥80th percentile) and non-clinical ranges

The two male participants scored in the clinical range for total difficulties and on the sub-scales conduct problems and inattention-hyperactivity. Mark was the only participant to report anti-social behaviour. Chloe scored in the borderline range overall and both female participants scored in the borderline range for emotional symptoms, conduct problems and inattention-hyperactivity. Rachel scored in the clinical range overall and was the only participant to report peer problems at a clinical level.

Scale	Chloe	Rachel
Emotional symptoms Score Range	5 Borderline	5 Borderline
Conduct problems Score Range	3 Borderline	3 Borderline
Inattention-hyperactivity Score Range	6 Borderline	5 Borderline
Peer problems Score Range	1 Non-clinical	4 Clinical
Pro-social behaviour Score Range	9 Non-clinical	9 Non-clinical
Total difficulties Score Range	15 Borderline	17 Clinical

Table 3-3: SDQ subscales and overall scores for girls in the clinical (≥90th percentile), borderline (≥80th percentile) and non-clinical ranges

3.2. Case study one: Mark

Mark was a 12 year old pupil who had been attending the Educational Support Centre for one term at the start of the study. Mark's teacher expressed that he was more stable at the centre and reluctant to be reintegrated back into mainstream education. Mark scored in the clinical range on the SDQ, with difficulties highlighted for conduct problems, inattention-hyperactivity and anti-social behaviour (see Table 3-2). Although he rated himself as being bullied and bullying others on the SRQ (see Table 3-1) he did not identify with being a victim and expressed that he was a bully. When completing the repertory grid, Mark was very restless and required considerable

prompting to keep him on task. Despite this he appeared to grasp the concept fairly quickly and talked through his thought processes when giving his answers.

3.2.1. *Mark's self-characterisation*

Mark's self-characterisation is presented below. He, like all the participants in this study and Jackson and Bannister's (1985) study, opted to dictate rather than write their character sketch.

> *"Mark is ignorant, rude, disruptive, honest and dishonest, attractive, fast, hyper, easily distracted, quick to lose his temper. He gets into fights, sticks his nose in where it is not asked for. Mark loses his temper easily. He is dopey, argumentative and bossy. Mark is sporty and good at football. Mark is very sexy. He gets on with his friends. He is male and straight."*

Mark's scores on Jackson's (1988) criteria are shown in Table 3-4. In comparison with Jackson's sample, Mark was able to say less about himself. What he did say was more similar in quality and score to Jackson's self-characterisation examples of children who were judged to be problematic by both their teachers and peers. Mark scored relatively highly for psychological statements compared with his other scores, but this score was lower than those reported by Jackson and more in line with Jackson's example of a problematic child, as was his low score for psychological cause and effect.

Although Mark was invited to write about himself from the perspective of someone who "knows him well, understands him and likes him", he came up with several constructs which were judged to show awareness of his own shortcomings. This is reflected in his high insight score. His self-esteem score relates to his views of his abilities, qualities and image. Despite many of his construct poles relating to interactions with others, he did not explicitly refer to the views of others. Nor did he refer to his past or possible future in psychological terms. As such, he received a score of zero on both these measures.

Measure	Score
Views of others	0
Personal history & future	0
Psychological cause and effect	1
Psychological statements	11
Non psychological statements	3
Contradictions	3
Insight	12
Self esteem	4
Total	34

Table 3-4: Mark's self-characterisation scores (Jackson, 1988)

Table 3-5 shows the construct poles that Mark applies to himself in his self-characterisation and the 12 content (sub)-categories (Landfield, 1971) into which these have been classified. The most commonly occurring content categories are 'high forcefulness', 'active social interaction', 'emotional arousal' and 'factual description'. These each consisted of 13.6% of Mark's construct poles, suggesting that Mark construes himself in terms of high energy, intensity and persistence, participating in ongoing social interaction, a tendency to react with strong feelings and also in concrete ways. The next frequent categories were 'low intellective' and 'extreme qualifiers' which each accounted for 9.1% of his construct poles.

Category	Construct poles applied by Mark to himself
High forcefulness	"disruptive" "fast" "bossy"
Active social interaction	"gets into fights" "sticks his nose in where it is not asked for" "gets on with his friends"
Emotional arousal	"quick to lose his temper" "loses his temper easily" "argumentative"
Factual description	"sporty" "good at football" "male"
Low intellective	"ignorant" "dopey"
Extreme qualifiers	"hyper" "very sexy"
High morality	"honest"
Low morality	"dishonest"
Low tenderness	"rude"
External appearance	"attractive"
Low organisation	"easily distracted"
Sexual	"straight"

Table 3-5: Content analysis of Mark's self-characterisation (Landfield, 1971)

3.2.2. *Mark's grid*

The 10 constructs elicited from Mark during the repertory grid interview are shown in his grid below. The eleventh construct 'Bully-Victim' was provided by the researcher. Mark then provided a rating for the different elements on every construct, with the construct poles being at the ends of a seven point scale. The emergent pole is on the

left side of the construct and has a score of 7 while the implicit pole (the right one of the pair) has a score of 1. Mark's raw scores are given in Table 3-6.

	CONSTRUCTS	Self when bullying someone	Self when not bullying anyone	Mum	Dad	Typical bully	Typical victim	Someone in my class I respect	Someone in my class I do not respect	Self now	Ideal self	Self in a year's time	Self as others see me	Self as someone I have bullied sees me
								ELEMENTS						
1	Aggressive-Calm	6	4	2	5	7	7	6	2	5	4	6	7	7
2	Nice-Horrible	2	4	6	3	1	5	3	4	2	6	4	3	1
3	Dickhead-Cool	3	2	2	7	7	7	2	7	3	1	2	5	7
4	Weaklings-Strong	2	3	3	7	1	7	2	6	2	2	2	2	1
5	Confrontational-Chilled	7	6	4	4	7	7	5	2	1	5	6	7	6
6	Annoying-Placid	2	5	3	7	7	7	3	6	5	3	3	4	7
7	Angry-Bored	5	3	3	6	7	7	3	4	6	2	3	5	7
8	Active-Lazy	6	6	1	4	1	3	6	4	6	6	6	6	6
9	Popular-Dull	4	7	3	1	3	1	6	3	6	7	6	6	6
10	Competitive-A push over	7	7	5	5	5	1	4	1	7	7	7	7	7
11	Bully-Victim	7	5	4	6	7	1	5	1	7	4	7	6	7

Table 3-6: Mark's repertory grid

Mark's raw grid scores suggest that he views himself, bullies and victims in the following ways:

Self definition

Mark uses extreme scores on his ratings for 'self now' on the construct poles "bully", "competitive" and "chilled", suggesting that most of the time he sees himself in terms of these construct poles. He uses the same high ratings for himself when bullying for the construct poles "bully" and "competitive" and also rates himself as highly

"confrontational" (as opposed to chilled). When not bullying he rates himself highly on the construct poles "competitive" and "popular". Being competitive seems important to him as he also rates himself highly on this for 'ideal self', 'self in a year's time', 'self as others see me' and 'self as someone I have bullied sees me'.

Bully definition

Mark uses extreme ratings on the 'typical bully' element for eight of the ten elicited constructs. He stated the 'typical bully' was an older child whom he classed as representative of a 'typical bully'. His raw grid scores suggest that he views bullies as aggressive, horrible, dickheads, strong, confrontational, annoying, angry and lazy.

Victim definition

Mark's 'typical victim' was also a specific child whom he chose as an example of a typical victim. Again eight of his construct ratings for this element were extreme. Similar to his view of bullies, according to Mark's raw grid scores, he also views victims as aggressive, dickheads, confrontational, annoying and angry but in contrast to his concept of bullies he sees victims as being weaklings, dull and push-overs.

3.2.3. *Content categorisation of grid constructs (Landfield, 1971)*

Using Landfield's (1971) coding system, the ten constructs elicited from Mark during the repertory grid interview were classified into six categories, presented in Table 3-7. The largest of these is 'forcefulness', which comprises 40% of the constructs elicited and would be classed as being overused by Landfield and Epting (1987). The 'social interaction' category was applied to two constructs. The four remaining constructs were classed in to four separate categories.

Content category	Constructs elicited from Mark
Forcefulness	Aggressive-Calm Confrontational-Chilled Active-Lazy Competitive-A push over
Social interaction	Annoying-Placid Popular-Dull
Tenderness	Nice-Horrible
Status	Dickhead-Cool
Egoism	Weaklings-Strong
Emotional arousal	Angry-Bored

Table 3-7: Content categories for Mark's grid constructs (Landfield, 1971)

Table 3-8 shows the findings for when Mark's grid constructs were split into two groups, depending on whether they were elicited from triads containing the element 'self when bullying' or 'self when not bullying', and then classified according to Landfield's (1971) content categories. A greater number of categories were applied to the non-bullying constructs. The emergent poles of these constructs fit the sub-categories 'high tenderness', 'low status', 'active social interaction' and 'high forcefulness'. The other category in this group is 'emotional arousal' which does not have sub-categories. In comparison, the emergent poles of Mark's bullying constructs fit into the sub-categories 'high forcefulness' and 'active social interaction'. The egoism category was applied to the weaklings-strong construct.

When bullying	When not bullying
Forcefulness	*Tenderness*
Aggressive-Calm	Nice-Horrible
Confrontational-Chilled	
Active-Lazy	*Status*
	Dickhead-Cool
Egoism	
Weaklings-Strong	*Social interaction*
	Annoying-Placid
Social interaction	
Popular-Dull	*Emotional arousal*
	Angry-Bored
	Forcefulness
	Competitive-A push over

Table 3-8: Content categories for Mark's bullying and non-bullying related categories (Landfield, 1971)

When comparing the content categories applied to the construct poles from Mark's self-characterisation with the content categories applied to his repertory grid constructs, the construct poles 'high forcefulness' and 'active social interaction' feature strongly in both. The other category that is applied to both forms of construct is 'emotional arousal'. The fewest range of content categories were applied to bullying grid constructs and the widest range of content categories were applied to the construct poles identified from Mark's self-characterisation. The categories which apply to Mark's self-characterisation construct poles that did not appear in his grid constructs were 'low organisation', 'factual description', 'low intellective', 'sexual', 'high morality', 'low morality' and 'extreme qualifiers'. The categories which apply to Mark's grid constructs but not his self-characterisation construct poles are 'status' and 'egoism'.

When looking at the categories of construct poles that Mark applied to himself (see appendix 14), the construct poles on which he scored self-related elements extremely were included. Most of the time ('self now') he construes himself in terms of the high forcefulness category as being competitive and the low forcefulness category, chilled. When bullying he construes himself in increased terms of the high forcefulness category (competitive and confrontational). In contrast, he construes him 'self when

not bullying' and his 'ideal self' as popular, which is classified as active social interaction.

How Mark construed other people, who were elements in the grid, according to Landfield's categories was also considered (see appendix 14). This again involved looking at the extreme ratings applied to each of these elements. The constructs he applied to the 'typical bully' and 'typical victim' that were common to both were classed as belonging to the following categories: high forcefulness, active social interaction, and low status. Both were coded as low forcefulness but for different construct poles. Mark's view of a 'typical victim' being dull was also coded as inactive social interaction and his view of a 'typical bully' as strong was classed as high egoism.

3.2.4. *Slater analysis of Mark's grid*

Mark's grid analysis using Idiogrid consisted of carrying out a single grid Slater analysis (see appendix 13). The key findings are reported below.

Correlations between constructs

For Mark's grid, the constructs that correlate most highly with the construct "Bully-Victim" are the construct "Competitive-A push over" (r=0.82) and "Nice-Horrible" (r=-0.67). The latter correlates negatively with the "Bully-Victim" construct. This indicates that for people who Mark construes as a bully, he is also likely view them as competitive (as opposed to a push over) and horrible.

Distances between elements

Table 3-9 shows that Mark's concept of his ideal self is similar to how he views himself when he is not bullying. However, his view of himself when bullying is relatively close to his ideal self. Mark does not strongly identify either himself now or when bullying as being similar or different to a typical bully. He does see himself as different from a typical victim. His ideal self is different from both the bully and victim stereotype.

Measure	
Distance Self when bullying/ Ideal self	0.78
Distance Self when not bullying/ Ideal self	0.42
Distance Self now/ Ideal self	0.88
Distance Self when bullying/ Typical bully	0.92
	1.06
Distance Self now/ Typical bully	1.44
Distance Self now/ Typical victim	1.53
Distance Ideal self/ Typical victim	1.36
Distance Ideal self/ Typical bully	

Table 3-9: Standardised Euclidean Element distances for Mark

Measures of elaboration: sum of squares

Table 3-10 shows the percentage of the total sum of squares is higher for Mark for 'self when bullying' than for 'self when not bullying', which suggests that his view of himself when bullying is more elaborated than his view of himself when not bullying. They are both lower than the average percent total sum of squares (7.69) which suggests that these elements were rated less extremely on most constructs.

Element	Sum of squares	Percent total of sum of squares
Self when bullying	26.84	4.84
Self when not bullying	21.53	3.88

Table 3-10: Mark's percentage total sum of squares of elements

Intensity

Mark's bullying construct subsystem is less structured than his non bullying construct subsystem (see Table 3-11). This suggests that his construct system around self when bullying is more loosely inter-related and used in a more varied way than his construct subsystem around himself when not bullying.

Type of construct correlations	Intensity score (sum of squares)
Bullying construct correlations	1.2765
Non-bullying constructs correlations	3.3747

Table 3-11: Mark's intensity scores for bullying and non-bullying related constructs

Variance accounted for by the first principal component of the construct correlations

The relatively small percentage of variance, shown in Table 3-12, accounted for by the first component and relatively high percentage of variance accounted for by the second component is suggestive of loose construing and greater cognitive complexity.

	Percentage variance
Component 1	44.83
Component 2	25.66

Table 3-12: Percentage variance accounted for by component 1 and 2 for Mark

Loadings of elements and constructs on the first two principal components

The loadings of constructs on Mark's principal dimension of construing demonstrates that it contrasts 'annoying', 'weakling', 'dickhead' people with people who are 'popular' and 'competitive' , while his second major dimension contrast 'nice' people with those who are 'bullies' and 'aggressive'. Mark's constructs 'dickhead-cool', 'weaklings-strong' and 'popular-dull' have the highest loadings on the first principal component and therefore can be considered to be superordinate (see appendix 15).

Principal component analysis plot
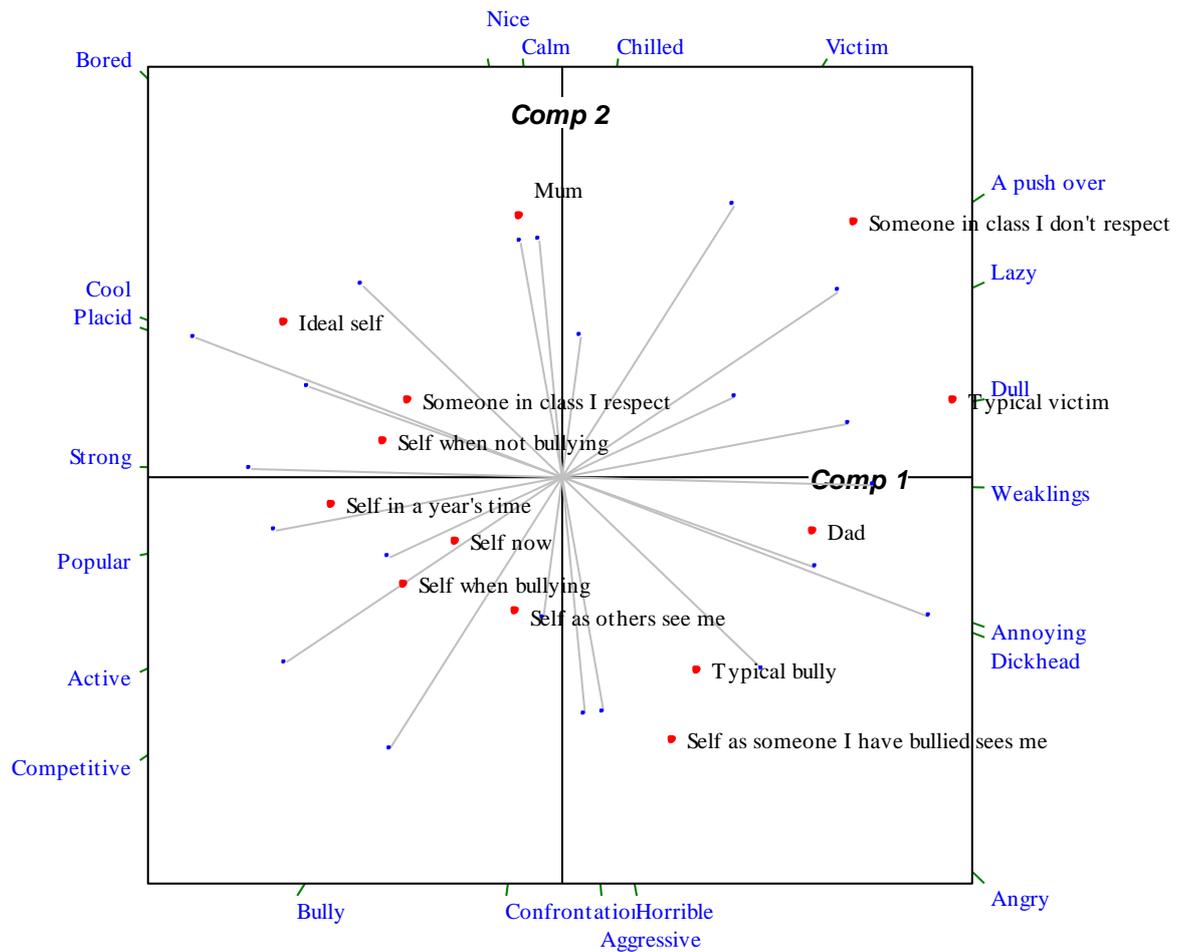
Figure 3-1: Plot of the elements in construct space for Mark's grid

Mark's plot (Figure 3-1) demonstrates how he construes his various self and other related elements in construct space.

Self-related bullying elements:

Mark construed 'self now' similarly to 'self when bullying' and in the same quadrant as 'self as others see me' and 'self in a year's time'. 'Self now' is the closest element to the origin, which indicates that it is Mark's most vaguely construed element. However it is still some distance from the origin which implies that Mark's sense of self in the present was meaningful. Mark's constructions of himself now, self when bullying and self as others see him were as a 'bully', 'competitive' and

'confrontational'. His construing of 'self as someone I have bullied sees me' was quite far from the plot's origin, indicating that this element was salient to Mark. He believes that he is construed in a similar way to the 'typical bully', as being 'aggressive', 'horrible' and 'angry'. Mark's construing of 'self in a year's time', although in the same quadrant as 'self when bullying', was more strongly defined by the construct poles 'strong' and 'popular'. His construing of 'self in a year's time' is also the almost opposite of his construing of 'a typical victim' (whom he construes as 'dull' and a 'weakling').

Self-related non bullying elements:

Mark's construal of 'self when not bullying' was as 'cool', 'placid' and 'strong', and similar to his construal of 'someone in his class who he respects'. His construing of 'ideal self' was almost the opposite to his construing of 'typical bully' as being 'cool', 'placid' and also 'bored'. Mark's ideal self was also a salient element to him. Given that Mark construes being bored as the opposite of being angry this seems to pose a dilemma for him in that neither pole seems to provide him a favourable option.

Construing of others:

Mark's construing of his mum is as 'calm', 'chilled' and 'nice'. His construing of his dad, as 'annoying' and a 'dickhead', is somewhere between his construing of a 'typical bully' and a 'typical victim'. Mark construes the person in his class that he doesn't respect as 'a push over' and 'victim'.

3.2.5. *Implicative dilemma*

Mark would like to be 'nice' and 'competitive' but people who are nice tend to be 'a push over' (the opposite pole to 'competitive'). This has a correlation coefficient of r=0.30. Being a 'push-over' is likely to be threatening for Mark (in Kellian terms) and create dilemmas about moving towards being 'nice' (and away from a bully). This implicative dilemma is shown diagrammatically in Figure 3-2.

Ideal self

+   +

Nice   Competitive

-
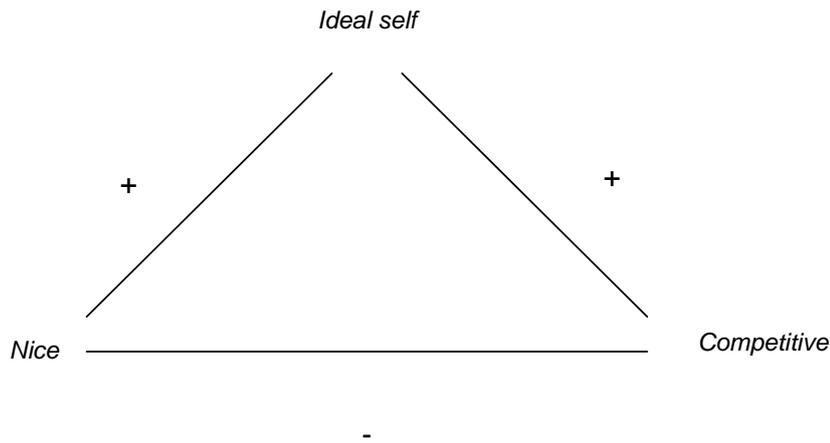
Figure 3-2: An implicative dilemma of Mark's

3.2.6. *ABC Technique*

Mark provided the following pros and cons, presented in Figure 3-3, linked to bullying and not bullying others. He also commented that once people see you as a bully you are always seen as a bully even if you stop bullying people. Thus people's expectations could be considered as a further factor preventing change for Mark.

a^1: the present state a^2: the desired state

| Bullying others | A: the problem | Not bullying others |

b^1: What are the disadvantages of a^1? b^2: What are the advantages of a^2?

B: reasons for change

| People stop liking you & stay out of your way. Get told off | → | I'd be liked I would not get told off |

c^1: The advantages of a^1 c^2: the disadvantages of a^2

C: prevents change

| Able to defend self | ← | Might get victimised |

Figure 3-3: Mark's ABC analysis (Tschudi, 1977)

There are parallels between the ABC responses and Mark's implicative dilemma (see Section 3.2.5 above).

3.2.7. *Thematic analysis of follow-up interview*

Context to interview: There was a gap between carrying out Mark's grid interview and the follow-up interview due to significant changes in his home circumstances. Mark's teachers had felt he needed time to adjust to these changes over which Mark had no control. The follow-up meeting was arranged after a school holiday but Mark did not know about the interview and refused to take part on the day that it had been arranged. Mark met briefly with me to discuss this and suggested a day that suited him for the interview to be held. During this follow-up interview he was more easily distracted than on previous occasions. He was also very enthusiastic about listening to the tape and during the pauses in the interview focused on his different responses to the questions and commented on these.

A number of initial themes were developed from Mark's interview (see appendix 16 and 17 for transcript and coding frame). The thematic development maps, presented in Figure 3-4, below show the initial stages of the theme development.
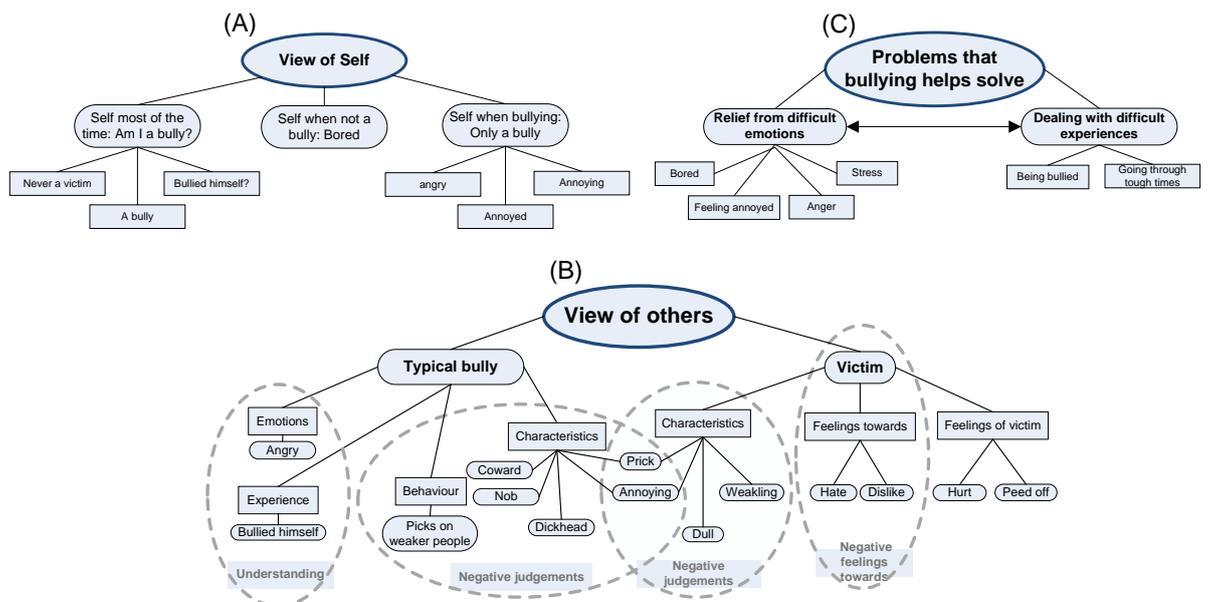
Figure 3-4: Thematic development maps

The superordinate themes were related to the main research questions and remained constant, as "view of self", "view of others" and "problems that bullying helps solve". The superordinate themes were divided into themes, with final themes being reached through a process of combining, refining, separating and discarding (Braun & Clark, 2006; Joffe & Yardley, 2004). They are discussed below.

View of self

The main themes identified in terms of Mark's view of the self were *"self as bully" and "self when not a bully",* as presented in Figure 3-5.
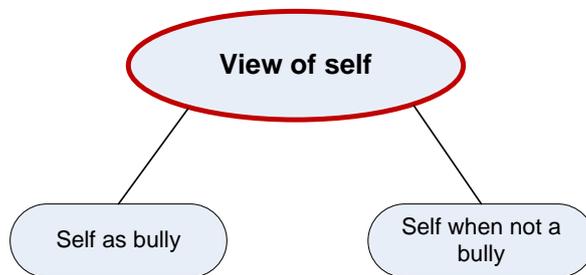
Figure 3-5: Final thematic map for view of self

When discussing his repertory grid findings he seemed to identify with being a bully and struggled to acknowledge he also gets bullied, as shown in the following quote.

> *"So a bully?"*
>
> (Q: Sort of quite near the middle but more towards the bully than the victim?)
>
> *" Well, derr… I'm never a victim."*

He repeatedly referred to himself when bullying as angry and annoyed, which were also attributes he expressed for typical bullies. It was interesting that he seemed to draw on his own experiences when talking about bullies generally. He hypothesised that bullies are bullies because they get bullied, which also possibly relates to his own experiences.

When talking about his view of self when not bullying, Mark appeared to identify with the PCA plot that he was nice, calm and chilled. He emphasised that he was also bored when not bullying.

View of others

This was divided into two themes, *"view of bullies"* and *"view of victims",* as shown in Figure 3-6.
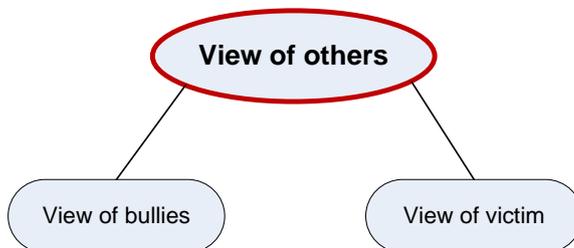
Figure 3-6: Final thematic map for view of others

Mark's view of a bully consists of both negative attributes and some understanding, while his view of victims was identified as consisting of them having negative attributes and him having strong negative feelings towards them. Some of Mark's views of bullies are illustrated in the quote below.

> *"A bit of a prick, a nob."*
> (Q: Okay.. uh huh)
> *"Quite angry…"*
> (Q: okay)
> *"… and he's bullied himself."*
> (Q: okay.. so)
> *"and a coward, a bit of coward – 'cos he picks on people weaker than him."*

Many of Mark's views of bullies' characteristics relate to his grid results. However, some behaviours and experiences which he discussed were additional to ideas generated during the grid interview.

Mark's view of a typical victim seemed to correspond to the repertory grid findings. He agreed that victims were dull and weaklings. The interview also tapped into themes of strong dislike for the victim.

Problems that bullying helps solve

Two themes were identified as relating to the superordinate theme "problems that bullying solves." As shown in Figure 3-7.
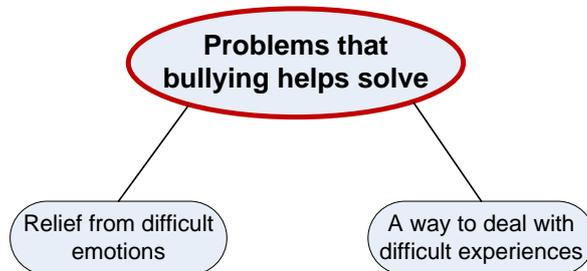
Figure 3-7: Final thematic map for problems that bullying helps solve

These are "relief from difficult emotions", which most frequently was anger and "a way to deal with difficult experiences", which encompassed both being bullied and going through difficult times. The following quote demonstrates the "relief from difficult emotions" theme.

> (Q: Do you remember what it was about?)
>
> *"No. All I remember is going for his face so he put up his arms."*
>
> (Q: Okay. And how did you feel like inside when it was going on?)
>
> *"Like I'm screaming in the middle of room and no one bothers… in a crowded room and no one looked up… I felt like so annoyed."*
>
> (Q: So it built up a lot?)
>
> *"Stress."*
>
> (Q: And what did you feel like afterwards?)
>
> *"Relieved… that he put up his arms."*

This relates more to the grid findings regarding the way that Mark construes how someone he has bullied sees him rather than his construal of the element 'self when bullying'. The idea that he and other bullies engage in these behaviours to release anger caused by experiencing difficulties is a theme that was identified during the

interview but was not directly identified within the repertory grid or self-characterisation. This is illustrated by the quote:

> *"People bully because they feel like they have to when they go through a hard time. I know that's why I bullied anyway. I was going through a rough time so I got all my anger out by trying to punch someone and bully someone. And it's wrong. It is wrong. I know I shouldn't really bully anyone – it's horrible."*
> (Q: It helps you in some way?)
> *"Yeah. 'Cos it takes out the anger."*

The theme or construct anger is however a feature common to Mark's self-characterisation, repertory grid and follow-up interview.

3.3. Case Study Two: Darren

Darren was a 13 year old participant who had been attending an Education Support Centre since the start of the school year. His scores on the SRQ indicated that he was a high frequent, physical bully with a tendency to beat up other pupils and an occasional relational bully in terms of calling other pupils names (see Table 3-1). Darren did not report any occasional or frequent instances of being bullied. On the SDQ he scored in the clinical range for emotional symptoms, conduct problems and inattention-hyperactivity Table 3-2. Darren was unable to focus for more than 15 minutes and took considerable time to orientate to the task. Hence he was seen for short 'chunks' on a number of different occasions. He opted for me to go through the questionnaires with him rather than fill them out independently.

3.3.1. *Darren's self-characterisation*

Darren's interpretation of the self-characterisation instructions was quite literal in that he dictated it from the perspective of a close friend and how they would describe him. He gave the following account.

"Darren is a good friend. He gives me money when I need it. He walks home with me and helps me out when I need help. He is strong and can lift me up. Darren sorts me out. He helps me out when I am in trouble and when I am angry. Darren sticks up for me and he doesn't ditch me. Darren likes playing football and X-Box 360 online. We play online 'til late and I enjoy his company when I am with him. He also hangs out with his other mates and has a good time. He is a good laugh and is funny."

His self-characterisation was scored according to Jackson's criteria (Table 3-13). He was given a score of zero for views of others, personal history and future, contradictions and insight. This pattern of poor scores and his overall score was consistent with Jackson's description of children classed as problematic who tend to score below age related levels. Darren's score for self-esteem was derived from construct poles relating to personal qualities rather than for sense of achievement.

Measure	Score
Views of others	0
Personal history & future	0
Psychological cause and effect	6
Psychological statements	11
Non psychological statements	3
Contradictions	0
Insight	0
Self esteem	5
Total	25

Table 3-13: Darren's self-characterisation scores (Jackson, 1988)

The construct poles identified in Darren's self-characterisation were all relating to himself and were fitted into a narrow range of Landfield's content categories, as shown in Table 3-13. Over 80% of the construct poles identified (see Table 3-14) were coded as belonging to one of three (sub)-categories. These were high tenderness (35.3%), active social interaction (23.5%) and factual description (23.5%). This suggests that, at least for the people with whom he considers himself to be good friends, Darren construes himself in terms of the high tenderness category as being helpful and there for others, defending them when needed.

Category	Construct poles applied by Darren to himself
High tenderness	"Gives me money (when I need it)"
	"Helps me out (when I need help)"
	"Sorts me out"
	"Helps me out (when I am in trouble/angry)"
	"Sticks up for me"
	"He doesn't ditch me"
Active social interaction	"Good friend"
	"Walks home with me"
	"Enjoy his company"
	"Hangs out with his other mates"
Factual description	"Strong"
	"Can lift me up"
	"Likes playing football & X-Box"
	"We play online 'til late"
High Humour	"A good laugh"
	"funny"
High forcefulness	"Has a good time"

Table 3-14: Content analysis of Darren's self-characterisation (Landfield, 1971)

3.3.2. *Darren's grid*

The constructs elicited from Darren's repertory grid interviews are shown in Table 3-15 along with his ratings for the provided elements on each of the constructs. Darren's raw grid scores suggest that he views himself, bullies and victims in the following ways:

Self definition

Darren applied extreme ratings on the construct poles 'horrible', 'not cool' and 'bully' to himself when bullying. When not bullying he defined himself as 'gets on well with other people', 'doesn't interfere', 'sensitive', a 'good friend' and 'cool'. His rating for self now suggests that he construes himself as being 'confident' (as opposed to being sensitive). He also rated himself now highly in terms of popularity. Darren's construal of his ideal self is as being 'popular', 'cool', 'funky', a 'good friend' and 'keeps to self' (as opposed to getting into trouble). His construction of his self in a year's time

shares four of these construct poles ('popular', 'cool', 'funky', and a 'good friend') and also consists of the construct poles 'doesn't interfere' and 'nice'.

	CONSTRUCTS	Self when bullying someone	Self when not bullying anyone	Mum	Dad	Typical bully	Typical victim	Someone in my class I respect	Someone in my class I do not respect	Self now	Ideal self	Self in a year's time	Self as others see me	Self as someone I have bullied sees me
														ELEMENTS
1	Gets on well with people-Gets on badly with people	2	7	7	7	1	3	6	2	5	5	6	4	3
2	Keeps self to themselves-Gets into trouble	2	5	6	6	2	7	5	1	3	7	5	6	2
3	Doesn't interfere-Interferes	4	7	6	5	1	7	4	1	4	5	7	6	2
4	Horrible-Nice	7	1	1	3	7	1	3	7	4	2	1	3	4
5	Popular-On their own	2	6	6	5	1	4	4	1	6	7	7	5	3
6	Not cool-Cool	7	1	1	3	7	7	3	7	4	1	1	3	3
7	Sensitive-Confident	4	7	6	4	3	6	7	1	1	2	3	4	6
8	Good friend-Backstabbing	3	7	7	6	1	4	7	3	5	7	7	5	3
9	Funky-Uncool	3	6	6	5	3	5	5	6	5	7	7	5	3
10	Happy-Sad	3	6	6	6	2	4	6	2	5	6	6	5	3
11	Bully-Victim	7	4	4	4	7	1	4	1	4	4	4	4	7

Table 3-15: Darren's repertory grid

Bully definition

Darren's raw grid scores suggest that he construes a typical bully as 'gets on badly with people', 'interferes', 'horrible', 'on their own', 'not cool', 'backstabbing' and a 'bully'.

Victim definition

The raw grid scores also suggest Darren construes a typical victim as 'keeps to themselves', 'doesn't interfere', 'nice', 'not cool', and a 'victim'.

3.3.3. *Content categorisation of grid constructs (Landfield, 1971)*

The ten constructs elicited from Darren during his repertory grid interviews were coded according to Landfield's system and fitted with seven categories, presented in Table 3-16. Three of these, 'social interaction', 'tenderness' and 'forcefulness', were common themes to both Darren's grid constructs and the construct poles extracted from his self-characterisation. The social interaction category might be considered by Landfield and Epting (1987) to be overused.

Content category	**Constructs elicited from Darren**
Social interaction	Gets on well with people-Gets on badly with people Popular-On their own Keeps self to themselves-Gets into trouble
Status	Not cool-Cool Funky-Uncool
Tenderness	Horrible-Nice
Forcefulness	Doesn't interfere-Interferes
Emotional arousal	Happy-Sad
Morality	Good friend-Backstabbing
Self-sufficiency	Sensitive-Confident

Table 3-16: Content categories for Darren's grid constructs (Landfield, 1971)

When comparing Darren's grid constructs that were elicited from triads containing the 'self when bullying' with his grid constructs that were elicited from triads containing the 'self when not bullying' element, the content of the two types of construct were considered. Table 3-17 shows that for bullying constructs, the emergent poles are classed as active social interaction, low tenderness, high status and morality whereas

the non bullying construct poles are classed as inactive social interaction, low forcefulness, low status, low self-sufficiency and emotional arousal.

When bullying	When not bullying
Social interaction	*Social interaction*
Gets on well with people-Gets on badly with people	Keeps self to themselves-Gets into trouble
Popular-On their own	*Forcefulness*
	Doesn't interfere-Interferes
Tenderness	
Horrible-Nice	*Status*
	Not cool-Cool
Morality	
Good friend-Backstabbing	*Self-sufficiency*
	Sensitive-Confident
Status	
Funky-Uncool	*Emotional arousal*
	Happy-Sad

Table 3-17: Content categories for Darren's bullying and non-bullying related categories (Landfield, 1971)

The content categories of the constructs that Darren applied to himself are shown in appendix 14. The extreme rated 'self now' construct was categorised as high self-sufficiency; for 'self when not bullying' these were high status, active social interaction, low self sufficiency and high morality. For 'self when bullying' these were low status and low tenderness.

Darren's construal of other people who were elements in the grid according to Landfield's categories was also considered (see appendix 14) by looking at the extreme ratings applied to each of these elements. The only construct pole that Darren applied to the 'typical bully' and 'typical victim' was classed as belonging to the low status category. There are similarities in terms of how Darren construes a 'typical bully' and the person in his class he does not respect. These are coded according to Landfield's (sub)-categories of low status, inactive social interaction and low tenderness.

3.3.4. *Slater analysis of Darren's grid*

Darren's grid was analysed using Idiogrid. The analysis involved carrying out a single grid Slater analysis (see appendix 13). The key findings are reported below.

Correlations between constructs

For Darren's grid, the strongest correlation of constructs with the construct bully-victim is the inverse of funky-uncool (r=-0.67). This indicates that for people whom Darren construes as being a bully, he is also likely to construe them as being uncool. Darren's construct sensitive-confident did not correlate highly with any of the other constructs.

Distances between elements

Table 3-18 shows the distances between elements. The distance of 0.42 between Darren's elements 'self when bullying' and 'typical bully' suggests that he construes these two elements very similarly. The small distance between his 'ideal self' and 'self now' elements is suggestive of high self-esteem. Darren's construing of 'ideal self' is very different to his construing of a 'typical bully'. His construing of his 'ideal self' is fairly similar to both his construing of 'self when not bullying' and 'self now'. His construing of his 'ideal self' is quite different from his construing of himself now. It was noted that the distance of 'self now' from 'self when bullying' was similar to the distance of 'self now' and 'self when not bullying'.

Measure	Element Euclidean Distance
Distance Self when bullying/ Ideal self	1.27
Distance Self when not bullying/ Ideal self	0.66
Distance Self now/ Ideal self	0.66
Distance Self now/ Self when bullying	0.89
Distance Self now/ Self when not bullying	0.90 0.42
Distance Self when bullying/ Typical bully	1.09
Distance Self now/ Typical bully	
Distance Self now/ Typical victim	0.97
Distance Ideal self/ Typical victim	1.02
Distance Ideal self/ Typical bully	1.58

Table 3-18: Standardised Euclidean Element distances for Darren

Measures of elaboration: sum of squares

In Table 3-19 Darren's 'self when not bullying' is close to the average percent of the total sum of squares (7.69%) and self when bullying is a higher value. This implies that Darren's construing of himself when bullying is more elaborated than his construal of himself when not bullying.

Element	Sum of squares	Percent total of sum of squares
Self when bullying	60.35	10.85
Self when not bullying	43.35	7.79

Table 3-19: Darren's percentage total sum of squares of elements

Intensity

In Table 3-20, Darren's bullying related constructs are relatively more structured than his non-bullying related constructs. They are more tightly inter-related and used less independently than his non-bullying related constructs.

Type of construct correlations	Intensity score (sum of squares)
Bullying construct correlations	6.144
Non-bullying constructs correlations	3.5855
Bullying intensity – non-bullying intensity	2.5585

Table 3-20: Darren's intensity scores for bullying and non-bullying related constructs

Variance accounted for by the first principal component of the construct correlations

The relatively large percentage of variance accounted for by Darren's first component and the relatively small percentage of variance accounted for by his second component is suggestive of a relatively tightly structured construing system. This indicates that Darren's construct system is relatively cognitively simple.

	Percentage variance
Component 1	67.53
Component 2	11.94

Table 3-21: Percentage variance accounted for by component 1 and 2 for Darren

Loadings of elements and constructs on the first two principal components

The loadings of constructs, presented in Table 3-21, on Darren's first component demonstrates that it contrasts 'horrible', 'not cool' people with those who 'get on well with people', 'do not interfere', and are 'popular' and a 'good friend'. His second component contrasts 'funky' people with those who are 'sensitive' or 'bullies'. Darren's constructs which have the highest loadings on his first principal component are 'horrible-nice' and 'not cool-cool'. These are considered as being superordinate constructs (see appendix 15).

Principal component analysis plot

Self-related bullying elements:

Darren's construal of 'self when bullying' is quite salient to him and is his furthest self-related element from the origin of the plot, presented in Figure 3-8. It is in the same quadrant as a 'typical bully' and 'self as someone I have bullied sees me'. He construes himself when bullying as backstabbing, on his own, interferes and gets into trouble and opposite to his construal of his 'ideal self' and 'self in a year's time'. His construing of 'self as someone I have bullied sees me' is as being uncool and a bully. This element is also quite salient for Darren.
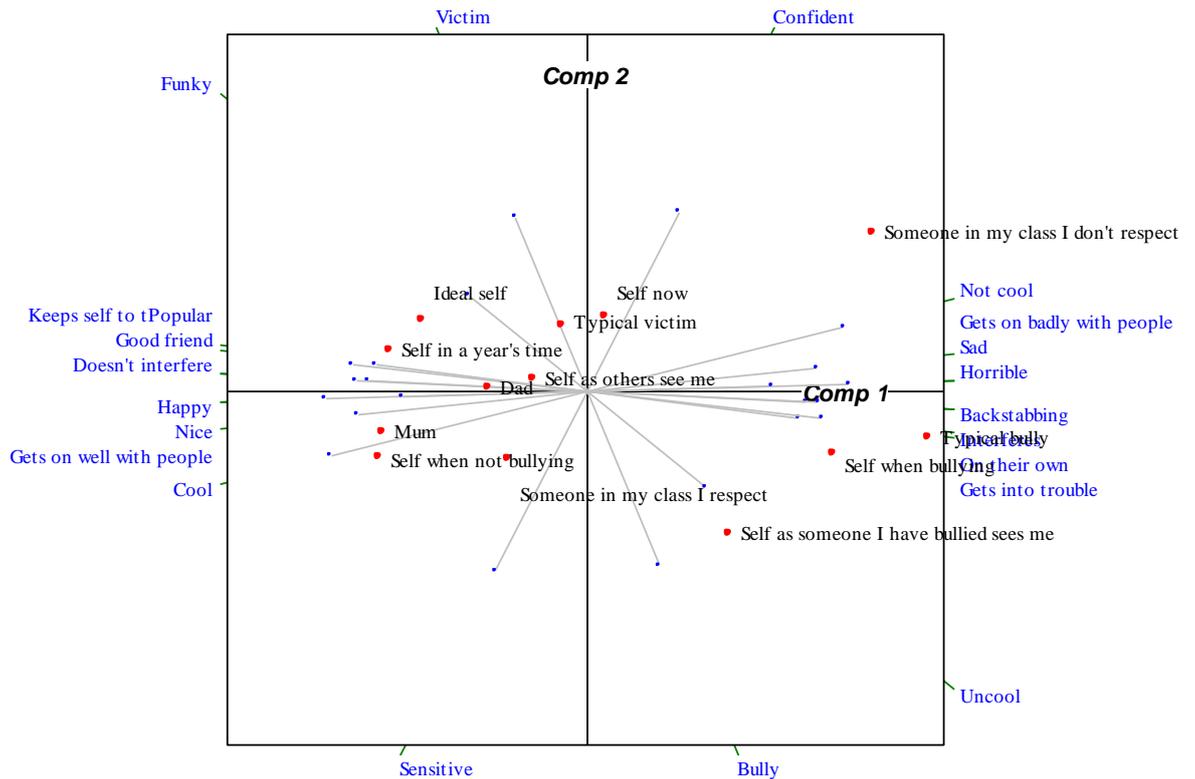
Figure 3-8: Plot of the elements in construct space for Darren's grid

Self-related non-bullying elements:

Darren construes himself when not bullying as nice, gets on well with people and cool and close to how he construes his mum. These elements are also in the same quadrant as someone in his class whom he respects. He construes his 'ideal self' and 'self in a year's time' as being funky, keeps themselves to themselves, popular and good friends. Darren's construing of himself as others see him appears to be vague as indicated by the closeness of this element to the plot's origin.

Construing of others:

Darren construes his mum as nice, gets on well with people and cool. He construes his dad as happy and doesn't interfere. He construes the person in his class whom he respects as sensitive and cool and the person whom he does not respect as confident and not cool. He construes a 'typical victim' as a victim and a 'typical bully' as backstabbing, on his own, interferes and gets into trouble. The 'typical bully' and

person whom he does not respect are further from the origin of the plot than most of the other elements and thus more salient to Darren.

3.3.5. *Implicative dilemma*

Darren would like to 'keep himself to himself' (rather than 'get into trouble') and be 'confident' but people who keep to themselves tend to be 'sensitive' (the opposite pole to 'confident'). This has a correlation coefficient of r=0.34. Being 'sensitive' is likely to be threatening for Darren (in Kellian terms) and create dilemmas about moving away from getting into trouble. This implicative dilemma is shown diagrammatically in Figure 3-9.
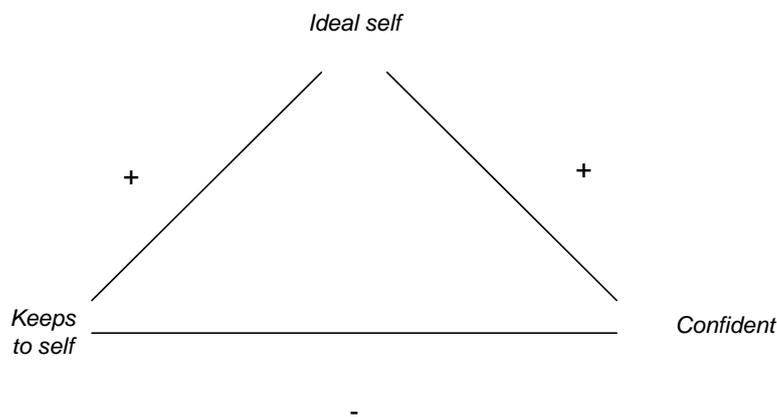
Figure 3-9: An implicative dilemma of Darren's

3.4.   Case Study Three: Chloe

Chloe was a 15 year old pupil who had been attending an Educational Support Centre for three years. Chloe lived with her grandfather. Although the reason for being excluded from mainstream education was not related to bullying she had recently been involved in a series of relational type bullying incidents where she had been accused of targeting another student. Chloe was open about being accused of this and described that she intentionally excluded this particular student when completing the SRQ. However, she did not accept that her behaviour was bullying as she saw that her actions were justifiable because of the way the other pupil behaved and dressed. Her

scores on the SRQ indicate that she carries out relational bullying (Table 3-1). On the SDQ, Chloe scored in the borderline range overall and on the subscales emotional symptoms, conduct problems and attention deficit-hyperactivity (Table 3-3).

3.4.1. *Chloe's self-characterisation*

Chloe initially struggled to grasp the concept of talking about herself in the third person but she was able to give the following account for her self-characterisation:

> *"Chloe is emotional. She doesn't like selfish people or liars. She has 3 brothers and 3 sisters. Chloe is not good at making decisions and is a bit dumb. She is dippy, stupid and clumsy. She is negative and has not got one good thing in her life. She had one good thing in her life until last night when she dumped her boyfriend and now he won't go back out with her. She and her best mate get on like sisters. Her granddad is good and like the stability in her life."*

Her self-characterisation was scored according to Jackson's (1988) criteria (see Table 3-22). It was shorter than the examples given by Jackson and scored in keeping with younger children or children classed as problematic. However, her score for insight was relatively high as she was judged to show awareness of her shortcomings and consequent difficulties. Her self-esteem score was low and linked to claims of moral virtue rather than claims of competence, which she seemed to lack. Chloe demonstrates some awareness of the views of others about her in her self-characterisation and one example of her personal history, although this was very recent and does not illustrate a construction of self over time. She does not refer to the future. Although her score for psychological statements was low, she scored relatively highly for psychological cause and effect as she demonstrated some connected themes running across the self-characterisation such as not being good at making decisions. Her score for contradictions reflects the early claim that she has nothing good in her life, which she later seems to resolve by referring to her relationship with her best friend and the influence of her granddad.

Measure	Score
Views of others	2
Personal history & future	1
Psychological cause and effect	5
Psychological statements	7
Non psychological statements	1
Contradictions	4
Insight	8
Self esteem	3
Total	32

Table 3-22: Chloe's self-characterisation scores (Jackson, 1988)

Table 3-23 shows Chloe's construct poles that she applies to herself in her self-characterisation. They have been coded according to Landfield's system and were found to fit into 10 of the 32 content (sub)-categories. The most commonly used categories are self reference (25%) and low intellective (18.8%), followed by low organisation (12.5%).

Category	
Self reference	"Doesn't like selfish people or liars"
	"He won't go back out with her"
	"Her granddad is good"
	"Like the stability in her life"
Low intellective	"A bit dumb"
	"Dippy"
	"Stupid"
Low organisation	"Not good at making decisions"
	"Clumsy"
Low tenderness	"Dumped her boyfriend"
Extreme qualifiers	"Has not got one good thing in her life"
Past time orientation	"Had one good thing in her life until last night"
Emotional arousal	"Emotional"
Factual description	"Has 3 brothers & 3 sisters"
Closed to alternatives	"Negative"
Active social interaction	"She & her best mate get on like sisters"

Table 3-23: Content analysis of Chloe's self-characterisation, construing self (Landfield, 1971)

Chloe makes references to other people in her self-characterisation and the construct poles that she applied to other people were categorised in the table below. They fit with the main categories of morality and tenderness, as shown in Table 3-24.

Category	
Low morality	"selfish people"
	"liars"
High morality	"Her grandad is good"
	"Like the stability in her life"
Low tenderness	"He won't go back out with her"

Table 3-24: Content analysis of Chloe's self-characterisation, construing others (Landfield, 1971)

3.4.2. *Chloe's Grid*

The grid table (Table 3-25) shows the constructs elicited from Chloe during her repertory grid interview and the ratings she provided for each of the elements on the constructs. Chloe interpreted the 'self when bullying' element more as 'self if bullying' and since she did not construe herself as a bully, stated that she would be the same as a typical bully if she were to be a bully. Therefore she stated that she would rate both these elements identically. Interestingly, she was able to construe how someone she has bullied might rate her.

	CONSTRUCTS	Self when bullying someone	Self when not bullying anyone	Mum	Dad	Typical bully	Typical victim	Someone in my class I respect	Someone in my class I do not respect	Self now	Ideal self	Self in a year's time	Self as others see me	Self as someone I have bullied sees me
1	Neglectful-Caring	4	1	7	7	4	4	1	4	1	1	1	2	4
2	Nice-Horrible	1	7	5	4	1	4	7	1	6	7	7	5	1
3	Kind-Selfish	1	7	1	1	1	6	7	1	5	7	7	6	2
4	Boisterous-Timid	7	4	4	6	7	1	4	4	4	4	4	5	5
5	Stands up for themselves-Backs down	4	7	7	7	4	1	7	7	7	7	7	7	7
6	A wind up-Chilled out	7	7	4	4	7	1	4	6	7	4	4	7	6
7	Doesn't give two shits-Cares too much	7	2	7	7	7	4	2	7	4	4	5	4	7
8	Emotional-Stone cold	1	5	7	1	1	7	4	7	6	4	4	4	1
9	Liar-Honest	7	1	4	4	7	7	1	7	1	1	1	1	1
10	Geek-Cool	1	1	4	4	1	7	1	5	2	6	6	2	2
11	Bully-Victim	7	4	4	4	7	1	4	4	4	4	4	4	4

Table 3-25: Chloe's repertory grid

Chloe's raw grid scores, in particular the ratings where she has applied extreme scores, indicate that she construes herself, bullies and victims in the following ways:

Self definition

Chloe defines her 'self now' as caring, stands up for herself, a wind up and honest. She also sees her 'ideal self' as caring, stands up for herself and honest, as well as nice and kind. This is very similar to how she sees her 'self in a year's time'. She also construes her 'ideal self' closer to being a geek. She talked about it in the context of needing to change in this direction in order to do well in her GCSEs. Chloe defines her 'self when not bullying' as caring, nice, kind, stands up for self, a wind up, honest and cool. She construes other people's construing of her as being someone who stands up for themselves, winds people up and is honest. In comparison, she construes the person whom she bullied to construe her as someone who is a liar, horrible, stands up for themselves, and doesn't give two shits.

Bully definition

Chloe construed herself when bullying identically to the way she defined a 'typical bully'. This was as someone who is horrible, selfish, boisterous, a wind up, doesn't give two shits, is stone cold, a liar, cool and a bully.

Victim definition

Chloe construed a 'typical victim' as someone who is timid, backs down, is chilled out, emotional, a liar and a geek. She commented, while rating the 'typical victim' on her honest-liar construct, that a victim would be a liar as they do not tell people the truth about what is happening to them and pretend that they are okay.

3.4.3. *Content categorisation of grid constructs (Landfield, 1971)*

Chloe's ten constructs elicited during the grid interview were coded into six of Landfield's categories, shown in Table 3-26. The largest of these was the category tenderness, which accounted for 30% of the constructs and would, according to Landfield and Epting (1987), be considered as being overused. The categories emotional arousal and forcefulness occur next most frequently.

Content category	Constructs elicited from Chloe
Tenderness	Neglectful-Caring Nice-Horrible Kind-Selfish
Emotional arousal	A wind up-Chilled out Emotional-Stone cold
Forcefulness	Boisterous-Timid Stands up for themselves-Backs down
Extreme qualifier	Doesn't give two shits-Cares too much
Morality	Liar-Honest
Status	Geek-Cool

Table 3-26: Content categories for Chloe's grid constructs (Landfield, 1971)

In Table 3-27, when the content categories applied to Chloe's grid constructs which were elicited from triads containing the 'self when bullying element' were compared with the content categories applied to her constructs that were elicited from triads containing the 'self when not bullying' element, it was found that the same number of categories were applied to both types of constructs. Some categories (tenderness and emotional arousal) were applied to both with the emergent pole for non-bullying constructs being high tenderness and the emergent pole for bullying constructs being low tenderness. 'Morality' and 'Forcefulness' categories were applied to bullying constructs only and the 'extreme qualifier' and 'status' categories were applied to non bullying constructs.

When bullying	When not bullying
Tenderness Neglectful-Caring	*Tenderness* Nice-Horrible Kind-Selfish
Forcefulness Boisterous-Timid Stands up for themselves-Backs down	*Emotional arousal* A wind up-Chilled out

Emotional arousal	*Extreme qualifier*
Emotional-Stone cold	Doesn't give two shits-Cares too much
Morality	*Status*
Liar-Honest	Geek-Cool

Table 3-27: Content categories for Chloe's bullying and non-bullying related categories (Landfield, 1971)

The content categories into which Chloe's grid constructs were allocated were compared with the content categories into which her construct poles from her self-characterisation were coded. There was a degree of overlap which comprised of the categories emotional arousal, tenderness and extreme qualifiers. A further content category, morality, was applied to a grid construct and a construct poles that she applied to other people, in her self-characterisation.

Appendix 14 shows Chloe's construct poles on which she applied extreme ratings to self-related elements and other people in her grid, as well as content category into which these fit. Chloe tended to apply extreme ratings to many of her self-related elements. She applies the high morality construct pole 'honest' and the high forcefulness construct pole 'stands up for herself' to all her self-related elements except for 'self when bullying'. She applied the construct pole 'cool', which was categorised as high status, to her 'self when bullying' and 'self when not bullying'.

The range of rating categories, into which Chloe's construing of a 'typical bully' fell, was comprised of low tenderness, high forcefulness, emotional arousal, extreme qualifiers, low morality and high status. The ratings categories which related to her construing of a 'typical victim' were low forcefulness, emotional arousal, low morality and low status.

3.4.4. *Slater analysis of Chloe's grid*

Chloe's grid was analysed using Idiogrid. A single grid Slater analysis was carried out (see appendix 13). The key findings are reported below.

Correlations between constructs

Chloe's constructs that correlate highly with the 'bully-victim' construct are 'boisterous-timid' (r=0.88), 'a wind up-chilled out' (r=0.70), 'emotional-stone cold' (r=-0.64) and 'geek-cool' (r=-0.63). This indicates that for the people whom Chloe construes as bullies, she is also likely to construe them as being boisterous, a wind up, stone cold and cool.

Distances between elements

The distances between elements are presented in Table 3-28. Chloe's construing of 'ideal self' is similar to her construing of 'self now' and 'self when not bullying'. It is different to her construing of 'self when bullying' which she intentionally construed identically to 'typical bully'. Chloe construes 'self when not bullying' similarly to 'self now'.

Measure	
Distance Self when bullying/ Ideal self	1.36
Distance Self when not bullying/ Ideal self	0.61
Distance Self now/ Ideal self	0.57
Distance Self when bullying/ Typical bully	0.00
Distance Self when bullying/ Self now	1.18
Distance Self when not bullying/ Self now	0.32

Table 3-28: Standardised Euclidean Element distances for Chloe

Measures of elaboration: sum of squares

The percentage of the total sum of squares, presented in Table 3-29, is higher for Chloe's 'self when bullying' than for her 'self when not bullying', which would generally indicate that Chloe's construing of herself when bullying is more elaborated than her construing of herself when not bullying.

Element	Sum of squares	Percent total of sum of squares
Self when bullying	72.94	11.53
Self when not bullying	46.09	7.28

Table 3-29: Chloe's percentage total sum of squares of elements

Intensity

Chloe's bullying related constructs, presented in Table 3-30 are relatively less structured than her non-bullying related constructs. They are less tightly inter-related and used more independently than her non-bullying related constructs.

Type of construct correlations	Intensity score (sum of squares)
Bullying construct correlations	1.7327
Non-bullying constructs correlations	2.8872

Table 3-30: Chloe's intensity scores for bullying and non-bullying related constructs

Variance accounted for by the first principal component of the construct correlations

Variance, presented in Table 3-31, accounted for by the first principal component. The relatively small percentage of variance accounted for by Chloe's first principal component and relatively high percentage variance accounted for by her second principal component is suggestive of loose construing. This is indicative of her construct system being cognitively complex.

	Percentage variance
Component 1	49.43
Component 2	25.60

Table 3-31: Percentage variance accounted for by component 1 and 2 for Chloe

Loadings of elements and constructs on the first two principal components

The loadings of constructs on Chloe's principal dimension of construing demonstrate that it contrasts people who are neglectful, liars and don't give two shits with nice, kind people. Her second major dimension contrasts stone cold, cool people with people who are chilled out, timid, victims who back down. Chloe's constructs 'kind-selfish', 'nice-horrible' and 'liar-honest' have the highest loadings on the principal

component and as such, can be considered as being superordinate constructs (see appendix 15).

Principal component analysis plot

Chloe's PCA plot is shown in Figure 3-10. All Chloe's elements are well defined. The constructs 'nice-horrible', 'kind-selfish' and 'doesn't give two shits-cares too much' overlap and thus are similarly defined. The vector 'stands up for self-backs down' is shorter than the others indicating that it is less well defined by this component space.
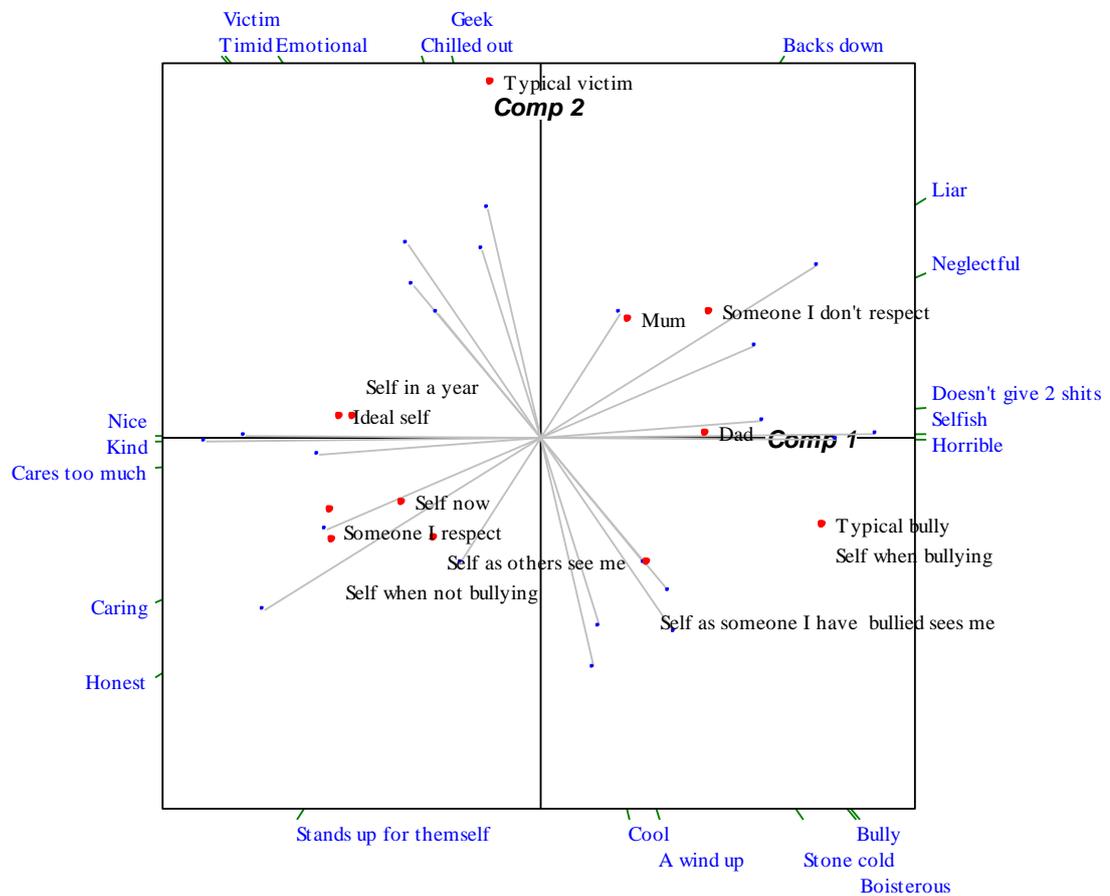
Figure 3-10: Plot of the elements in construct space for Chloe's grid

Self-related bullying elements:

Chloe construes herself when bullying in the same way she construes a 'typical bully', as being horrible, a bully and boisterous. Herself as someone she has bullied sees her is in the same quadrant and construed as stone cold, a bully and boisterous.

Self-related non bullying elements:

Chloe's construing of 'self when not bullying' was as caring and honest and in the same quadrant to her 'self now', 'self as others see me' and 'someone I respect'. Her 'ideal self' and 'self in a year' were construed very similarly and close to the first component. They are almost polar opposites to her construing of her dad.

Construing of others:

Chloe construes a 'typical victim' as chilled out and a geek. Her mum and dad are in the same quadrant as each other. Her mum is construed as a person who backs down and is a liar while she construes her dad as selfish, horrible and not giving two shits. The person whom Chloe does not respect in her class is in the same quadrant as her mum and dad and the person she respects in the opposite quadrant, which is the same quadrant as her 'self now' and 'self when not bullying'.

3.4.5. *Implicative dilemma*

Although some implicative dilemmas for Chloe were identified with regards to moving from 'self now' to 'ideal self' (see appendix 13), these were not directly concerned with changing from bullying to non-bullying related behaviours. For example, Chloe would like to be a 'geek' (rather than 'cool') and be 'a wind up' but people who are geeks tend to be 'chilled out' (the opposite pole to 'a wind up'). This has a correlation coefficient of r=0.76.

3.5. Case Study Four: Rachel

Rachel did not identify with being a bully and rated herself as a relational victim on the SRQ (Table 3-1). She was included in the sample as teacher nominations indicated that she was a relational bully. During the interview, Rachel had a quiet and composed

manner. She was thoughtful about her responses and chose her constructs carefully, explaining her thoughts and then finding the word that she felt was most appropriate.

3.5.1. *Rachel's self-characterisation*

Rachel gave the following self-characterisation, which was short, despite being encouraged to say more:

> *"Rachel is kind and always thinks of other people before herself. She is giving. She enjoys socialising with friends. She bites her finger and covers her mouth nearly all the time which is annoying. Rachel finds her brothers and sisters annoying. She gets along with her mum, not her dad. She is slim and pretty."*

Rachel's score on Jackson's criteria was low, indicating that she is a poor psychologist. This score was influenced by the length of her self-characterisation. However, her pattern across the different measures was also consistent with Jackson's pattern of scores reported for problematic children. In particular, she scored poorly on views of others, personal history and future and insight. Her self esteem score relates to her self-image and qualities rather than perceived accomplishments or skills (see Table 3-32).

Measure	Score
Views of others	1
Personal history & future	0
Psychological cause and effect	4
Psychological statements	8
Non psychological statements	4
Contradictions	2
Insight	0
Self esteem	3
Total	22

Table 3-32: Rachel's self-characterisation scores (Jackson, 1988)

On Landfield's coding system, the construct poles extracted from Rachel's self-characterisation were classed as belonging to six of Landfield's categories, as shown in Table 3-33. The most frequently used category was 'self reference' (36.4%). The next frequently used categories were 'high tenderness' (18.2%) and 'extreme qualifier' (18.2%). She also applied the construct pole 'annoying' to her brother and sister, which was coded as 'active social interaction'.

Category pole	
High tenderness	"Kind"
	"Giving"
Factual description	"bites her finger & covers her mouth"
Extreme qualifier	"Always thinks of others before herself"
	"(bites her finger and covers her mouth) nearly all the time"
Self reference	"(She bites her finger and covers her mouth nearly all the time) which is annoying"
	"finds her brother & sister annoying"
	"Gets along with her mum"
	"(Gets along with her mum), not her dad"
Active social interaction	"Enjoys socialising"
External appearance	"Slim"
	"Pretty"

Table 3-33: Content analysis of Rachel's self-characterisation (Landfield, 1971)

3.5.2. *Rachel's grid*

Rachel's raw grid data is provided in Table 3-34 below. She had a tendency to apply extreme ratings to the elements, or used the middle of the scale. Rachel interpreted the element 'self when bullying someone' to be how she was like in the past when she admitted she bullied others. She explained that the person she had bullied in the past would see her in terms of how she is now and be aware of how she has changed. During the grid interview Rachel described that she used to get involved with, but did not initiate, bullying incidents because she was influenced by her friends at the time.

She said she had been able to change by changing her friends and now when she sees other people join in bullying others she tries to intervene to make them aware of what they are doing. Her construing of herself contrasted with her teacher's reports that she tended to be the instigator of bullying among her peer group.

	CONSTRUCTS	Self when bullying someone	Self when not bullying anyone	Mum	Dad	Typical bully	Typical victim	Someone in my class I respect	Someone in my class I do not respect	Self now	Ideal self	Self in a year's time	Self as others see me	Self as someone I have bullied sees me
1	Trying to be a better person -Stays the same	7	1	7	1	1	7	1	1	1	1	1	4	7
2	Quiet -Outgoing	1	7	4	7	1	7	7	1	7	1	7	7	7
3	Keeps to self- Mouthing back	1	7	7	7	1	7	7	1	7	7	7	7	7
4	Stand up for self -Afraid	7	1	7	7	7	1	7	7	7	7	7	7	7
5	Helps others-Hurts people's feelings	4	7	7	4	1	7	7	1	7	7	7	7	7
6	Listens-Doesn't care	4	7	7	1	1	7	7	1	7	7	7	7	7
7	Gets on with others- Bullies others	1	4	7	1	1	7	7	1	7	7	7	7	7
8	Confident -Scared of what others think	7	4	7	7	7	4	7	7	4	7	4	4	7
9	There for others-Cares about self	1	7	7	1	1	7	7	1	7	7	7	7	7
10	Generous-Not caring about others	1	7	7	1	1	7	7	1	7	7	7	7	7
11	Bully-Victim	4	1	1	7	7	1	1	7	4	4	4	1	4

Table 3-34: Rachel's repertory grid

Rachel's raw grid scores suggest that she views herself, bullies and victims in the following ways:

Self definition

Rachel's extreme ratings for 'self now' suggest that she considers herself to be a person who stays the same, is quiet, keeps to herself, stands up for herself, helps others, listens, is there for others and generous. When she is not bullying anyone she considers herself in similar terms, except she is afraid rather than stands up for herself and sees herself more in terms of being a victim and less in terms of getting on with others. Her 'ideal self' would stay the same, be outgoing, keep to herself, stand up for herself, help others, listen, get on with others, be confident, there for others and be generous.

Bully definition

Rachel considers typical bullies to be people who stay the same, are outgoing, mouth back, stand up for themselves, hurt people's feelings, do not care, bully others, are confident, care about themselves and are not caring about others, and are bullies. She construes herself when bullying as sharing some of these characteristics. The exceptions being that she does not consider herself when bullying to be a bully, to not care or to hurt other people's feelings. Instead she considers herself when bullying to be trying to be a better person.

Victim definition

Rachel considers typical victims to be people who are quiet and trying to be better people, keep to themselves, afraid, help others, listen, gets on with others, there for others, generous and a victim. This is similar to how she sees herself when she is not bullying others.

3.5.3. *Content categorisation of grid constructs (Landfield, 1971)*

Using Landfield's (1971) coding system, the ten constructs elicited from Rachel during the repertory grid interview were classified into six categories (see Table 3-35). The largest of these was 'tenderness', to which 40% of Rachel's grid constructs were

allocated. This would be classed as overused by Landfield and Epting's (1987). The social interaction category was applied next most frequently to the constructs.

Content category	Constructs elicited for Rachel
Tenderness	Helps others-Hurts people's feelings There for others-Cares about self Listens-Doesn't care Generous-Not caring about others
Social Interaction	Keeps to self-Mouthing back Gets on with others-Bullies others
Involvement	Trying to be a better person-Stays the same
Forcefulness	Quiet-Outgoing
Emotional arousal	Stand up for self-Afraid
Egoism	Confident-Scared of what others think

Table 3-35: Content categories for Rachel's grid constructs (Landfield, 1971)

Table 3-36 shows that four categories were applied to Rachel's construct subsystem relating to her 'self when bullying' and three categories were applied to her 'self when not bullying' construct subsystem. The tenderness category was applied to both types of constructs.

When bullying	When not bullying
Involvement	*Forcefulness*
Trying to be a better person-Stays the same	Quiet-Outgoing
	Social interaction
Emotional arousal	Keeps to self-Mouthing back
Stand up for self-Afraid	Gets on with others-Bullies others
Tenderness	*Tenderness*
Helps others-Hurts people's feelings	Listens-Doesn't care
There for others-Cares about self	Generous-Not caring about others
Egoism	
Confident-Scared of what others think	

Table 3-36: Content categories for Rachel's bullying and non-bullying related categories (Landfield, 1971)

There was some overlap in the construct poles from Rachel's self-characterisation and the emergent grid construct poles in terms of belonging to shared content categories in the case of high tenderness and active social interaction.

Rachel applied a high number of extreme ratings to self and other related elements (see appendix 14). Constructs applied to 'self now' and 'self when not bullying' fitted with the content categories such as high tenderness, active social interaction, low involvement and low forcefulness. Constructs applied to 'self when bullying' were classed as belonging to categories such as low tenderness and egoism. The construct poles on which Rachel has rated other elements highly are shown in appendix 14 along with the respective content category into which the construct poles have been coded. The constructs applied to 'typical bully' are coded into categories such as low tenderness, high forcefulness and egoism and the constructs applied to 'typical victim' are coded as high tenderness, low forcefulness and high involvement.

3.5.4. *Slater analysis of Rachel's grid*

Rachel's grid analysis is provided in full in appendix 13. The key findings are reported below.

Correlations between constructs

Rachel's constructs that correlate highly with the 'bully-victim' construct are 'helps others-hurts people's feelings' (r=-0.79), 'listens-doesn't care' (r=-0.84), 'gets on with others-bullies others' (r=-0.70), 'there for others-cares about self' (r=-0.78), and 'generous-not caring about others' (r=-0.78). This suggests that Rachel construes people who she considers to be bullies as those who hurt other people's feelings, do not care about others, bully others, care about themselves and do not care.

Distances between elements

In Table 3-37, Rachel sees her 'ideal self' as close to her 'self now' suggesting that she has high self-esteem and sees her 'self in a year' as the same as her 'self now', suggesting that she does not anticipate changing in the next year in terms of her constructs. The distances between her 'ideal self' and 'self when bullying' and 'self when not bullying' do not imply that 'ideal self' is particularly similar or different to these elements.

Measure	
Distance Self when bullying/ Ideal self	1.16
Distance Self when not bullying/ Ideal self	0.82
Distance Self now/ Ideal self	0.55
Distance Self when bullying/ Typical bully	0.66
Distance Self when not bullying/ Typical victim	0.55
Distance Self now/ Typical bully	1.36
Distance Self now/ Typical victim	0.74
Distance Self now/ Self when bullying	1.29
Distance Self now/ Self when not bullying	0.61
Distance Self now/ Self in a year	0.00

Table 3-37: Standardised Euclidean Element distances for Rachel

Measures of elaboration: sum of squares

In Table 3-38, Rachel's element 'self when bullying' is more elaborated than her element 'self when not bullying' as indicated by the higher value for the percent total of sum of squares for 'self when bullying' in the table below.

Element	Sum of squares	Percent total of sum of squares
Self when bullying	108.91	12.39
Self when not bullying	58.37	6.64

Table 3-38: Rachel's percentage total sum of squares of elements

Intensity

In Table 3-39, Rachel's bullying construct subsystem is less structured than her non bullying construct subsystem. This suggests that her 'self when bullying' construct system is more loosely inter-related and used in a more varied way than her 'self when not bullying' construct subsystem.

Type of construct correlations	Intensity score (sum of squares)
Bullying construct correlations	1.9267
Non-bullying constructs correlations	6.0532

Table 3-39: Rachel's intensity scores for bullying and non-bullying related constructs

Variance accounted for by the first principal component of the construct correlations

This is presented in Table 3-40. The relatively large percentage of variance accounted for by Rachel's first component and the relatively small percentage of variance accounted for by her second principal component is indicative of a fairly tightly structured construct system. This suggests that Rachel's construct system is quite cognitively simple.

	Percentage variance
Component 1	67.32
Component 2	12.51

Table 3-40: Percentage variance accounted for by component 1 and 2 for Rachel

Loadings of elements and constructs on the first two principal components

The loadings of constructs on Rachel's principal dimension of construing show that it contrasts people who are 'there for others', 'generous', 'get on with others' and 'listen' with those are 'bullies'. Rachel's second dimension contrasts 'quiet' people who 'keep to themselves' with people who 'stay the same'. Rachel's superordinate constructs, that have the highest loading on the first principal component, are 'there for others-cares about self', 'generous-not caring about others' and 'gets on with others-bullies others' (see appendix 15).

Principal component analysis plot

Rachel's plot (Figure 3-11) demonstrates how she construes her various self and other related elements in construct space.
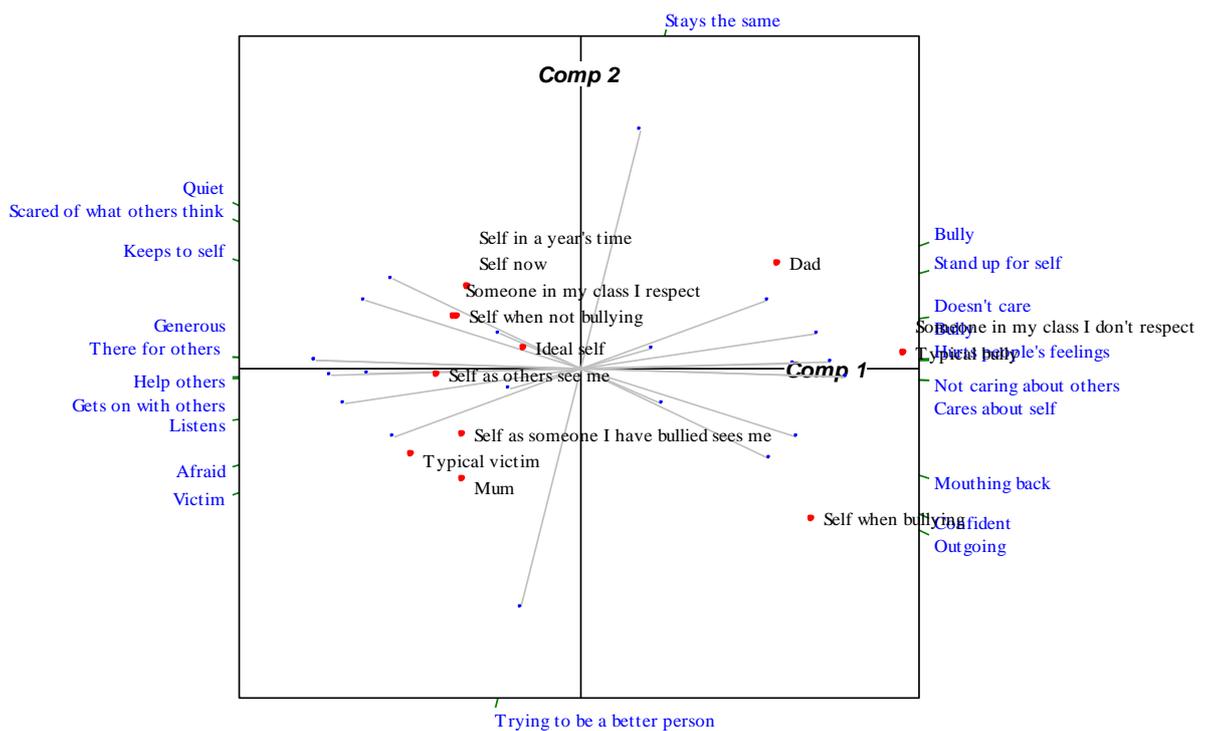
Figure 3-11: Plot of the elements in construct space for Rachel's grid

Self-related bullying elements:

Rachel's construal of 'self when bullying' appears to be salient to her and defined as confident and outgoing. Rachel indicated that this was how she used to be. Her

construing of 'self as someone I have bullied sees me' was construed as a victim and trying to be a better person and in the same quadrant as a 'typical victim' and her mum. Rachel qualified while she was rating the elements that the person she had bullied in the past would see her differently now.

Self-related non bullying elements:
Rachel's 'ideal self' is the most vaguely defined of her elements. Her 'self when not bullying', 'self now' and 'self in a year's time' are in the same quadrant and construed as being quiet, scared of what others think and keeps to herself.

Construing of others:
Rachel's elements 'typical bully', 'dad' and 'someone in my class I don't respect' are in the same quadrant. Her dad is construed as someone who is a bully and stands up for themselves while the other two are construed as people who do not care and hurt people's feelings. She construes the person she respects in similar terms to how she construes herself now and in a year's time.

3.5.5. *Implicative dilemma*

Although some implicative dilemmas for Rachel were identified with regards to moving from 'self now' to 'ideal self', these were not concerned with changing from bullying to non-bullying related behaviours (see appendix 13). For example, Rachel would like to be a 'outgoing' (rather than 'quiet') and 'help others' but people who are outgoing tend to 'hurt people's feelings' (the opposite pole to 'helps others'). This has a correlation coefficient of r=0.66.

3.6.   Group Measures

This section reports the study's findings for the sample.

3.6.1. *Self construing from self-characterisations*

The participants' scores on Jackson's (1988) eight measures derived from the theory were compared to the sample self-characterisations that Jackson provided to illustrate

the different pattern of scores for children from three groups: problematic, unorthodox and normal. This study's participants scored most similarly to Jackson's 'problematic' group with low overall scores and low scores for views of others, and personal history and future. They also demonstrated relatively low scores for psychological cause and effect. It was noted that Mark and Chloe scored highly in terms of insight whereas Darren and Rachel scored zero for this (see Table 3-41:).

Measure	Mark	Darren	Chloe	Rachel
Views of others	0	0	2	1
Personal history & future	0	0	1	0
Psychological cause and effect	1	6	5	4
Psychological statements	11	11	7	8
Non psychological statements	3	3	1	4
Contradictions	3	0	4	2
Insight	12	0	8	0
Self esteem	4	5	3	3
Total	34	25	32	22

Table 3-41: The participants' self-characterisation scores (Jackson, 1988)

3.6.2. *Content analysis of self-characterisations*

Seventeen out of a possible 32 (53.1%) of Landfield's (1971) codes were found to be applicable to the group's construct poles extracted from the self-characterisations (see Table 3-42). The most commonly occurring of these were factual description (14.7%), followed by active social interaction (13.2%), self-reference (11.8%) and high tenderness (11.8%).

(sub)-Category	Frequency of construct poles	Percentage
Factual description	10	14.7
Active social interaction	9	13.2
Self-reference	8	11.8
High tenderness	8	11.8
Low intelligence	5	7.4
Extreme qualifiers	5	7.4
High forcefulness	4	5.9
Emotional arousal	4	5.9
Low organisation	3	4.4
External appearance	3	4.4
Low tenderness	2	2.9
High humour	2	2.9
Closed to alternatives	1	1.5
Sexual	1	1.5
High morality	1	1.5
Low morality	1	1.5
Past time orientation	1	1.5
Inactive social interaction	0	0
Low forcefulness	0	0
High organisation	0	0
High self-sufficiency	0	0
Low self-sufficiency	0	0
High status	0	0
Low status	0	0
High intelligence	0	0
Low imagination	0	0
Multiple description – alternatives	0	0
High egoism	0	0
Future time orientation	0	0
High involvement	0	0
Low involvement	0	0
Low humour	0	0

Table 3-42: Content analysis of the participants' self-characterisations (Landfield, 1971)

3.6.3. *Content analysis of grid constructs*

Table 3-43 shows the frequency and percentages of Landfield's (1971) categories that were applied to the participants' grid constructs. Of Landfield's (1971) twenty main categories, ten (50%) were chosen as best describing the content of the participants' grid constructs. The most frequent of these was tenderness (22.5%), followed by social interaction (20%) and forcefulness (20%).

Category	Frequency of constructs	Percentage
Tenderness	9	22.5
Social interaction	8	20
Forcefulness	8	20
Emotional arousal	4	10
Status	3	7.5
Self sufficiency	2	5
Morality	2	5
Egoism	2	5
Involvement	1	2.5
Extreme qualifiers	1	2.5
Organisation	0	0
Factual description	0	0
Intellective	0	0
Self reference	0	0
Imagination	0	0
Alternatives	0	0
Sexual	0	0
External appearance	0	0
Time orientation	0	0
Humour	0	0

Table 3-43: Content categories for the participants' grid constructs (Landfield, 1971)

Imagination was the only main category that was not applicable to any of the participants' grid constructs or their self-characterisation construct poles.

Table 3-44 shows the content and frequency of Landfield's (1971) categories that related specifically to the constructs elicited using triads containing the 'self when bullying' element. The most commonly occurring of these were forcefulness (25%), tenderness (20%) and social interaction (15%).

Category	Frequency of constructs	Percentage
Forcefulness	5	25
Tenderness	4	20
Social interaction	3	15
Morality	2	10
Emotional arousal	2	10
Egoism	2	10
Status	1	5
Involvement	1	5

Table 3-44: Content categories for the participants' bullying related categories (Landfield, 1971)

The same three categories were most frequently applied to the constructs elicited from triads containing the element 'self when not bullying' (see Table 3-45). Forty per cent of Landfield's (1971) categories were applied to the participants' self when bullying related constructs and 35% of Landfield's (1971) categories were relevant to the self when not bullying related constructs.

Category	Frequency of constructs	Percentage
Tenderness	5	25
Social interaction	4	20
Forcefulness	3	15
Status	3	15
Emotional arousal	3	15
Self-sufficiency	1	5
Extreme qualifiers	1	5

Table 3-45: Content categories for the participants' non-bullying related categories (Landfield, 1971)

The (sub) categories that were applied to the participants' construct poles used to define their 'self when bullying' elements are shown in Table 3-46. They account for 28% of the 32 possible sub-categories in the coding system. The most frequently occurring are low tenderness (26.3%), high forcefulness (21.1%) and emotional arousal (15.8%).

Category	Frequency of constructs	Percentage
Low tenderness	5	26.3
High forcefulness	4	21.1
Emotional arousal	3	15.8
Active social interaction	2	10.5
High status	1	5.3
Low status	1	5.3
High egoism	1	5.3
High involvement	1	5.3
Extreme qualifiers	1	5.3

Table 3-46: The participants' construct poles (extreme ratings) applied to 'self when bullying'

A greater range of Landfield's categories were applicable to the construct poles that participants used to define themselves when not bullying and the most commonly

occurring category was high tenderness. There were a number of categories that were next most frequent (see Table 3-47).

Category	Frequency of constructs	Percentage
High tenderness	7	31.8
Low forcefulness	2	9.1
Active social interaction	2	9.1
High forcefulness	2	9.1
Emotional arousal	2	9.1
High status	2	9.1
High morality	2	9.1
Inactive social interaction	1	4.5
Low self sufficiency	1	4.5
Low involvement	1	4.5

Table 3-47: The participants' construct poles (extreme ratings) applied to 'self when not bullying'

Forty one per cent of the coding system's categories were applied to the construct poles used by the participants to define their 'typical bully' element (see Table 3-48). The three most frequent of these were also low tenderness (22.6%), high forcefulness (16.1%) and emotional arousal (12.9%).

Category	Frequency of constructs	Percentage
Low tenderness	7	22.6
High forcefulness	5	16.1
Emotional arousal	4	12.9
Active social interaction	3	9.7
Low status	2	6.5
Low morality	2	6.5
High egoism	2	6.5
Unclassified social interaction	1	3.2
Inactive social interaction	1	3.2
Low forcefulness	1	3.2
High status	1	3.2
Low involvement	1	3.2
Extreme qualifiers	1	3.2

Table 3-48: The participants' construct poles applied to 'typical bully'

The most frequent categories that relate to the content of the construct poles that the participants used to define typical victims were high tenderness (22.7%), low

forcefulness (18.2%) and low status (13.6%). The content categories that were applied to the construct poles defining typical victims accounted for 28.1% of Landfield's (1971) coding system (see Table 3-49).

Category	Frequency	Percentage
High tenderness	5	22.7
Low forcefulness	4	18.2
Low status	3	13.6
Active social interaction	2	9.1
Inactive social interaction	2	9.1
High forcefulness	2	9.1
Emotional arousal	2	9.1
Low morality	1	4.5
High involvement	1	4.5

Table 3-49: The participants' construct poles applied to 'typical victim'

3.6.4. *Group comparison of grid data*

Each participant's construct poles that correlate highly with the 'bully' construct pole (from the supplied Bully-Victim construct) are shown in Table 3-50. Chloe and Rachel have a higher number of correlating constructs. Chloe's construct pole 'cool' is the only positive construct pole associated with being a bully.

	Mark	Darren	Chloe	Rachel
Construct pole(s) that correlate(s) highly with the 'bully' construct pole	Competitive, Horrible	Uncool	Boisterous, A wind up, Stone cold, Cool	Hurt others' feelings, Don't care, Bully others, Care about themselves, Uncaring

Table 3-50: The participants' correlating construct poles with 'bully' construct pole

The mean distance between the elements 'self now' and 'ideal self' is fairly close indicating that the group has relatively high self-esteem (see Table 3-51). The mean distance of 'self when not bullying' from 'ideal self' is also small, indicating that the participants generally would like to be similar to how they are when they are not bullying others. Although they do not see their 'ideal self' similarly to 'self when bullying' the distance does not indicate that they see their 'ideal self' as very different

to 'self when bullying'. The mean difference of 0.5 between the self when bullying and the typical bully suggest that as a group there is a tendency for the participants to see themselves close to a stereotypical bully when they are bullying others.

	M	SD	n
Distance self now/ Ideal self	0.67	0.15	4
Distance Self when bullying/ Ideal self	1.14	0.26	4
Distance Self when not bullying/ Ideal self	0.63	0.16	4
Distance Self when bullying/ Typical bully	0.5	0.39	4

Table 3-51: The sample's mean standardised Euclidean Element distances

The mean percentage of the total sum of squares is higher for 'self when bullying' than for 'self when not bullying' (see Table 3-52). This indicates that the element 'self when bullying' is more elaborated and meaningful to the group than the element 'self when not bullying'.

	% total of sum of squares for self when bullying	% total of sum of squares for self when not bullying
M	9.9	6.40
SD	3.43	1.74
n	4	4

Table 3-52: The participants' mean percentage total sum of squares of elements

The group's 'self when bullying' related construct systems are less structured, less tightly inter-related and used more independently than their 'self when not bullying' related construct systems. This is indicated by the negative value of the mean intensity score for their bullying constructs minus their non bullying constructs (see Table 3-53).

Participants	Intensity of bullying-non bullying constructs
M	-1.20
SD	2.80
n	4

Table 3-53: The participants' mean intensity scores for bullying and non-bullying related constructs

Table 3-54 below shows the percentage variance accounted for by each of the participant's first and second principal component. The values suggest that Mark and Chloe's construing is looser and more complex than Darren's and Rachel's. Their superordinate constructs are given, along with the content category to which they have been allotted. Tenderness is the most commonly applied content category.

Participant	PC1 % variance	Superordinate constructs	Content category of superordinate constructs	PC2 % variance
Mark	44.83	Dickhead-Cool Weaklings-Strong Popular-Dull	Status Egoism Social Interaction	25.66
Darren	67.53	Horrible-Nice Not cool-Cool	Tenderness Status	11.94
Chloe	49.43	Kind-Selfish Nice-Horrible Liar-Honest	Tenderness Tenderness Morality	25.60
Rachel	67.32	There for others-Cares about self Generous-Not caring about others Gets on with others-Bullies others	Tenderness Tenderness Social interaction	12.51

Table 3-54: Percentage variance accounted for by component 1 and 2, and the participants' superordinate constructs and their content categories (Landfield, 1971)

Chapter 4. Discussion

This chapter presents the main findings of this study, in response to the research questions, and discusses these in relation to the literature base. The clinical implications of the findings are considered and the limitations of the study are reviewed. This chapter also outlines potential areas for future research in light of this study's findings.

4.1.   Summary and discussion of main findings

How do young people who bully others construe themselves?

The self-characterisations provided by the participants give an insight into how they construe themselves. Using Jackson's (1988) measures the group shared certain features: Their responses were relatively limited, which influenced their overall scores, which corresponded to the participants from Jackson's sample that were judged to be poor psychologists. They scored very low on 'personal history and future', which is interpreted by Jackson as a measure of being able to form a timeline view of themselves, an awareness of how one's construing has developed or changed over time, enabling the recognition of repeating themes and anticipation of the future. Their scores for self-esteem varied but it was noticeable that there were very few points given for self-esteem related to a sense of competence, with the exception of football for Mark.

The content of the participants' self-construing, as considered from the construct poles identified within their self-characterisations, indicate that they tend to construe themselves in quite concrete terms (using factual descriptions and self-reference), and see themselves as actively socially interactive (for example "enjoys socialising", "good company" and "gets on with his friends"). High tenderness (for example "helps me out" and "kind") were relatively strong features of Darren and Rachel's construing whereas Mark and Chloe demonstrated more examples of low intelligence (for example "ignorant", "dopey", "dippy" and "stupid").

As a group, the participants scored relatively few grid construct poles extremely for the element 'self now' (with the exception of Rachel) (see appendix 14). The content categories into which these construct poles for 'self now' were rated, which were applied to more than one participant, were 'high tenderness', 'emotional arousal' (both of these were applicable to aspects of the girls' construing of 'self now') and 'high forcefulness' (for example competitive and stands up for self) and 'low forcefulness' (for example chilled and quiet).

The construct poles that the participants used to define themselves when bullying were coded most frequently as being 'low tenderness' (for example horrible, selfish and not caring), 'high forcefulness' (for example competitive, boisterous and outgoing) and also 'emotional arousal'. In comparison, the construct poles that the participants used to define themselves when not bullying were most commonly coded as belonging to the category 'high tenderness'. This was also specific to the girls' construing. There was a greater variation in the way participants construed themselves when not bullying, with six categories being the next most commonly identified (low and high forcefulness, active social interaction, emotional arousal, high status and high morality).

How do they construe others?

The construct poles that the group used to define the typical bully element were most often coded as being 'low tenderness' (for example horrible, selfish and doesn't care), 'high forcefulness' (for example confrontational, boisterous and outgoing) and 'emotional arousal' (for example angry and stone cold). This closely compares to how they construe themselves when bullying.

The typical victim element was defined by construct poles that were most frequently categorised as 'high tenderness' (for example nice and generous), low forcefulness (for example a push over, doesn't interfere, timid, backs down, quiet) and low status (not cool, dickhead, geek).

Is their sense of 'self when bullying' more elaborated and, does it carry more implications, than their concept of 'self when not bullying'?

The element 'self when bullying' was found to be more elaborated and meaningful to the group than the element 'self when not bullying' (this was also found for each participant) as indicated by the greater percentage of the total sum of squares for self when bullying than for self when not bullying. This might suggest that the participants have a more elaborated construct system in this area because it is causing them particular difficulties (Winter, 1992).

The group's 'self when bullying' related construct systems were less structured, less tightly inter-related and used more independently than their 'self when not bullying' related construct systems. Darren was the exception; his 'self when bullying' related construct system was more structured and more tightly inter-related than his 'self when not bullying' related construct system. It is interesting that this was not the case for the other three participants. This may reflect that Darren facilitates the elaboration of future events by the increased internal consistency of his self when bullying construct system, which enables him to maximise the predictability of his world and may be related to Darren identifying himself as a pure direct bully.

Are their constructs for making sense of their world related to their bullying behaviour? How is this affected by their construing of those whom they victimise, and how they construe that others see them?

PCT suggests that individuals elaborate their construct systems in problem areas that are presenting them with particular difficulties; this is then reflected in the relatively large number of constructs that they have available in that area in comparison to controls (Winter, 1992) . This suggests that the problem area is key and results in the individual elaborating their construing in that area and, as such, could be observed through specific patterns of construct content which relate to the person's difficulties. For the sample, it was found that certain content categories feature more prominently across the participants' self-related elements and construct subsystems and also when looking at their superordinate constructs, but due to this being a small sample and without a control group, the findings cannot be generalised. The following discussion

considers how these predominant content categories relate to the literature on bullying.

The construct content that most frequently related to the element 'self when bullying' were low tenderness, high forcefulness, and emotional arousal. This suggests that the participants in this sample, when bullying, have difficulties regarding their harsher feelings towards others and have elaborated constructs around energy, overt expressiveness, persistence, intensity and the opposite, as well as readiness to react with stronger feelings. This has some parallels with the literature on characteristics of bullies, which identifies bullies as impulsive with poor behavioural control (Thomas & Chess, 1977) and unable to effectively handle emotions (Kumpulainen, 2008). The finding in the literature that bullies demonstrate little empathy with their peers or their victims (Bernstein & Watson, 1997) may have some connection with this sample's elaboration of low tenderness related constructs.

When looking at the construct content of the participants' construct sub-systems relating to self when bullying, social interaction was a main category (in addition to tenderness and forcefulness). This refers to an ongoing, or lack of ongoing, social interaction with others and seems also to fit with literature on bullying that emphasises it occurs in social contexts (Stassen Berger, 2007).

The content of the participants' superordinate constructs also related to the tenderness and social interaction categories. The other superordinate constructs' content corresponded to the categories status (which relates to high and low prestige status symbols), egoism (which denotes self importance) and morality (which is concerned with moral values). These could reflect issues regarding bullying being defined by an imbalance of power within the literature base (for example Olweus, 1994). Kaloyirou & Lindsay (2008) found that the bullies in their sample viewed themselves as positive and open in relationships with others, socially accepted and perceived as leaders which corresponds with the categories of superordinate constructs identified for this study's participants.

Jackson and Bannister (1985) propose that the construing of self and others develops in an integrated way. They reported that children increasingly consider the views that other people have of them as they get older and that 'problem children' score lower across the range of self-characterisation scores than would be expected for their age. All the participants in this sample scored poorly on the sociality measure on the self-characterisation (as indicated by low or no scores for views of others). However, Mark and Chloe scored relatively highly for insight, which Jackson and Bannister (1985) found tended to be associated with the ability to take account of the views of others, while Darren and Rachel scored poorly for insight. It is of interest that Darren and Rachel showed less cognitive complexity on their grid measures compared to Mark and Chloe since Jackson and Bannister (1985) reported a link between high insight on self-characterisation and more complex structure on the grid, which this study also found. The PCA plots suggested that Darren's construing of a typical victim and 'self as others see me' was quite vague (as accounted for by his first two principal components). Rachel's 'typical victim', 'self as others see me' and 'self as someone I have bullied' sees me all fell in the same quadrant on her PCA plot and were all construed similarly by her. These contrast with her teachers' construing of her. Within the sample, there appears to be some variability in participants' abilities to construe how others, including the children they might bully, construe them.

How do their constructions of "themselves now/ when bullying/ when not bullying" compare to their "ideal self" (and how they see themselves in the future)? How does their construing of themselves as a bully compare with their construing of a typical bully/ bully they know?

As a group the discrepancies between how the participants see themselves now and how they would like to be is small, indicating relatively high self-esteem and low desire to change. As individuals, Rachel had the smallest distance between these elements (0.55) and Mark had the largest difference between them (0.88). The group construed themselves when bullying as fairly different from their ideal selves, with Mark seeing himself least different (0.78) and Chloe seeing herself as most different (1.36). Mark also saw himself when not bullying as most similar to his 'ideal self' while Rachel saw herself when not bullying as least similar to her 'ideal self' (0.82).

The group difference between these elements was small. The group also saw themselves when bullying as similar to their construal of a 'typical bully'. This was particularly the case for Chloe and least so for Mark. These trends suggest that they tend to see themselves when not bullying, as well as themselves most of the time, as similar to their ideal selves. Whereas, they tend to see themselves when bullying as relatively different from their ideal selves and similar to their stereotype of a bully (with the exception of Mark). None of the group saw themselves now as either very similar or very different to how they construed themselves when bullying. Mark saw himself most like how he construed himself when bullying (0.75) and Rachel saw herself least like how she construed herself when bullying (1.29). This reiterated their self-report scores.

Thus, while they construed themselves when bullying as similar to their construing of the stereotypical bully, themselves when bullying does not generally feature strongly in how they define themselves most of the time, or as, how they would like to be.

How does bullying others enable these young people to predict their world?
What problems does bullying behaviour solve for those who bully?
What would be the advantages and disadvantages of changing, and not changing, their behaviour?

From Mark's grid scores he rates 'self when bullying someone' as quite angry, and 'ideal self' as bored, which seems to pose a dilemma for Mark in that neither pole seems to be a preferred option. Being nice, calm, cool and placid are also associated with being bored, therefore making it less likely that he will move towards his 'ideal self'.

An implicative dilemma was identified for Mark as him wanting to be nice and also competitive but with nice people being associated with people who are push-overs creating the dilemma. This had parallels with the findings from his ABC analysis (Tschudi, 1977), which implied that the disadvantages of bullying others were that people stop liking you and you get into trouble and the advantages of changing would be that people would like you and you would not get told off, while the disadvantages

of changing would be that he might get victimised and the advantages of continuing to bully others would be that he would be able to defend himself.

From the analysis of Mark's follow-up interview, the themes 'relief from difficult emotions' and 'a way to deal with difficult experiences' were developed in relation to the research question related superordinate theme 'problems that bullying helps solve'. These appear to be additional themes than identified from the other methods. The first of these themes relates to 'anger' and perhaps Mark's ratings for his 'self as someone I have bullied sees me' element is more closely linked to this.

Possibly when Mark was rating elements on the grid there was some form of social desirability/ self denial in play as he did not want to rate his 'self when bullying' element badly yet was able perhaps to rate himself as someone he had bullied sees him as angry. When doing the follow-up interview he could have been more connected with these aspects of 'himself when bullying'. His construing may have changed (he construes relatively loosely) and this may also be in response to changes in his experiences. Although the intention was to triangulate the two methods to enhance validity it is also possible that the process of undergoing the grid interview and the semi-structured interview had some influence on Mark's processing of the subject.

An implicative dilemma for Darren appeared to be that he would like to 'keep himself to himself' (rather than 'get into trouble') and be 'confident', but he views people who keep to themselves as being 'sensitive' (the opposite pole to 'confident'). It would have been useful to ascertain how being sensitive might be threatening for Darren as he appeared to see this as a positive quality. However, his preference for being confident could indicate an element of vulnerability associated with being sensitive.

Neither of the female participants construed themselves as currently being a bully. This made it more difficult to explore the problems that bullying solved for them. Sutton et al. (2000) suggest that avoidance of responsibility was often demonstrated by relational bullies through denial and lack of remorse. They found that when

accused of bullying, their ability to persuade others that they did not feel guilty because it was not their fault was linked to an enhanced theory of mind. They proposed that these individuals may be more able to convince others if they had a good understanding of others' cognitions and emotions. It may also be the case that denial of responsibility is linked more to these individual's core role and while bullying may solve certain problems for them, they may dissociate from this aspect of themselves.

4.2.   Clinical implications

For the participants in this study, bullying may be associated with poor sociality and understanding of self as indicated by all the participants' overall low scores on Jackson's (1985, 1988) self-characterisation measures of psychological mindedness. However, there are some individual differences as discussed above. A finding of poor sociality would support the research suggesting that some bully-types have impaired theory of minds. This study's small sample is a varied group, reflecting that bullying is a complex and varied phenomenon. Further research into the associations with bullying and sociality is needed. Procter (2005) advocates family therapy personal construct interventions for young people with low sociality and associated conduct problems. Such approaches provide the young person with opportunities to gain insight into misperceptions of others at a systemic level, and additionally, provide opportunities for family members to develop an understanding of the young person's difficulties and find ways to compensate for these. The effectiveness of such interventions for young people with low sociality who bully others could warrant investigation.

Kaloyirou and Lindsay (2008) concluded that their study highlighted the need to consider the individual bullying behaviour of each child in the context of their construing of their worlds in order to increase understanding and inform interventions. The findings from this study showed provisional support for this view.

Personal construct methods applied in individual therapy that identify and attempt to resolve bullying related dilemmas, are potential interventions that consider the individual's construct system to inform understanding about their behaviour. They also provide avenues for introducing alternatives and exploring change. Feixas and Saul (2005) outline these approaches. Implicative dilemmas can be identified using the repertory grid method employed in this study followed by implicative dilemma analysis using the grid analysis software, IDIOGRID. They can also be explored using Tschudi's (1977) ABC technique. In therapy, such dilemmas would be presented to the client as a way of reframing the problem; the conflict arising from the wish to change and the difficulty to do this is proposed to be the cause of psychological distress experienced by the client. The dilemma is discussed in relation to the client's self image or personal style and the undesired implications of change are explored to make sense of why not changing is a logical position. Once the dilemma is understood it may be elaborated by methods such as laddering or identifying prototypical people who are construed according to the two positions of the dilemma (for example someone who is nice and a push-over and someone who is competitive and horrible). The client may then be asked to identify people who fit both the congruent and the desired poles of the dilemma (for example someone who is nice and competitive). The historical deconstruction of the dilemma, often in relation to the family's constructions can enhance the client's understanding of their personal development and facilitates the generation of possible alternatives. These alternatives can be explored and elaborated through imagination or role plays and later through fixed role methods where the client is invited to try out a role suggested by the therapist that incorporates characteristics that represent the congruent and desired poles of the dilemma (Feixas & Saul, 2005).

4.3. Limitations

One of the main limitations of this study was the sample size being very small. Therefore the findings are not generalizable. However, the small sample enabled the construing of the participants to be examined in depth and from different perspectives, including a more personal understanding of bullying to be explored (Myers, 2000).

The findings of this study have generated further research questions and since few studies have been carried out into the perspectives of bullies, and less from a PCP approach this is of value. The small sample size was connected to recruitment difficulties including gaining parental consent. Griffin and Gross (2004) identify that this is a common limitation for research into bullying, which also results in a sampling bias.

Although, it was a strength of the study to elicit the constructs from participants, rather than the researcher supplying constructs, the process was challenging for most of the participants and in two cases seemed a factor for participants dropping out. Triads have successfully been used with adolescent samples, for example Strachan and Jones (1982). This method was selected for this study as it enabled the specific analyses to be carried of participant's bullying and non-bullying related construct systems. Adapted grid methods for children include using dyads of elements to elicit constructs, which has the advantage of being simpler (Fransella et al., 2004) and may have been preferable for this study's sample that were characterised by attention difficulties according to the SDQ.

It was also unfortunate that further follow-up interviews were not possible with one or more other participants. This would have enabled a full blown thematic analysis to be carried out.

An additional limitation related to the study of bullying is one of social desirability having an impact on the participants' responses. This was discussed by Kaloyirou and Lindsay (2008) and also seems relevant to this study.

4.4.   Future research
Potential areas for future research include comparison studies into the content of bullies' construct systems to investigate whether there is a pattern of dominant content categories associated with difficulties related to bullying for bullies that is not a feature for controls' construing.

Although this study did not find that bullies' construct subsystems relating to themselves when bullying were more highly organised than their non-bullying construct sub-system, the sample size was very small. Hence for projects with more resources it would be potentially valuable to repeat this part of the study with a larger sample. If a large enough sample could be obtained it would be interesting to compare the findings for the different bullying sub-groups for example, direct bullies and relational bullies or pure bullies and bully-victims. Also the finding on the sum of squares when bullying and not bullying would be interesting to explore in a larger quantitative study. Such a study would also allow examination of the correlations between grid and questionnaire measures of bullying.

Since this study's sample was selected from students excluded from mainstream education, it would be valuable to carry out self-characterisations and repertory grids with students identified as bullies within secondary schools to compare whether their results would be similar.

4.5. Conclusions

This study explored the construing of young people who bully others. The literature review revealed this to be a gap and of potential benefit to understanding and intervening in bullying. The study found that participants construed themselves when bullying in terms of low tenderness, high forcefulness and emotional arousal, and typical victims in terms of high tenderness, low forcefulness and low status. The element 'self when bullying' was found to be more elaborated to the group than the element 'self when not bullying'. This might suggest that the participants have a more elaborated construct system in this area because it is causing them particular difficulties. The group's 'self when bullying' related construct systems were found to be less structured, less tightly inter-related and used more independently than their 'self when not bullying' construct systems. Implicative dilemmas were identified for the participants as potential barriers to change and clinical interventions addressing dilemmas may enable individuals to change their behaviours. Further research into

this could be of benefit as would larger studies that would allow examination of the correlations between grid and questionnaire measures of bullying.

References

Achenbach, T. M. (1991). *Integrative Guide for the 1991 CBCL/4-18, YSR, and TRF Profiles*. Burlington, VT: University of Vermont, Department of Psychiatry.

Adams-Webber, J. (1969). Cognitive complexity and sociality. *British Journal of Social and Clinical Psychology, 8*, 211-216.

Ahmed, E., & Braithwaite, V. (2006). Forgiveness, reconciliation and shame: Three key variables in reducing school bullying. *Journal of Social Issues, 62*(2), 347-370.

Andry, R. G. (1960). *Delinquency and Parental Pathology*. London Methuen.

Baldry, A. C. (2003). Bullying in schools and exposure to domestic violence. *Child Abuse & Neglect, 27*, 713-732.

Bannister, D. (1960). Conceptual structure in thought-disordered schizophrenics. *Journal of Mental Science, 108*, 1230-1249.

Bannister, D., & Fransella, F. (1986). *Inquiring Man: The Psychology of Personal Constructs* (3 ed.). London: Croom Helm.

Baron-Cohen, S. (1995). *Mindblindness: An Essay on Autism and Theory of Mind*. Cambridge, MA: MIT press.

Bauer, N. S., Herronkohl, T. I., Lozano, P., Rivara, F. P., Hill, K. G., & Hawkins, J. D. (2006). Childhood bullying involvement and exposure to intimate partner violence. *Pediatrics, 118*(2), e235-242.

Bernstein, J. Y., & Watson, M. W. (1997). Children who are targets of bullying. *Journal of Interpersonal Violence, 12*(4), 483-498.

Bieri, J. (1966). Cognitive complexity and personality development. In O. J. Harvey (Ed.), *Experience, Structure and Adaptability*. New York: Springer.

Borg, M. (1999). The extent and nature of bullying among primary and secondary schoolchildren. *Educational Research, 41*, 99-116.

Bosaki, S. L., Marini, Z. A., & Dane, A. V. (2006). Voices from the classroom: Pictorial and narrative representations of children's bullying experiences. *Journal of Moral Education, 35*(2), 231-245.

Bowers, L., Smith, P. K., & Binney, B. (1994). Perceived family relationships of bullies, victims and bully/victims in middle childhood. *Journal of Social and Personal Relationships, 11*, 215-232.

Braithwaite, J. (1989). *Crime, Shame and Reintegration.* Cambridge: Cambridge University Press.

Braun, V., & Clark, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*, 77-101.

Brown, S. L., Birch, D. A., & Kancherla, V. (2005). Bullying perspectives: Experiences, attitudes and recommendations of 9 to 13 year olds attending health education centres in the United States. *Journal of School Health, 75*(10), 384-392.

Butler, R. (2001). *The Self-image Profile for Children (SIP-C).* London: Psychological Corporation.

Butler, R., & Green, D. (1998). *The Child Within: Taking the Young Person's Perspective by Applying Personal Construct Psychology*. Chichester: Wiley.

Butler, R., & Green, D. (2007). *The Child Within: Taking the Young Person's Perspective by Applying Personal Construct Psychology* (2 ed.). Chichester: Wiley.

Carney, A. G., & Merrell, K. W. (2001). Bullying in schools: Perspective on understanding and preventing an international problem. *School Psychology International, 22*(3), 264-282.

Chetwynd, J. (1977). The psychological meaning of structural measures derived from grid. In P. Slater (Ed.), *The Measurement of Intrapersonal Space by Grid Technique* (Vol. 2). London: Wiley.

Cohen, J. (1960). A coefficient of agreement for nominal scales. *Educational and Psychological Measurement, 20*(1), 37-46.

Connolly, I., & O'Moore, M. (2003). Personality and family relations of children who bully. *Personality & Individual Differences, 35*, 559-567.

Coolidge, F. L., DenBoer, J. W., & Segal, D. L. (2004). Personality and neuropsychological correlates of bullying behavior. *Personality & Individual Differences, 36*, 1559-1569.

Cranham, J., & Carroll, A. (2003). Dynamics within the bully/victim paradigm: A qualitative analysis. *Educational and Psychology in Practice, 19*(2), 113-132.

Crick, N. R., & Dodge, K. A. (1994). A review and reformulation of social-information-processing mechanisms in children's social adjustment. *Psychological Bulletin, 115*(74-101).

Crick, N. R., & Grotpeter, J. K. (1995). Relational aggression, gender, and social–psychological adjustment. *Child Development, 66*, 710-722.

Dautenhahn, K., Woods, S., & Kaouri, C. (2007). Possible connections between bullying behaviour, empathy and imitation. In K. Dautenhahn & C. Nehaniv (Eds.), *Models and Mechanisms of Imitation and Social Learning in Robots, Humans and Animals: Behavioural, Social and Communicative Dimensions* (pp. 323-339). Cambridge: Cambridge University Press.

Davis, M. H. (1994). *Empathy, A Social Psychological Approach*. Dubuque: Wm. C. Brown Communications, Inc.

Delia, J., & O'Keefe, B. (1976). The interpersonal constructs of Machiavellians. *British Journal of Social and Clinical Psychology, 15*, 435-436.

Dodge, K. A., & Coie, J. D. (1987). Social information-processing factors in reactive and proactive aggression in children's peer groups. *Journal of Personality and Social Psychology, 53*, 1146-1158.

Farrington, D. P. (2003). The development of offending and anti-social behaviour from childhood: key findings from the Cambridge study in delinquent development. *Journal of Child Psychology and Psychiatry, 360*(6), 929-964.

Feixas, G., & Saul, L. A. (2005). Resolution of dilemmas by personal construct psychotherapy. In D. A. Winter & L. L. Viney (Eds.), *Personal Construct Psychotherapy: Advances in Theory, Practice and Research* (pp. 136-147). London: Whurr.

Fernandes, E. (2007). When what I wish makes me worse . . . to make coherence flexible. *Psychology & Psychotherapy: Theory, Research & Practice, 80*, 165-180.

Fransella, F. (1972). *Personal Change and Reconstruction: Research on a Treatment of Stuttering*. London: Academic Press.

Fransella, F., Bell, R., & Bannister, D. (2004). *A Manual for Repertory Grid Technique* (2 ed.). Chichester: John Wiley & Sons Ltd.

Gini, G., Albiero, P., Benelli, B., & Altoe, G. (2007). Does empathy predict adolescents bullying and defending behavior? *Aggressive Behavoir, 33*(5), 465-476.

Glover, D., Gough, G., Johnson, M., & Cartwright, N. (2000). Bullying in 25 secondary schools: Incidence, impact and intervention. *Educational Research, 42*(2), 141-156.

Goodman, R. (2001). Psychometric properties of the Strengths & Difficulties Questionnaire (SDQ). *Journal of American Academy of Child & Adolescent Psychiatry, 40*, 1337-1345.

Goodman, R., Meltzer, H., & Bailey, V. (1998). The Strengths and Difficulties Questionnaire: A pilot study on the validity of the self-report version. *European Child and Adolescent Psychiatry, 7*, 125-130.

Goodman, R., & Scott, S. (1999). Comparing the Strengths and Difficulties Questionnaire and the Child Behavior Checklist: Is small beautiful? *Journal of Abnormal Child Psychology, 27*, 17-24.

Grice, J. W. (2006). Idiogrid Manual Version 2.4: Idiographic Analysis with Repertory Grids: Oklahoma: Oklahoma State University.

Grice, J. W. (2008). Idiogrid: Idiographic Analysis with Repertory Grids (Version 2.4). Oklahoma: Oklahoma State University.

Griffin, R. S., & Gross, A. M. (2004). Childhood bullying: Current empirical findings and future directions for research. *Aggression and Violent Behavior, 9*, 379-400.

Happé, F., & Frith, U. (1996). Theory of mind and social impairment in children with conduct disorder. *British Journal of Developmental Psychology, 14*, 385-398.

Harter, S. (1985). *Manual, Self-perception Profile for Children: Revision of the Perceived Competence Scale for Children.* Denver, CO.: University of Denver.

Harter, S., Erbes, C., & Hart, C. (2004). Content analysis of the personal constructs of female sexual abuse survivors elicited through repertory grid technique. *Journal of Constructivist Psychology, 17*, 27-43.

Hawker, D. S. J., & Boulton, M. J. (2000). Twenty years' research on peer victimization and psychosocial maladjustment: A meta-analytic review of cross-sectional studies. *Journal of Child Psychology and Psychiatry, 41*(4), 441-455.

Hinkle, D. (1965). *The Change of Personal Constructs from the Viewpoint of a Theory of Construct Implications.* Unpublished PhD thesis, Ohio State University, Ohio.

Hodges, S. D., & Wegner, D. M. (1997). Automatic and controlled empathy. In W. Ickes (Ed.), *Empathic Accuracy* (pp. 311-339). New York: The Guildford Press.

Horley, J. (1988). Cognitions of child sexual abusers. *The Journal of Sex Research, 25*, 542-545.

Huberman, A., & Miles, M. (1994). *Data Management and Analysis Methods*. London: Sage.

Ivarsson, T., Broberg, A. G., Arvidsson, T., & Gillberg, C. (2005). Bullying in adolescence: Psychiatric problems in victims and bullies as measured by the Youth Self Report (YSR) and the Depression Self-Rating Scale (DSRS). *Nordic Journal of Psychiatry, 59*(5), 365-373.

Jackson, S. R. (1988). Self-characterisation: dimensions of meaning. In F. Fransella & L.Thomas (Eds.), *Experimenting with Personal Construct Psychology* (pp. 223-231). London: Routledge & Kegan Paul.

Jackson, S. R., & Bannister, D. (1985). Growing into self. In D. Bannister (Ed.), *Issues and Approaches in Personal Construct Theory* (pp. 67-82). London: Academic Press.

Jankowicz, D. (2004). *The Easy Guide to Repertory Grids*. Chichester: Wiley.

Joffe, H., & Yardley, L. (2004). Content and thematic analysis. In D. F. Marks & L. Yardley (Eds.), *Research Methods for Clinical and Health Psychology*. London: Sage.

Kaloyirou, C., & Lindsay, G. (2008). The self-perceptions of bullies in Cyprus primary schools. *European Journal of Special Needs Education, 23*(3), 223-235.

Keisner, J., & Pastore, M. (2005). Differences in the relations between antisocial behavior and peer acceptance across contexts and across adolescence. *Child Development, 76*, 1278-1293.

Kelly, G. A. (1955/1991). *The Psychology of Personal Constructs*. New York: Norton (reprinted by Routledge, London).

Kim, Y. S., & Leventhal, B. (2008). Bullying and suicide: A review. *International Journal of Adolescent Medicine and Health, 20*(2), 133-154.

Kim, Y. S., Leventhal, B. L., Koh, Y., Hubbard, A., & Boyce, W. T. (2006). School bullying and youth violence: Causes or consequences of psychopathologic behavior? *Archives of General Psychiatry, 63*, 1035-1041.

Klomek, A., Marrocco, F., Kleinman, M., Schonfeld, I. S., & Gould, M. S. (2007). Bullying, depression, and suicidality in adolescents. *Journal of the American Academy of Child and Adolescent Psychiatry, 46*(1), 40-49.

Klomek, A., Sourander, A., Kumulainen, K., Piha, J., Tamminen, T., Moilanen, I., et al. (2008). Childhood bullying as a risk for later depression and suicidal ideation among Finnish males. *Journal of Affective Disorders, 109*, 47-55.

Kokkinos, C. M., & Panayiotou, G. (2004). Predicting bullying and victimization among early adolescents: Associations with disruptive behavior disorders. *Aggressive Behavior, 30*(6), 520-533.

Kumpulainen, K. (2008). Psychiatric conditions associated with bullying. *International Journal of Adolescent Medicine and Health, 20*(2), 121-132.

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

Kumpulainen, K., Räsänen, E., & Puura, K. (2001). Psychiatric disorders and the use of mental health services among children involved in bullying *Aggressive Behavoir, 27*(2), 102-110.

Landfield, A. W. (1971). *Personal Construct Systems in Psychotherapy*. Lincoln: University of Nebraska Press.

Landfield, A. W. (1976). A personal construct approach to suicidal behaviour. In P. Slater (Ed.), *The Measurement of Intrapersonal Space by Grid Technique. Explorations of Intrapersonal Space* (pp. 93-107). London: John Wiley.

Landfield, A. W., & Epting, F. R. (1987). *Personal Construct Psychology: Clinical and Personality Assessment*. New York: Human Sciences Press.

Landis, J. R., & Koch, G. G. (1977). The measurement of observer agreement for categorical data. *Biometrics, 33*, 159--174.

Luthar, S. S. (2003). *Resilience and Vulnerability: Adaptation in the Context of Childhood Adversities*. Cambridge: Cambridge University Press.

Manning, M., Heron, J., & Marshall, T. (1978). Styles of hostility and social interactions at nursery, at school and at home. In L. A. Herson & M. Berger (Eds.), *Aggression and Anti-social Behaviour in Childhood and Adolescence*. Oxford: Pergamon.

Mason, J. (2002). *Qualitative Researching* (2nd ed.). London: Sage.

Megargee, E. I. (1971). The role of inhibition in the assessment and understanding of violence. In J. L. Singer (Ed.), *The Control of Aggression and Violence*. New York: Academic Press.

Meltzer, H., Gatward, R., Goodman, R., & Ford, F. (2000). *Mental Health of Children and Adolescents in Great Britain*. London: The Stationary Office.

Morrison, B. (2006). School bullying and restorative justice: Toward a theoretical understanding of the role of respect, pride and shame. *Journal of Social Issues, 62*(2), 371-392.

Myers, M. (2000). Qualitative research and the generalizability question: Standing firm with Proteus. *The Qualitative Report [On-line serial], 4(3/4)* Retrieved 01/05, 2009, from http://www.nova.edu/ssss/QR/QR4-1/myers.html

Mynard, H., & Joseph, S. (1997). Bully/victim problems and their association with Eysenck's personality dimension in 8 to 13 year olds. *British Journal of Educational Psychology, 67*, 51-54.

Olweus, D. (1978). *Aggression in the Schools: Bullies and Whipping Boys*. Washington, DC: Hemisphere.

Olweus, D. (1980). Familial and temperamental determinants of aggressive behavior in adolescent boys: A causal analysis. *Developmental Psychology, 16*, 644-660.

Olweus, D. (1994). Annotation: Bullying at school: Basic facts and effects of a school based intervention program. *Journal of Child Psychology and Psychiatry, 35*(7), 1171-1190.

Olweus, D. (1996). *The Revised Olweus Bully/Victim Questionnaire for Students.* Bergen, Norway: University of Bergen.

Olweus, D. (1999). Norway. In P. K. Smith, Y. Morita, J. Junger-Tas, D. Olweus, R. Catalano & P. Slee (Eds.), *The Nature of School Bullying: a Cross-national Perspective* (pp. 24-48). London: Routledge.

Pollock, P. H., & Kear-Colwell, J. J. (1994). Women who stab: A personal construct analysis of sexual victimization and offending behaviour. *British Journal of Medical Psychology, 67*, 13-22.

Powell, H., Mihalas, S., Onwuegbuzie, A., Suldo, S., & Daley, C. (2008). Mixed methods research in school psychology: a mixed methods investigation of trends in the literature. *Psychology in the Schools, 45*(4), 291-309.

Procter, H. (2005). Techniques of personal construct family therapy. In D. A. Winter & L. L. Viney (Eds.), *Personal Construct Psychotherapy: Advances in Theory, Practice and Research* (pp. 94-108). London: Whurr.

Randall, P. (1997). *Adult Bullying: Perpetrators and Victims*. London: Routledge.

Ravenette, T. (1999). *Personal Construct Theory in Educational Psychology.* London: Whurr.

Rigby, K. (1994). Psychosocial functioning in families of Australian adolescent school children involved in bully/victim problems. *Journal of Family Therapy, 16*, 173-187.

Salmivalli, C., Lagerspetz, K., Bjorkqvist, K., Osterman, K., & Kaukiainen, A. (1996). Bullying as a group process: participant roles and their relations to social status within the group. *Aggressive Behavior, 22*, 1-15.

Salmon, P. (1995). *Psychology in the Classroom*. London: Cassell.

Scheff, T. J. (1994). *Bloody Revenge: Emotions, Nationalism and War.* Boulder, CO: Westview Press.

Slater, P. (1972). *Notes on INGRID 72*.Unpublished manuscript, Institute of Psychiatry.

Slater, P. (1977). *The Measurement of Intrapersonal Space by Grid Technique* (Vol. 2. Dimensions of Intrapersonal Space). London: Wiley.

Slee, P. T. (1993). Bullying: a preliminary investigation of it's nature and the effects of social cognition. *Early Child Development and Care, 57*, 47-57.

Smith, J. A. (1990). Transforming identities: A repertory grid case study of the transition to motherhood. *British Journal of Medical Psychology, 63*, 239-253.

Smith, J. A. (1994). Reconstructing selves: An analysis of discrepancies between women's contemporaneous and retrospective accounts of the transition to motherhood. *British Journal of Psychology, 85*, 371-392.

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

Sourander, A., Jensen, P., Ronning, J. A., Elonheimo, H., Niemela, S., Helenius, H., et al. (2007a). Childhood bullies and victims and their risk of criminality in late adolescence: The Finnish from a boy to a man study. *Archives of Pediatric Adolescent Medicine, 161*, 546-552.

Sourander, A., Jensen, P., Ronning, J. A., Niemela, S., Helenius, H., Sillanmaki, L., et al. (2007b). What is the early adulthood outcome of boys who bully or are bullied in childhood? The Finnish "from a boy to a man" study. *Pediatrics, 120*, 397-404.

Stassen Berger, K. (2007). Update on bullying at school: Science forgotten? *Developmental Review, 27*, 90-126.

Sutton, J. (2001). Bullies: thugs or thinkers? *The Psychologist, 14*(10), 10-14.

Sutton, J., Smith, P. K., & Swettenham, J. (1999). Social cognition and bullying: Social inadequacy or skilled manipulation? *British Journal of Developmental Psychology, 17*, 435-450.

Terasahjo, T., & Salmivalli, C. (2003). "She is not actually bullied." The discourse of harassment in student groups. *Aggressive Behavior, 29*, 134-154.

Thomas, A., & Chess, S. (1977). *Temperament and Development*. New York.: Brunner/Mazel.

Tschudi, F. (1977). Loaded and honest questions: A construct theory of symptoms and therapy. In D. Bannister (Ed.), *New Perspectives in Personal Construct Theory* (pp. 321-350). London: Academic Press.

Turpin, M., Dallos, R., Owen, R., & Thomas, M. (2009). The meaning and impact of head and neck cancer: an interpretative phenomenological and repertory grid analysis. *Journal of Constructivist Psychology, 22*, 24-54.

Tyler, T. R., & Blader, S. (2000). *Cooperation in Groups: Procedural Justice, Social Identity, and Behavioral Engagement*. Philadelphia: Psychology Press.

Watson, S., & Winter, D. A. (2000). What works for whom but shouldn't and what doesn't work for whom but should: A case study of two clients with trichotillomania. *European Journal of Psychotherapy, Counselling & Health, 3*(2), 245-261.

Winter, D. A. (1992). *Personal Construct Psychology in Clinical Practice: Theory, Research and Applications*. London: Routledge.

Winter, D. A. (1993). Slot rattling from law enforcement to law breaking. A personal construct theory exploration of police stress. *International Journal of Personal Construct Psychology, 6*, 253-267.

Winter, D. A. (2003). Stress in police officers: A personal construct theory perspective. In J. Horley (Ed.), *Personal Construct Perspectives on Forensic Psychology*. London: Routledge.

Winter, D. A. (2006). Destruction as a constructive choice. In T. Mason (Ed.), *Forensic Psychiatry: Influences of Evil*. New Jersey: Humana Press.

Winter, D. A., Baker, M., & Goggins, S. (1992). Into the unknown: Transitions in psychiatric services as construed by clients and staff. *Journal of Personal Construct Psychology, 5*, 323-340.

Winter, D. A., Feixas, G., Dalton, R., Jarque-Llamazares, L., Laso, E., Mallindine, C., et al. (2007). Construing the construction processes of serial killers and other violent offenders: 1. The analysis of narratives. *Journal of Constructivist Psychology, 20*(1), 1-22.

Wolff, S. (1985). Non-delinquent disturbance of conduct. In L. H. M. Rutter (Ed.), *Child and Adolescent Psychiatry: Modern Approaches*. Oxford Blackwell Scientific.

Wolke, D., & Samara, M. M. (2004). Bullied by siblings: association with peer victimisation and behaviour problems in Israeli lower secondary school children. *Journal of Child Psychology & Psychiatry, 45*, 1015-1029.

Wolke, D., Woods, S., Bloomfield, L., & Karstadt, L. (2000). The association between physical and relational bullying and behaviour problems among primary school children. *Journal of Child Psychology & Psychiatry, 41*(8), 989-1002.

Wolke, D., Woods, S., Schulz, H., & Stanford, K. (2001). Bullying and victimisation of primary school children in England and Germany: prevalence and school factors. *British Journal of Psychology, 92*, 673-696.

Woods, S., & White, E. (2005). The association between bullying behaviour, arousal levels and behaviour problems. *Journal of Adolescence, 28*, 381-395.

Woods, S., & Wolke, D. (2004). Direct and relational bullying among primary school children and academic achievement. *Journal of School Psychology, 42*, 135-155.

Appendix 1   Consulted databases and search terminology

In order to identify relevant literature the following databases were searched without date specification: Web of Science, PsychINFO and ERIC (Educational Resource Information Centre).

Five categories of search terms were used. These included the following keywords:

1. *Bullying:* bully*, bulli*, peer victimization.
2. *Personal construct:* personal construct*, repertory grid, Kelly G.
3. *Mental health:* mental health, psychiatric, emotional problems, behavioural problems, conduct disorders, depression.
4. *Types of study:* meta-analysis, systematic review, review, cohort study, survey, qualitative, IPA, interpretative phenomenological analysis, case study.
5. Restorative justice.

The search terms from the first category were searched for alone and were combined systematically with the terms within each of the four other categories.

Exclusion criteria consisted of:

1. Studies not reported in English
2. Workplace bullying and studies focusing only on adult populations

Additional search strategies

1. Ancestry search (footnote chasing)

Relevant studies were also retrieved from the references of papers identified in the database searches.

2. Forward citation search

This method was used to identify any further relevant sources that cite key papers.

3. Handsearch of relevant professional journals

A systematic search of the table of contents of the following journals was also carried out:

Journal of Constructivist Psychology

Personal Construct Theory and Practice (internet journal)

Appendix 2:   University of Hertfordshire Ethical Approval

School of Psychology Research Project

Student Investigator: Kate Owen

Supervisor: David Winter

Title: Understanding what it means for children and adolescents to behave as bullies

Registration Protocol Number PSY/10/08/KO

The above research project was approved on by the Ethics Committee of the School of Psychology under delegated authority from the Ethics Committee of the University of Hertfordshire.

Signed   Date: 8 October 2008

Dr. Karen Pine
Deputy Chair
Ethics Committee, School of Psychology

Statement of the supervisor:

From my discussions with the above student, as far as I can ascertain, s/he has followed the ethics protocol approved for this project.

Signed (supervisor)_____

date_____

Appendix 3

<div align="right">

Doctor of Clinical Psychology Training Course
University of Hertfordshire
Hatfield
Herts
AL10 9AB

</div>

Dear Sir/ Madam,

My name is Kate Owen and I am currently undertaking my Doctoral training in Clinical Psychology, at the University of Hertfordshire. I am investigating how children who have interpersonal difficulties with their peers make sense of their experiences for my 'Major Research Project' which is part of my training. As such I am looking for students at Education Support Centres, aged 11-16, who have peer related interpersonal difficulties to take part in my study.

With this letter you will find a research information sheet. I would be grateful if you could read this as it explains the study. If, after reading the information sheet you would like your child to take part, please sign and return the enclosed consent form. There is another copy included for your records.

Once I have received the consent forms, I will contact you about where and when to carry out the interviews.

If you have any questions at any stage, please feel free to contact me:

Email: K.E.Owen@herts.ac.uk
Telephone: 01707 286322
Postal address: as above

Thank you for your time.

Yours sincerely,

Kate Owen
Trainee Clinical Psychologist

Psychology Ethics approval code: PSY/10/08/KO

Doctor of Clinical Psychology
Training Course

INFORMATION SHEET FOR PARENTS

Research title: The meanings of experiences for young people who have social
difficulties with their peers

Introduction
A group of students from Education Support Centres in Hertfordshire are being invited to
take part in a research study exploring how young people who have interpersonal
difficulties with their peers, see themselves and other people, and how they make sense of
their experiences. Before you decide whether you would like to give consent for your son
or daughter to take part, please take the time to read the following information which I
have written to help you understand why the research is being carried out and what it will
involve.

The researchers

Kate Owen	Professor David Winter	Dr Sarah Woods	Nick Reed
Trainee Clinical	Director	Lecturer & Admissions	Director
Psychologist	Doctor of Clinical	School of Psychology	Centre for Personal
Doctor of Clinical	Psychology Training		Construct Psychology
Psychology Training	Course		
Course			

What is the purpose of this study?
To date there is little qualitative research looking at the experiences of children who have
interpersonal difficulties with peers from the perspective of the child. I am taking a
personal construct psychology approach to this study as this provides a way to explore the
complex ways in which individual's make sense of their experiences.

What is involved?
If your child decides that they would like to take part, they and you, as their parents, will
be asked to sign a consent form. They will be invited to three meetings with the
researcher:

1. At the first meeting, they will be given a questionnaire about school relationships
   to complete; asked to describe themselves, and complete a questionnaire about
   their strengths and difficulties in relation to their behaviour and mood. This will
   last for about 45 minutes.
2. At the second meeting, they will be invited to use a technique called a repertory
   grid. This is a structured interview to try to understand more about your child.
   There are no right or wrong answers, and your child can choose how much detail
   to give. It will last no more than one hour.

3. At the third meeting, your child will be given their grid results from the previous interview and an opportunity to talk about how the findings make sense to them, and how the findings relate to how they view themselves and their experiences of bullying. This will also last no more than an hour.

During any of the meetings your child will be able to take a break, should they need to. These meetings can also be split into shorter more frequent meetings if this is preferable. The interviews will be carried out at your Education Support Centre. All interviews will be tape recorded, and then written up afterwards.

Who is taking part?
Male and female pupils, between 11-16 years old, who attend Education Support Centres in Hertfordshire, are being invited to take part in this study. There will be up to 10 students taking part in this study, and they will all have had some interpersonal difficulties with peers.

Does my child have to take part?
No. If you do not wish for your child to take part, or you change your mind *at anytime* during your participation in this study, you do not need to give a reason. Participation is entirely voluntary and you can withdraw it at any time. Your child is also free to withdraw their consent at anytime during the study.

What do I have to do?
If, after reading this information sheet you would like your child to take part in the research, you and your child will be given a consent form to sign. I will contact you to arrange a suitable time and place to meet.

Will taking part be confidential?
Yes. If you agree for your child to take part in the study, their information will be stored in a safe locked location which will only be accessible by the researchers. Electronic data will be annonymised and stored on a password protected computer in a secure location. The overall findings of the study may be published in a research paper. If your child's interviews are used in the research I will change names and recognisable details.

If, during the interview, I have serious concerns about harm to your child or the safety of others, I will have to inform other people who can help because of my duty of care.

What are the benefits of taking part?
It is hoped that by taking part in this study the young people will be given the experience of being listened to closely and a space for self-reflection where perhaps they may begin to consider possibilities for change. By being given the results of their grids in a sensitive manner, it may give them insight into the ways that they view themselves and other people.

It is hoped that this research will help develop psychological understanding of young people who have interpersonal difficulties with their which can help inform interventions.

What are the potential difficulties that taking part may cause?
This topic can be emotive and it may cause some discomfort or distress. If this does occur participants can take a break and can stop the interview at anytime. Despite these

potential difficulties, some researchers suggest that people taking part in research interviews can find the process of talking through their experiences therapeutic and beneficial. Your child will be given a number of contact details following the study, should they feel that they require support or that they would like to continue talking about their experiences beyond the duration of the study.

What if I have questions or concerns?
If you have any questions about the research, please do not hesitate to contact me. My contact details are given below.

Who has reviewed this study?
This study was reviewed by the University of Hertfordshire Research Ethics Committee and was given ethical approval.

Psychology Ethics approval code: PSY/10/08/KO

Thank you for taking the time to read this.

Contact details of the researcher:
Kate Owen
Email address: K.E.Owen@herts.ac.uk
Telephone number: 01707 286322
Postal address: Doctor of Clinical Psychology Training Course
University of Hertfordshire
Hatfield, Herts. AL10 9AB

University of Hertfordshire

UH

Doctor of Clinical Psychology
Training Course

PARENTAL CONSENT FORM

Research title: The meanings of experiences for young people who have social difficulties with their peers

Researcher: Kate Owen, Trainee Clinical Psychologist

Please initial box

1) I confirm that I have read and understand the information sheet dated (   ) for the above study.

2) I have had the opportunity to consider the information and if needed ask questions that were satisfactorily answered.

3) **I agree for my son or daughter to take part in the above study.**

4) I understand that participation is voluntary and that participants are free to withdraw at any time, **without giving any reason**.

5) I agree to the interviews being tape recorded.

6) I understand that the information obtained will be filed in a locked cabinet and will be anonymised for the use of the study.

………………………………..   ……………...   ………………………………
Name of participant's parent   Date   Signature

………………………………..   ……………...   ………………………………
Name of researcher   Date   Signature

Doctor of Clinical Psychology
Training Course

PARTICIPANT INFORMATION SHEET

Dear Student

This is an invitation for you to take part in a study conducted by researchers at the University of Hertfordshire. The research is called: "The meanings of experiences for young people who have social difficulties with their peers".

Why are we doing this research?

The purpose of the research is to understand more about how young people who have difficulties with peer relationships view themselves, and other people, and how they make sense of their experiences. This research will use an approach to understanding how people make sense of their world which is called Personal Construct Psychology.

These are the people from the university involved in this study:

| Kate Owen Trainee Clinical Psychologist Doctor of Clinical Psychology Training Course | Professor David Winter Director Doctor of Clinical Psychology Training Course | Dr Sarah Woods Lecturer & Admissions School of Psychology | Nick Reed Director Centre for Personal Construct Psychology |

What we would like you to do:

If you have been selected as one of eight to ten students to take part in this study and this is something that you would like to do, you will be asked to sign a consent form, and so will your parents.

Your involvement in this study is voluntary and you may withdraw your participation from the study at any time and withdraw without giving a reason.

You will be invited to meet with the researcher three times:

1. During the first meeting you will be asked to fill in a questionnaire about school relationships with your peers; describe yourself, and complete a questionnaire about your strengths and difficulties with your behaviour and mood. This will last for about 45 minutes.

2. During the second meeting you will be asked to use a technique called a 'repertory grid'. This is a structured interview to try to understand more about you. There are no right or wrong answers, and you can choose how much detail to give. It will last no more than one hour.

3. During the third meeting you will have the opportunity to find out and talk about your results from the previous interview. You will also be asked about your experiences of bullying. This will also last no more than an hour.

During the meetings you will be able to take a break, when you need to or you can have shorter, more frequent, meetings, with the researcher if you prefer. The interviews will be tape recorded, and then written up afterwards.

Taking part is confidential:

Information collected from you during the study will be stored in a safe locked location which only the researchers will be able to access. Findings from this study will be published. We will not use your name. This centre, you and your teacher will not be identified in any part of the research.

What if I have questions or concerns?

If you have any questions about the research, please do not hesitate to contact me. My contact details are given below.

Thank you for taking the time to read this.

Contact details of the researcher:
Kate Owen
Email address: K.E.Owen@herts.ac.uk
Telephone number: 01707 286322
Postal address: Doctor of Clinical Psychology Training Course
                          University of Hertfordshire
                          Hatfield, Herts. AL10 9AB

Psychology Ethics approval code: PSY/10/08/KO

University of Hertfordshire UH

Doctor of Clinical Psychology
Training Course

PARTICIPANT CONSENT FORM

Research title: The meanings of experiences for young people who have social difficulties with their peers

Researcher: Kate Owen, Trainee Clinical Psychologist

Please initial box

1) I confirm that I have read and understand the information sheet dated (   ) for the above study.

2) I have had the opportunity to consider the information and if needed ask questions that were satisfactorily answered.

3) **I agree to take part in the above study.**

4) I understand that participation is voluntary and that I am free to withdraw at any time, **without giving any reason**.

5) I agree to the interviews being tape recorded.

6) I understand that my information will be filed in a locked cabinet and the information I provide will be anonymised for the use of the study.

……………………………….. ……………….. …………………………………
Name of participant   Date   Signature

……………………………….. ……………….. …………………………………
Name of researcher   Date   Signature

Appendix 5

Dear Sir/ Madam,

My name is Kate Owen and I am currently undertaking my Doctoral training in Clinical Psychology, at the University of Hertfordshire. I am investigating how children who bully others make sense of their experiences for my 'Major Research Project' which is part of my training. As such I am looking for students at Education Support Centres, aged 11-16, who have been involved in bullying other young people to take part in my study.

With this letter you will find a research information sheet. I would be grateful if you could read this as it explains the study. If, after reading the information sheet you would like your students to take part, please let me know and I will set up a time to meet with you or member of your staff to discuss the practical arrangements for recruiting participants and carrying out the interviews.

Once the students and parents have signed the consent forms, I will liaise with them and this Centre about where and when to carry out the interviews.

If you have any questions at any stage, please feel free to contact me:

Email: K.E.Owen@herts.ac.uk
Telephone: 07920402115
Postal address: as above

Thank you for your time.

Yours sincerely,

Kate Owen
Trainee Clinical Psychologist

Psychology Ethics approval code: PSY/10/08/KO

Doctor of Clinical Psychology
Training Course

INFORMATION SHEET FOR TEACHERS

Research title: The meanings of experiences for young people who have social difficulties with their peers

Introduction

A group of students from Education Support Centres in Hertfordshire are being invited to take part in a research study exploring how young people who have been involved in bullying see themselves and other people, and how they make sense of their experiences. Before you decide whether a student could be approached to take part, please take the time to read the following information which I have written to help you understand why the research is being carried out and what it will involve.

The researchers

This study is being carried out by Kate Owen, Trainee Clinical Psychologist. It is part of a Doctoral qualification in Clinical Psychology. The study is supervised by Professor David Winter, Director of the Doctor of Clinical Psychology Training Programme, Dr Sarah Woods, Lecturer and Admissions, and Nick Reed, Director of the Centre for Personal Construct Psychology.

What is the purpose of this study?

To date there is little qualitative research looking at the experiences of children who bully others; most research has been quantitative surveys or focused on the victim's experiences. I am taking a personal construct psychology approach to this study as this provides a framework for exploring the complex ways in which individual's make sense of their experiences.

What is involved?

If a student decides that they would like to take part, they and their parents will be asked to sign a consent form. They will be invited to three meetings with the researcher:
1. At the first meeting, they will be given a questionnaire about school relationships to complete; asked to describe themselves, and complete a questionnaire about their strengths and difficulties in relation to their behaviour and mood. This will last for about 45 minutes.
2. At the second meeting, they will be invited to use a technique called a repertory grid. This is a structured interview to try to understand more about the participant. There are no right or wrong answers, and participants can choose how much detail to give. It will last no more than one hour.
3. At the third meeting, participants will be given their grid results from the previous interview and an opportunity to talk about how the findings make sense to them, and

how the findings relate to how they view themselves and their experiences of bullying. This will also last no more than an hour.

During any of the meetings participants will be able to take a break, should they need to. All interviews will be tape recorded, and then written up afterwards.

Who is taking part?
Male and female pupils, between 11-16 years old, who attend Education Support Centres in Hertfordshire, are being invited to take part in this study. There will be up to 10 students taking part in this study, and they will all have had experiences of bullying others.

Does this student have to take part?
No. Participation is entirely voluntary and students can withdraw their consent at anytime during the study.

What do I have to do?
If, after reading this information sheet you would like a student to take part in the research, please liaise with me about obtaining parental and participant consent and then setting up the interviews.

Will taking part be confidential?
Yes. For any student taking part in the study, their information will be stored in a safe locked location which will only be accessible by the researchers. The overall findings of the study may be published in a research paper. If the student's interviews are used in the research I will change names and recognisable details.

If, during the interview, I have serious concerns about harm to the participant or the safety of others, I will have to inform other people who can help because of my duty of care.

What are the benefits of taking part?
It is hoped that by taking part in this study the young people will be given the experience of being listened to closely and a space for self-reflection where perhaps they may begin to consider possibilities for change. By being given the results of their grids in a sensitive manner, it may give them insight into the ways that they view themselves and other people.

It is hoped that this research will help develop psychological understanding of young people who bully others which can help inform interventions.

What are the potential difficulties that taking part may cause?
This topic can be emotive and it may cause some discomfort or distress. If this does occur participants can take a break and can stop the interview at anytime. Despite these potential difficulties, some researchers suggest that people taking part in research interviews can find the process of talking through their experiences therapeutic and beneficial. Participants will be given a number of contact details following the study, should they feel that they require support or that they would like to continue talking about their experiences beyond the duration of the study.

What if I have questions or concerns?
If you have any questions about the research, please do not hesitate to contact me. My contact details are given below.

Who has reviewed this study?
This study was reviewed by the University of Hertfordshire Research Ethics Committee and was given ethical approval.

Psychology Ethics approval code: PSY/10/08/KO

Thank you for taking the time to read this.

Contact details of the researcher:
Kate Owen
Email address: K.E.Owen@herts.ac.uk
Telephone number: 07920 402115
Postal address: Doctor of Clinical Psychology Training Course
                                University of Hertfordshire
                                Hatfield, Herts. AL10 9AB

Doctor of Clinical Psychology
Training Course

Debriefing Sheet

Thank you very much for making this study possible.

This study is exploring how young people who have social difficulties with their peers and have been involved with bullying others, make sense of their experiences. I was interested in finding out about:

- How young people see themselves and the other people they know, including victims of bullying.
- How they compare themselves with other people.
- How they compare their view of "themselves as a bully" with their view of "themselves as not a bully."
- If there were any advantages to bullying others and disadvantages of not bullying others that make it difficult to change.
- Why young people think someone may bully other people.
- Why young people think they have been involved in bullying others.

There are very few studies that have looked in detail at the experiences of young people who bully others and how they understand their experiences. It is hoped that this study will help us to have a better understanding of these young people, including why they may become involved in bullying others and why this can become a way of relating to other people.

It is also hoped that by having more of an understanding of how young people make sense of their experiences of bullying others, it will help with developing a programme that can help these young people develop different ways of relating to other people.

Do you have any further questions?
If you would like to talk further about any part of the study, please contact me using the details given below.

Contact details of the researcher:
Kate Owen
Email address: K.E.Owen@herts.ac.uk
Telephone number: 01707 286322
Postal address: Doctor of Clinical Psychology Training Course
                             University of Hertfordshire
                             Hatfield, Herts. AL10 9AB

SOURCES OF COMFORT AND HELP

Talking about any difficult experiences may have left you feeling low or upset. This is quite normal and often passes after a few days. However, if you continue to have these feelings, there are local sources of support and comfort which may already be familiar to you.

1.   The most immediate sources of comfort and help are likely to be your own family and friends.

2.   If you feel that you would benefit from talking about any of the issues raised with a trained professional please see the list of organisations below.

3.   Your GP may be able to refer you to more specialised local support services if you feel you need more support.

Participating in this study may also have helped you become more aware about how you think about yourself and other people. If you found this space to think about your experiences helpful and wanted to continue this with some support, you may also wish to contact one of the counselling services in your local area.

The following organisations offer support to all age groups:

1. **The Samaritans**
    Telephone: 08457 909090
    www.samaritans.org

    The Samaritans is a helpline which is open 24 hours a day for anyone in need. It is staffed by trained volunteers who provide confidential emotional support.

2. **ChildLine**
    Telephone: 0800 1111 free
    www.childline.org.uk

    ChildLine is a 24 hour helpline which gives comfort, advice and protection to children and young people who are worried about any problem.

3. **Get Connected**
    Telephone: 0808 808 4994 free
    www.getconnected.org.uk

    Get connected will find the best place in the UK that can help you, whatever the problem. The helpline can also provide a free connection to the most appropriate service. It is open from 1pm to 11pm everyday.

4. **Careline**
    Telephone: 0208 5141177

Careline gives support to young people with any problem, and offers confidential counselling over the phone in times of crisis. It is open 10am to 4pm and 7pm to 10pm, Monday to Friday.

5. **Young Minds**
   www.youngminds.org.uk/young_people/index.html

   This is a website for young people on mental health.

6. **Youth2Youth**
   Telephone: 0208 8963675
   www.youth2youth.co.uk

   Youth2Youth is a confidential helpline that provides emotional support. It is run by trained young people (aged 16-21) for young people. Calls from outside London are charged at the national rate, but the helpline can call you back. The helpline is open from 6.30pm to 9.30pm on Mondays and Thursdays. You can also chat online during these times.

The following Hertfordshire organisations provide youth counselling and information services. The majority are for 14-25 year olds:

1. **Signpost:** Watford
   Telephone: 01923 239 495

2. **Youth Enquiry Service:** Borehamwood
   Telephone: 0208 236 7607

3. **Drop In:** Cheshunt
   Telephone: 01992 635 000

4. **Face 2 Face:** Stevenage
   Telephone: 01438 749 147

5. **Bowes Lyon Centre:** Stevenage
   Telephone: 01483 749 147

6. **The Bancroft Centre**: Hitchin
   Telephone: 01462 640 340

7. **Urban Access**: Hemel Hempstead
   Dacorum One Stop Shop, West Herts College Dacorum Campus,
   Marlowes,
   Hemel Hempstead HP1 1HQ
   Telephone: 01442 252 868 (24 hour answerphone)
   Email: urban.access@hertscc.gov.uk

Urban Access offers free and confidential counselling to all 14-25 year olds in the Dacorum area. To book an initial appointment, telephone during office hours. Appointments are weekday afternoons, early evenings or Saturday mornings.

8. **Youth Talk**: St Albans
   28 Spencer Street, St Albans AL3 5EG
   Telephone: 01727 868684
   Email: info@youthtalk.org.uk
   www.youthtalk.org.uk

Youth Talk offers free and confidential counselling to all 14-25 year olds in the District. Telephone or email for an appointment telephone. Drop in: Thursday between 4-6pm.

9. **The Base**: London Colney
   184 High Street, London Colney AL2 1JQ

   Telephone: 01727 821 639
   Text: 07796522216
   Email: talk2some1@hotmail.co.uk
   www.baseyouthproject.org.uk

The Base provides a free and confidential counselling service for 11-19 year olds who live in London Colney.

10. **YPIC** (Young People's Information Centre): Hatfield
    1 Market Place, Hatfield, AL10 0LG
    Telephone: 01707 26223

YPIC offers free and confidential counselling to all 14-25 year olds in the Hatfield area.

Anti-bullying Organisations

1. **Parentline Plus: National helpline for parents**
   Telephone: 0808 800 2222
   (Mon-Fri 9am-9pm; Sat 9.30am-5pm; Sun 10am-3pm)

2. **Anti Bullying Campaign: Advice line for parents & children**
    Telephone: 0207 378 1446
   (9.30am – 5pm)

3. **Children's Legal Centre: Publications and free advice line on legal issues**
   Telephone: 01206 873 820
   (Mon-Fri 10am - 12.30pm and 2pm - 4.30pm)

4. **Kidscape: publications for parents, young people and those who work with them.**
   Telephone: 0207 730 3300
   www.kidscape.org.uk

Bullying counsellor available (Mon - Fri 10am-4pm)

5. **Bullying Online**
   Email: help@bullying.co.uk
   www.bullying.co.uk

Would you like to know the results of this study?

If so, please write your name together with *either* your email address or postal address in the space below, and the results will be sent to you when the project is completed

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

………………………………………………………………………

Thank you for participating in this study.

University of Hertfordshire

School Relationships Questionnaire

Age: ☐☐

Gender: male / female

ID number: ☐☐☐

School:

This questionnaire asks about your relationships with other pupils at school. All of the questions refer to experiences you have had **since the start of this school year** (ie, since the end of the summer holidays in September). Please answer all of the questions as honestly as possible.

If you have any queries, please raise your hand and ask. If at any point you do not wish to continue with the questionnaire, please stop.

This questionnaire is **completely confidential and anonymous**. The information that you give will not be seen by any other pupils or teachers. You will **not** be asked for your name, or anybody else's.

Section 1. Direct aggression received

This section asks you about any bullying behaviour that you have **received**.

We would like to find out about any bullying behaviour that may have happened to you **since the start of this school year** (ie, since the end of the summer holidays in September).

Please answer the following questions as honestly as possible.

 What has happened to you since the start of this school year?

(Please circle the answer that best fits your experience. For example: ⟨ **yes** ⟩   **no**   )

a.) Have you had personal belongings taken?   **yes**   **no**

If yes, how often has this happened?

Not very often (1 to 3 times) ☐	Often (more than 4 times) ☐	Very often (at least once a week) ☐

b.) Have you been threatened / blackmailed?   **yes**   **no**

If yes, how often has this happened?

Not very often (1 to 3 times) ☐	Often (more than 4 times) ☐	Very often (at least once a week) ☐

c.) Have you been hit or beaten up?   **yes**   **no**

If yes, how often has this happened?

Not very often (1 to 3 times) ☐	Often (more than 4 times) ☐	Very often (at least once a week) ☐

d.) Have other things happened to you?   **yes**   **no**

If yes, how often has this happened?

Not very often (1 to 3 times) Often (more than 4 times) ☐ Very often (at least once a week) ☐
☐

Please   describe

……………………………………………………………………..…………..……

<div style="text-align:center">

Section 2. Verbal and relational aggression received

</div>

a. Have other pupils called you nasty names?

yes   **no**

If yes, how often has this happened?

Not very often (1 to 3 times) Often (more than 4 times) ☐ Very often (at least once a week) ☐
☐

b. Have other pupils not wanted to hang around with you (to make you upset)?

yes   **no**

If yes, how often has this happened?

Not very often (1 to 3 times) Often (more than 4 times) ☐ Very often (at least once a week) ☐
☐

c. Have other pupils said they wouldn't be friends with you anymore, or said they would tell-tale (tell other people things about you)?

yes   **no**

If yes, how often has this happened?

Not very often (1 to 3 times)   Often (more than 4 times) ☐   Very often (at least once a week) ☐
☐

d. Have other pupils told lies, said nasty things, or told stories about you that were not true?

yes   **no**

If yes, how often has this happened?

Not very often (1 to 3 times)   Often (more than 4 times) ☐   Very often (at least once a week) ☐
☐

e. Have other pupils spoilt activities (for example, sports games or class activities) on purpose (to make you upset)?

yes   **no**

If yes, how often has this happened?

Not very often (1 to 3 times)   Often (more than 4 times) ☐   Very often (at least once a week) ☐
☐

Section 3. Direct aggression given

This section asks you about any bullying behaviour that you have **taken part in**.

We would like to find out about bullying behaviour that you have carried out **since the start of this school year** (ie, since the end of the summer holidays in September).

Please answer the following questions as honestly as possible.

What have you done to others since the beginning of the school year?

(Please circle the answer that best fits your experience. For example: (**yes**)   **no**   )

a.) Have you taken others personal belongings?   **yes**   **no**

If yes, how often have you done this?

Not very often (1 to 3 times) ☐   Often (more than 4 times) ☐   Very often (at least once a week) ☐

b.) Have you threatened / blackmailed someone?   **yes**   **no**

If yes, how often have you done this?

Not very often (1 to 3 times) ☐   Often (more than 4 times) ☐   Very often (at least once a week) ☐

c.) Have you hit or beaten someone up?   **yes**   **no**

If yes, how often have you done this?

Not very often (1 to 3 times) ☐   Often (more than 4 times) ☐   Very often (at least once a week) ☐

d.) Have you done any other things?   **yes**   **no**

If yes, how often have you done this?

Not very often (1 to 3 times)   Often (more than 4 times) ☐   Very often (at least once a

	week) ☐

Please   describe

………………………………………………………………………..………………

Section 4. Verbal & relational aggression given

a) **Have you called other pupils nasty names?**

<div align="center">

yes   **no**

</div>

If yes, how often have you done this?

Not very often (1 to 3 times) ☐	Often (more than 4 times) ☐	Very often (at least once a week) ☐

b) **Have you not hung around with another pupil/other pupils (to make them upset)?**

<div align="center">

yes   **no**

</div>

If yes, how often have you done this?

Not very often (1 to 3 times) ☐	Often (more than 4 times) ☐	Very often (at least once a week) ☐

c) **Have you told other pupils that you did not want to be friends with them anymore, or said that you would tell-tale (tell other people things about them)?**

<div align="center">

yes   **no**

</div>

If yes, how often have you done this?

| Not very often (1 to 3 times) ☐ | Often (more than 4 times) ☐ | Very often (at least once a week) ☐ |

d) **Have you told lies, said nasty things, or told stories about other pupils that were not true?**

yes   **no**

If yes, how often have you done this?

| Not very often (1 to 3 times) ☐ | Often (more than 4 times) ☐ | Very often (at least once a week) ☐ |

e) **Have you spoilt activities for other pupils (for example, sports games or class activities) on purpose (to make them upset)?**

yes   **no**

If yes, how often have you done this?

| Not very often (1 to 3 times) ☐ | Often (more than 4 times) ☐ | Very often (at least once a week) ☐ |

Thank you very much for completing this questionnaire

Appendix 8

Strengths and Difficulties Questionnaire

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of how things have been for you over the last six months.

Your Name .... Male/Female

Date of Birth...

	Not True	Somewhat True	Certainly True
I try to be nice to other people. I care about their feelings	☐	☐	☐
I am restless, I cannot stay still for long	☐	☐	☐
I get a lot of headaches, stomach-aches or sickness	☐	☐	☐
I usually share with others (food, games, pens etc.)	☐	☐	☐
I get very angry and often lose my temper	☐	☐	☐
I am usually on my own. I generally play alone or keep to myself	☐	☐	☐
I usually do as I am told	☐	☐	☐
I worry a lot	☐	☐	☐
I am helpful if someone is hurt, upset or feeling ill	☐	☐	☐
I am constantly fidgeting or squirming	☐	☐	☐
I have one good friend or more	☐	☐	☐
I fight a lot. I can make other people do what I want	☐	☐	☐
I am often unhappy, down-hearted or tearful	☐	☐	☐
Other people my age generally like me	☐	☐	☐
I am easily distracted, I find it difficult to concentrate	☐	☐	☐
I am nervous in new situations. I easily lose confidence	☐	☐	☐
I am kind to younger children	☐	☐	☐
I am often accused of lying or cheating	☐	☐	☐
Other children or young people pick on me or bully me	☐	☐	☐
I often volunteer to help others (parents, teachers, children)	☐	☐	☐
I think before I do things	☐	☐	☐
I take things that are not mine from home, school or elsewhere	☐	☐	☐
I get on better with adults than with people my own age	☐	☐	☐
I have many fears, I am easily scared	☐	☐	☐
I finish the work I'm doing. My attention is good	☐	☐	☐

Your signature .... Today's date ....

Thank you very much for your help

© Robert Goodman, 2005

Appendix 9: Jackson's self-characterisation scoring critieria and inter-rater reliability

1. <u>Views of others'</u> (e.g. her mates/ parents/ teachers etc. think she is…). One point to be given for each reference made.

2. <u>Personal history and future</u> (e.g. when he was young/ finishes school he was/will be…). One point to be given for each past/ future reference made, excluding non-psychological statements.

3. <u>Psychological cause and effect</u> statements are given the following scores. Explicit examples (e.g. *if* he's wound up *then* he stands up for himself) are scored three points and implicit examples score one point.

4. <u>Non psychological statements</u> are given one point each. They refer to activities, physical or behavioural descriptions.

5. <u>Psychological statements</u> are given one point each. If a list of likes or dislikes is given on the same topic, in the same sentence, then one point is given for the total list only.

6. <u>Contradictions</u> are scored three points when the degree of contradiction between two statements is marked. When the contradiction is mild, one point is given.

7. <u>Insight</u>: A point is given for each statement that demonstrates that the child has an awareness of his or her shortcomings.

8. <u>Self-esteem</u>: up to five points were awarded for claims of competence and a further five points were available for claims of moral qualities.

Measure	Inter-rater reliability this study	Inter-rater reliability reported by Jackson & Bannister (1985)
Views of others	r=0.64	r=0.8
Personal history and future	r=1	r=0.72
Psychological cause & effect	r=0.70	r=0.87
Psychological statements	r=0.92	r=0.92
Non-psychological statements	r=-0.21	Not provided
Contradictions	r=0.74	r=0.5
Insight	r=0.99	r=0.74
Self-esteem	r=0.90	Not provided

Inter-rater reliability on Jackson and Bannister's (1985) self-characterisation scores

Measure	Inter-rater reliability this study	Inter-rater reliability reported by Jackson & Bannister (1985)
Views of others	r=0.64	r=0.8
Personal history and future	r=1	r=0.72
Psychological cause & effect	r=0.70	r=0.87
Psychological statements	r=0.92	r=0.92
Non-psychological statements	r=-0.21	Not provided
Contradictions	r=0.74	r=0.5
Insight	r=0.99	r=0.74
Self-esteem	r=0.90	Not provided

Inter-rater reliability on Jackson and Bannister's (1985) self-characterisation scores

Appendix 10: Interview Schedule

Responses to grid findings, *adapted from Fransella et al (2004) and Jankowicz (2004)*

The researcher will present the participant's grid and graph to them and talk with them about what they think it shows:

Compare:

This is what the grid and graph show…. is this how you would see things?

- Explore similarities and differences

"Self if bullying" with "self if not bullying"

- What characteristics describe these types of people

"Self now" with "ideal self"

- What characteristics describe these types of people

What characteristics describe a "typical victim" and a "typical bully"?

- *"What kind of characteristics or qualities do you use to describe someone who behaves as a bully?"*
- *"What kind of characteristics or qualities do you use to describe someone who is bullied by other people?"*

[additional questions Construing of bully-victim

(prompt: list some of the constructs that 'typical bully' is rated highly)

"Why do you think a 'typical bully' would have these qualities?"

(How does it help them to be like this/ act this way?/ What would happen if they didn't act like this?)

"What kind of characteristics or qualities do you use to describe someone who is bullied by other people?"

"What sort of qualities might a person have that would make it likely they would get bullied by others?"

"Why do you think someone who is bullied might have these sorts of characteristics?"

"Why do you think these qualities are linked with being bullied?"

"What qualities do you think are important to have?"

"Why do you think it is important to have these qualities?"]

Additional questions

What does the word "bully" mean to you?

What reasons do you think people have for bullying others?

[How do other students deal with situations where others may be hurting or annoying them?

How do you deal with situations where other students may be hurting or annoying you?]

Can you describe an event when you have been involved in bullying* *(use behaviour terms relevant to participant) -* someone (recently)?

What was it like at the time?

How did you feel inside?

Why did you do X/ get involved?

Did it just happen?

What triggered it/ was going on before it started?

Was anyone else involved?

How do you think they were feeling about it at the time?

- afterwards?

How do you think the person you were *bullying*/threatening/ calling names/ leaving out etc* felt during the situation?

- and after?

What happened after (*the situation)*?

How did you feel afterwards?

What sort of person do you think students need to be to be popular?

What is your friendship group like at this centre?

What are your friendship group(s) like outside here?

Appendix 11: Inter-rater reliability contingency table for Landfield's (1971) content analysis of grid constructs

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
1	5 (2.25)	3		1													1						10
2		4 (1)																					4
3			0																				0
4				0																			0
5					0																		0
6						0																	0
7							0																0
8								0															0
9									0														0
10										0													0
11											0												0
12												2 (0.1)											2
13													0										0
14		1		1										3									5

274

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	Total
														(0.375)									
15														X									
16	4	1		2												0							7
17																	9 (0.06)						9
18																		0					0
19		1																	1 (.05)				2
20																				X			
21																	1				0		1
22																						0	0
	9	10	0	4	0	0	0	0	0	0	0	2	0	3		0	11	0	1		0	0	40

(1=social interaction, 2=forcefulness, 3=Organisation, 4=self-sufficiency, 5=status, 6=factual description, 7=intellective, 8=self reference, 9=imagination, 10=alternatives, 11=sexual, 12= morality. 13= external appearance, 14=emotional arousal, 16=egoism, 17= Tenderness, 18=time orientation, 19=involvement, 21=extreme qualifiers, 22=humour, X=categories deleted by Landfield)

Appendix 12:

Construct	Rater one	Rater two	Agreed code
Mark			
Dickhead-Cool	Social interaction	Egoism	Status
Weakling-Strong	Self-sufficiency	Egoism	Egoism
Confrontational-Chilled	Forcefulness	Social interaction	Forcefulness
Annoying-Placid	Forcefulness	Social interaction	Social interaction
Active-Lazy	Forcefulness	Involvement	Forcefulness
Competitive-A push over	Forcefulness	Egoism	Forcefulness
Darren			
Not Cool-Cool	Social interaction	Egoism	Status
Sensitive-Confident	Self-sufficiency	Egoism	Self sufficiency
Funky-Uncool	Social interaction	Egoism	Status
Chloe			
A wind up-Chilled out	Forcefulness	Emotional arousal	Emotional arousal
Doesn't give two shits-Cares too much	Tenderness	Extreme qualifier	Extreme qualifier
Geek-Cool	Social interaction	Egoism	Status
Rachel			
Quiet-Outgoing	Forcefulness	Social interaction	Forcefulness
Stands up for self-Afraid	Self-sufficiency	Emotional arousal	Emotional arousal
Gets on with others-Bully	Tenderness	Social interaction	Tenderness
Confident-Scared of what others think	Self-sufficiency	Social interaction	Egoism

Appendix 13: Idiogrid analyses

<u>**Slater Analyses for Mark**</u>

Original Grid (Mark)

```
                    Self when bullying
                    .        Self when not bullying
                    .        .        Mum
                    .        .        .        Dad
                    .        .        .        .        Typical bully
                    .        .        .        .        .        Typical victim
                    .        .        .        .        .        .        Someone in class I
respect
                    .        .        .        .        .        .        .        Someone in
class I don't respect
                    .        .        .        .        .        .        .        .
Self now
                    .        .        .        .        .        .        .        .        .
Ideal self
                    .        .        .        .        .        .        .        .        .
.        Self in a year's time
                    .        .        .        .        .        .        .        .        .
.        .        Self as others see me
                    .        .        .        .        .        .        .        .        .
.        .        .        Self as someone I have bullied sees me
     Aggressive    6.00     4.00     2.00     5.00     7.00     7.00     6.00     2.00
5.00     4.00     6.00     7.00     7.00    Calm
          Nice     2.00     4.00     6.00     3.00     1.00     5.00     4.00     4.00
2.00     6.00     4.00     3.00     1.00    Horrible
       Dickhead    3.00     2.00     2.00     7.00     7.00     7.00     2.00     7.00
3.00     1.00     2.00     5.00     7.00    Cool
      Weaklings    2.00     3.00     3.00     7.00     1.00     7.00     2.00     7.00
3.00     1.00     2.00     5.00     7.00    Strong
Confrontational    7.00     6.00     4.00     4.00     7.00     7.00     5.00     2.00
1.00     5.00     6.00     7.00     6.00    Chilled
       Annoying    2.00     5.00     3.00     7.00     7.00     7.00     3.00     6.00
5.00     3.00     3.00     4.00     7.00    Placid
          Angry    5.00     3.00     3.00     6.00     7.00     7.00     3.00     4.00
6.00     2.00     3.00     5.00     7.00    Bored
         Active    6.00     6.00     1.00     4.00     1.00     3.00     6.00     4.00
6.00     6.00     6.00     6.00     6.00    Lazy
        Popular    4.00     7.00     3.00     1.00     3.00     1.00     6.00     3.00
6.00     7.00     6.00     6.00     6.00    Dull
    Competitive    7.00     7.00     5.00     5.00     5.00     1.00     4.00     1.00
7.00     7.00     7.00     7.00     7.00    A push over
          Bully    7.00     5.00     4.00     6.00     7.00     1.00     5.00     1.00
7.00     4.00     7.00     6.00     7.00    Victim
```

Grid Deviations

```
                 Self when bullying
                 |        Self when not bullying
                 |        |        Mum
                 |        |        |        Dad
                 |        |        |        |        Typical
bully
                 |        |        |        |        |
Typical victim
                 |        |        |        |        |        |
Someone in class I respect
```

```
              |         |         |         |         |         |
|      Someone in class I don't respect
              |         |         |         |         |         |
|        |        Self now
              |         |         |         |         |         |
|        |        |        Ideal self
              |         |         |         |         |         |
|        |        |        |        Self in a year's time
              |         |         |         |         |         |
|        |        |        |        |       Self as others see me
              |         |         |         |         |         |
|        |        |        |        |        |      Self as someone
I have bullied sees me
              |         |         |         |         |         |
|        |        |        |        |        |
       Aggressive    0.77    -1.23    -3.23    -0.23     1.77     1.77
 0.77    -3.23    -0.23    -1.23     0.77     1.77     1.77
            Nice   -1.46     0.54     2.54    -0.46    -2.46     1.54
 0.54     0.54    -1.46     2.54     0.54    -0.46    -2.46
        Dickhead   -1.23    -2.23    -2.23     2.77     2.77     2.77
-2.23     2.77    -1.23    -3.23    -2.23     0.77     2.77
       Weaklings   -1.85    -0.85    -0.85     3.15    -2.85     3.15
-1.85     3.15    -0.85    -2.85    -1.85     1.15     3.15
Confrontational    1.85     0.85    -1.15    -1.15     1.85     1.85
-0.15    -3.15    -4.15    -0.15     0.85     1.85     0.85
        Annoying   -2.77     0.23    -1.77     2.23     2.23     2.23
-1.77     1.23     0.23    -1.77    -1.77    -0.77     2.23
           Angry    0.31    -1.69    -1.69     1.31     2.31     2.31
-1.69    -0.69     1.31    -2.69    -1.69     0.31     2.31
          Active    1.31     1.31    -3.69    -0.69    -3.69    -1.69
 1.31    -0.69     1.31     1.31     1.31     1.31     1.31
         Popular   -0.54     2.46    -1.54    -3.54    -1.54    -3.54
 1.46    -1.54     1.46     2.46     1.46     1.46     1.46
     Competitive    1.62     1.62    -0.38    -0.38    -0.38    -4.38
-1.38    -4.38     1.62     1.62     1.62     1.62     1.62
           Bully    1.85    -0.15    -1.15     0.85     1.85    -4.15
-0.15    -4.15     1.85    -1.15     1.85     0.85     1.85
```

Note. Deviations from construct means.

Descriptive Statistics for Elements [Mark]

	Means	Sum of Squares	Percent Total Sum of Squares
Self when bullying	-0.01	26.84	4.84
Self when not bullying	0.08	21.53	3.88
Mum	-1.38	47.38	8.54
Dad	0.35	39.76	7.16
Typical bully	0.17	58.22	10.49
Typical victim	0.17	88.69	15.98
Someone in class I respect	-0.47	21.07	3.80
Someone in class I don't respect	-0.92	79.61	14.34

Self now	-0.01	33.30	6.00
Ideal self	-0.47	48.61	8.76
Self in a year's time	0.08	25.84	4.66
Self as others see me	0.90	16.53	2.98
Self as someone I have bullied sees me	1.53	47.69	8.59

Note. Values are based upon deviation matrix in which construct means were removed from the original grid scores.
Total SS: 555.08

Element Euclidean Distances

```
                                        Self when bullying
                                        |       Self when not
bullying
                                        |       |       Mum
                                        |       |       |
Dad
|       Typical bully
                                        |       |       |
|       |       Typical victim
                                        |       |       |
|       |       |       Someone in class I respect
                                        |       |       |
|       |       |       |       Someone in class I don't respect
                                        |       |       |
|       |       |       |       |       Self now
                                        |       |       |
|       |       |       |       |       |       Ideal self
                                        |       |       |
|       |       |       |       |       |       |       Self
in a year's time
                                        |       |       |
|       |       |       |       |       |       |       |
Self as others see me
                                        |       |       |
|       |       |       |       |       |       |       |
|       Self as someone I have bullied sees me
                                        |       |       |
|       |       |       |       |       |       |       |
|       |
```

Self when bullying	0.00		
Self when not bullying	6.08	0.00	
Mum	9.33	7.87	0.00
Dad	9.80	10.25	10.05	0.00
Typical bully	8.83	10.82	11.36	8.25	0.00
Typical victim	13.04	13.00	11.87	7.75	10.58	0.00
Someone in class I respect	5.57	4.47	7.62	10.44	10.54	12.12	0.00
Someone in class I don't respect	13.42	11.62	9.64	8.00	12.88	8.12	11.09	0.00
Self now	7.21	6.71	9.75	8.94	10.20	13.86	7.00	11.66	0.00

```
                            Ideal self      7.55     4.00      7.48
12.77    13.00    14.73     4.69    12.92     8.43     0.00
                Self in a year's time      3.87     3.74     8.49
10.72    10.34    13.82     3.74    13.30     6.71     4.69     0.00
                Self as others see me      4.90     5.57    10.15
8.00     8.72    10.95     6.24    11.75     7.21     8.31     5.20
0.00
Self as someone I have bullied sees me      8.77     9.17    13.19
6.86     8.66    11.09    10.30    12.04     8.19    12.57     9.59
5.20     0.00
```

Element Euclidean Distances (standardized)

```
                                            Self when bullying
                                            |      Self when not bullying
                                            |      |      Mum
                                            |      |      |      Dad
                                            |      |      |      |
Typical bully
                                            |      |      |      |      |
Typical victim
                                            |      |      |      |      |
|       Someone in class I respect
                                            |      |      |      |      |
|       |       Someone in class I don't respect
                                            |      |      |      |      |
|       |       |       Self now
                                            |      |      |      |      |
|       |       |       |       Ideal self
                                            |      |      |      |      |
|       |       |       |       |       Self in a year's time
                                            |      |      |      |      |
|       |       |       |       |       |       Self as others see me
                                            |      |      |      |      |
|       |       |       |       |       |       |       Self as someone I have
bullied sees me
                                            |      |      |      |      |
|       |       |       |       |       |       |       |
                  Self when bullying       0.00
               Self when not bullying       0.63     0.00
                                  Mum       0.97     0.82     0.00
                                  Dad       1.02     1.07     1.04     0.00
                        Typical bully       0.92     1.12     1.18     0.86     0.00
                       Typical victim       1.36     1.35     1.23     0.81     1.10
0.00
          Someone in class I respect       0.58     0.46     0.79     1.09     1.10
1.26     0.00
     Someone in class I don't respect       1.39     1.21     1.00     0.83     1.34
0.84     1.15     0.00
                             Self now       0.75     0.70     1.01     0.93     1.06
1.44     0.73     1.21     0.00
                           Ideal self       0.78     0.42     0.78     1.33     1.35
1.53     0.49     1.34     0.88     0.00
                Self in a year's time       0.40     0.39     0.88     1.11     1.08
1.44     0.39     1.38     0.70     0.49     0.00
                Self as others see me       0.51     0.58     1.06     0.83     0.91
1.14     0.65     1.22     0.75     0.86     0.54     0.00
Self as someone I have bullied sees me       0.91     0.95     1.37     0.71     0.90
1.15     1.07     1.25     0.85     1.31     1.00     0.54     0.00
```

Note. Values are standardized around the expected distance between random pairings of elements. For this grid: 9.62.

Descriptive Statistics for Constructs [(Mark)]

```
                      Means
```

```
                              |          Sum of Squares
                              |         |          Percent Total Sum of Squares
                              |         |         |
          Aggressive      5.23     38.31      6.90
                 Nice      3.46     33.23      5.99
             Dickhead      4.23     72.31     13.03
            Weaklings      3.85     69.69     12.56
        Confrontational   5.15     45.69      8.23
             Annoying     4.77     42.31      7.62
                Angry     4.69     38.77      6.98
               Active     4.69     44.77      8.07
              Popular     4.54     55.23      9.95
          Competitive     5.38     59.08     10.64
                Bully     5.15     55.69     10.03


Total SS:     555.08
Bias:  0.29
Variability:  0.68
```

Construct Correlations

```
                      Aggressive
                      |         Nice
                      |         |         Dickhead
                      |         |         |         Weaklings
                      |         |         |         |         Confrontational
                      |         |         |         |         |         Annoying
                      |         |         |         |         |         |
Angry
                      |         |         |         |         |         |         |
Active
                      |         |         |         |         |         |         |
|         Popular
                      |         |         |         |         |         |         |
|         |         Competitive
                      |         |         |         |         |         |         |
|         |         |         Bully
                      |         |         |         |         |         |         |
|         |         |         |
    Aggressive   1.00
          Nice  -0.57     1.00
      Dickhead   0.31    -0.48     1.00
     Weaklings   0.01    -0.08     0.74     1.00
Confrontational  0.66    -0.13     0.08    -0.15     1.00
      Annoying   0.22    -0.39     0.86     0.65    -0.06     1.00
         Angry   0.59    -0.70     0.81     0.49     0.16     0.74
1.00
        Active   0.22    -0.13    -0.39    -0.06    -0.01    -0.37      -
0.27     1.00
       Popular   0.05    -0.03    -0.64    -0.48     0.02    -0.48      -
0.49     0.73     1.00
   Competitive   0.21    -0.30    -0.51    -0.49     0.18    -0.42      -
0.18     0.52     0.69     1.00
         Bully   0.47    -0.67    -0.18    -0.41     0.19    -0.18
0.19     0.31     0.40     0.82     1.00
```

Direction cosines between Constructs and Elements

```
                    Self when bullying
                    |          Self when not bullying
```

```
                          |         |              Mum
                          |         |         |              Dad
                          |         |         |         |              Typical
bully
                          |         |         |         |         |
Typical victim
                          |         |         |         |         |         |
Someone in class I respect
                          |         |         |         |         |         |
|         Someone in class I don't respect
                          |         |         |         |         |         |
|         |              Self now
                          |         |         |         |         |         |
|         |         |              Ideal self
                          |         |         |         |         |         |
|         |         |              Self in a year's time
                          |         |         |         |         |         |
|         |         |         |              Self as others see me
                          |         |         |         |         |         |
|         |         |         |              Self as someone
I have bullied sees me
                          |         |         |         |         |         |
|         |         |         |         |         |
```

	Mum	Dad	Typical bully	Typical victim	Someone in class I respect	Someone in class I don't respect	Self now	Ideal self	Self in a year's time	Self as others see me	Self as someone I have bullied sees me		
Aggressive	0.39	-0.26	-0.78	0.05	0.49	0.16	-0.07	-0.56	-0.09	-0.40	0.13	0.70	0.60
Nice	-0.31	0.32	0.72	-0.31	-0.59	0.15	0.40	0.30	-0.39	0.61	0.11	-0.41	-0.76
Dickhead	-0.45	-0.77	-0.42	0.82	0.53	0.71	-0.78	0.47	-0.28	-0.92	-0.84	0.07	0.62
Weaklings	-0.60	-0.49	-0.26	0.77	-0.13	0.66	-0.64	0.64	-0.23	-0.67	-0.75	0.10	0.53
Confrontational	0.46	0.06	-0.32	-0.20	0.38	0.18	0.00	-0.54	-0.64	-0.07	0.25	0.60	0.21
Annoying	-0.65	-0.52	-0.39	0.76	0.49	0.61	-0.76	0.43	-0.10	-0.77	-0.80	-0.09	0.60
Angry	-0.11	-0.73	-0.56	0.68	0.66	0.50	-0.72	0.05	0.04	-0.89	-0.61	0.21	0.72
Active	0.38	0.55	-0.54	-0.39	-0.60	-0.50	0.45	-0.35	0.41	0.39	0.56	0.58	0.27
Popular	0.33	0.83	-0.24	-0.77	-0.41	-0.76	0.57	-0.53	0.45	0.68	0.74	0.45	0.06
Competitive	0.65	0.59	-0.22	-0.41	-0.08	-0.84	0.12	-0.83	0.50	0.41	0.75	0.55	0.24
Bully	0.68	0.16	-0.40	-0.11	0.32	-0.69	-0.02	-0.81	0.53	-0.03	0.56	0.49	0.42

Note. Values reflect construct/element cosines (correlations) in the full component space.

Eigenvalue Decomposition

	Eigenvalue	% Variance	Cumulative %	Scree
PC_ 1	248.85	44.83	44.83	|*********
PC_ 2	142.41	25.66	70.49	|******
PC_ 3	62.33	11.23	81.72	|***
PC_ 4	47.31	8.52	90.24	|***
PC_ 5	19.36	3.49	93.73	|**

```
PC_ 6      16.18              2.91            96.64         |**
PC_ 7       8.43              1.52            98.16         |*
PC_ 8       4.37              0.79            98.95         |*
PC_ 9       3.71              0.67            99.62         |*
PC_10       2.11              0.38           100.00         |*
PC_11       0.02              0.00           100.00         |*
```

Element Loadings

```
                                                PC_1
                                                |            PC_2
                                                |            |
                        Self when bullying    -3.30        -2.30
                    Self when not bullying    -3.73         0.76
                                       Mum    -0.85         5.52
                                       Dad     5.31        -1.19
                             Typical bully     2.86        -4.15
                            Typical victim     8.30         1.60
                Someone in class I respect    -3.25         1.59
          Someone in class I don't respect     6.20         5.41
                                  Self now    -2.23        -1.40
                                Ideal self    -5.86         3.28
                      Self in a year's time    -4.84        -0.62
                      Self as others see me    -0.94        -2.87
  Self as someone I have bullied sees me       2.34        -5.64
```

Note. Values for plotting elements in the component space.

Element Eigenvectors

```
                                                PC_1
                                                |            PC_2
                                                |            |
                        Self when bullying    -0.21        -0.19
                    Self when not bullying    -0.24         0.06
                                       Mum    -0.05         0.46
                                       Dad     0.34        -0.10
                             Typical bully     0.18        -0.35
                            Typical victim     0.53         0.13
                Someone in class I respect    -0.21         0.13
          Someone in class I don't respect     0.39         0.45
                                  Self now    -0.14        -0.12
                                Ideal self    -0.37         0.27
                      Self in a year's time    -0.31        -0.05
                      Self as others see me    -0.06        -0.24
  Self as someone I have bullied sees me       0.15        -0.47
```

Construct Loadings

```
                        PC_1
                        |            PC_2
                        |            |
          Aggressive    0.46        -5.05
                Nice   -0.89         5.03
            Dickhead    7.77        -2.97
```

```
           Weaklings      6.60    -0.16
      Confrontational    -0.41    -3.01
             Annoying     5.34    -1.94
                Angry     4.23    -4.08
               Active    -3.67    -1.68
              Popular    -6.06    -1.15
          Competitive    -5.83    -3.96
                Bully    -3.63    -5.79
```

Construct Eigenvectors

```
                          PC_1
                           |         PC_2
                           |          |
           Aggressive     0.03      -0.42
                 Nice    -0.06       0.42
             Dickhead     0.49      -0.25
            Weaklings     0.42      -0.01
      Confrontational    -0.03      -0.25
             Annoying     0.34      -0.16
                Angry     0.27      -0.34
               Active    -0.23      -0.14
              Popular    -0.38      -0.10
          Competitive    -0.37      -0.33
                Bully    -0.23      -0.49
```

Note. Values for orienting (drawing) constructs
in component space.

{Graph Created: Mark / PC_1 vs. PC_2 (Slater)}

<u>Implicative Dilemmas for Mark</u>

Elements Compared : Self now vs. Ideal self
Scale Midpoint set as Discrepancy Criterion = 4
Construct Congruence Criterion = 0.2

<u>Discrepant Constructs</u>
Nice
Confrontational
Annoying
Angry

Note. Total number of Discrepant Constructs = 4

<u>Congruent Constructs</u>
Dickhead
Weaklings
Active
Popular
Competitive

Note. Total number of Congruent Constructs = 5

Undifferentiated Constructs
```
Aggressive
Bully
```

Note. Total number of Undifferentiated Constructs = 2

Implicative Dilemmas

Dilemmas Summary [Discrepant::Congruent]

```
                         Self now [Dis]
                         |          Ideal self [Dis]
                         |          |          Self now [Con]
                         |          |          |          Ideal self [Con]
                         |          |          |          |          Pearson
Correlation
                         |          |          |          |          |
Nice :: Competitive     2.00       6.00       7.00       7.00       -0.30
```

Note. Total number of Implicative Dilemmas = 1
      Percentage of Implicative Dilemmas = 1.82

Dilemmas in Sentence Form

```
    Self now is construed as "Horrible"
        ...whereas Ideal self is construed as "Nice"
    The dilemma is a(n) "Nice" person tends to be a(n) "A push over"
person (r =  0.30)
```

Slater Analyses for Darren

Original Grid (Darren)

```
                          Self when bullying
                          .       Self when not bullying
                          .       .       Mum
                          .       .       .       Dad
                          .       .       .       .       Typical
bully
                          .       .       .       .       .
Typical victim
                          .       .       .       .       .
.         Someone in my class I respect
                          .       .       .       .       .
.       .       Someone in my class I don't respect
                          .       .       .       .       .
.       .       .       Self now
                          .       .       .       .       .
.       .       .       .       Ideal self
                          .       .       .       .       .
.       .       .       .       .       Self in a year's time
                          .       .       .       .       .
.       .       .       .       .       .       Self as others see me
                          .       .       .       .       .
.       .       .       .       .       .       Self as
someone I have bullied sees me
```

Left pole	Self when bullying	Self when not bullying	Mum	Dad	Typical bully	Typical victim	Someone in my class I respect	Someone in my class I don't respect	Self now	Ideal self	Self in a year's time	Self as others see me	Self as someone I have bullied sees me	Right pole
Gets on well with people	2.00	7.00	7.00	7.00	1.00	3.00	6.00	2.00	5.00	5.00	6.00	4.00	3.00	Gets on badly with people
Keeps self to themself	2.00	5.00	6.00	6.00	2.00	7.00	5.00	1.00	3.00	7.00	5.00	6.00	2.00	Gets into trouble
Doesn't interfere	4.00	7.00	6.00	5.00	1.00	7.00	4.00	1.00	4.00	5.00	7.00	6.00	2.00	Interferes
Horrible	7.00	1.00	1.00	3.00	7.00	1.00	3.00	7.00	4.00	2.00	1.00	3.00	4.00	Nice
Popular	2.00	6.00	6.00	5.00	1.00	4.00	4.00	1.00	6.00	7.00	7.00	5.00	3.00	On their own
Not cool	7.00	1.00	1.00	3.00	7.00	7.00	3.00	7.00	4.00	1.00	1.00	3.00	3.00	Cool
Sensitive	4.00	7.00	6.00	4.00	3.00	6.00	7.00	1.00	1.00	2.00	3.00	4.00	6.00	Confident
Good friend	3.00	7.00	7.00	6.00	1.00	4.00	7.00	3.00	5.00	7.00	7.00	5.00	3.00	Backstabbing
Funky	3.00	6.00	6.00	5.00	3.00	5.00	5.00	6.00	5.00	7.00	7.00	5.00	3.00	Uncool
Happy	3.00	6.00	6.00	6.00	2.00	4.00	6.00	2.00	5.00	6.00	6.00	5.00	3.00	Sad
Bully	7.00	4.00	4.00	4.00	7.00	1.00	4.00	1.00	4.00	4.00	4.00	4.00	7.00	Victim

Grid Deviations

Elements (left to right):
1. Self when bullying
2. Self when not bullying
3. Mum
4. Dad
5. Typical bully
6. Typical victim
7. Someone in my class I respect
8. Someone in my class I don't respect
9. Self now
10. Ideal self
11. Self in a year's time
12. Self as others see me
13. Self as someone I have bullied sees me

Construct	1	2	3	4	5	6	7	8	9	10	11	12	13
Gets on well with people	-2.46	2.54	2.54	2.54	-3.46	-1.46	1.54	-2.46	0.54	0.54	1.54	-0.46	-1.46
Keeps self to themself	-2.38	0.62	1.62	1.62	-2.38	2.62	0.62	-3.38	-1.38	2.62	0.62	1.62	-2.38
Doesn't interfere	-0.54	2.46	1.46	0.46	-3.54	2.46	-0.54	-3.54	-0.54	0.46	2.46	1.46	-2.54
Horrible	3.62	-2.38	-2.38	-0.38	3.62	-2.38	-0.38	3.62	0.62	-1.38	-2.38	-0.38	0.62
Popular	-2.38	1.62	1.62	0.62	-3.38	-0.38	-0.38	-3.38	1.62	2.62	2.62	0.62	-1.38
Not cool	3.31	-2.69	-2.69	-0.69	3.31	3.31	-0.69	3.31	0.31	-2.69	-2.69	-0.69	-0.69
Sensitive	-0.15	2.85	1.85	-0.15	-1.15	1.85	2.85	-3.15	-3.15	-2.15	-1.15	-0.15	1.85
Good friend	-2.00	2.00	2.00	1.00	-4.00	-1.00	2.00	-2.00	0.00	2.00	2.00	0.00	-2.00
Funky	-2.08	0.92	0.92	-0.08	-2.08	-0.08	-0.08	0.92	-0.08	1.92	1.92	-0.08	-2.08
Happy	-1.62	1.38	1.38	1.38	-2.62	-0.62	1.38	-2.62	0.38	1.38	1.38	0.38	-1.62
Bully	2.77	-0.23	-0.23	-0.23	2.77	-3.23	-0.23	-3.23	-0.23	-0.23	-0.23	-0.23	2.77

Note. Deviations from construct means.

Descriptive Statistics for Elements [Darren]

```
                                        Means
                                        |        Sum of Squares
                                        |         |        Percent
Total Sum of Squares
                                        |         |          |
             Self when bullying        -0.36     60.35      10.85
         Self when not bullying         0.83     43.35       7.79
                            Mum          0.73     36.96       6.64
                            Dad          0.55     13.27       2.39
                  Typical bully        -1.17    101.81      18.30
                 Typical victim         0.10     47.04       8.45
     Someone in my class I respect      0.55     17.89       3.21
 Someone in my class I don't respect   -1.45     97.58      17.54
                       Self now        -0.17     15.73       2.83
                     Ideal self         0.46     37.66       6.77
             Self in a year's time      0.55     39.58       7.11
             Self as others see me      0.19      6.20       1.11
Self as someone I have bullied sees me -0.81     39.04       7.02
```

Note. Values are based upon deviation matrix in which construct means were removed from the original grid scores.
Total SS: 556.46

Element Euclidean Distances

```
                                    Self when bullying
                                    |      Self when not bullying
                                    |       |       Mum
                                    |       |        |       Dad
                                    |       |        |        |
Typical bully
                                    |       |        |        |        |
Typical victim
                                    |       |        |        |        |
|       Someone in my class I respect
                                    |       |        |        |        |
|       |        Someone in my class I don't respect
                                    |       |        |        |        |
|       |        |       Self now
                                    |       |        |        |        |
|       |        |        |      Ideal self
                                    |       |        |        |        |
|       |        |        |        |      Self in a year's time
                                    |       |        |        |        |
|       |        |        |        |       |      Self as others see me
                                    |       |        |        |        |
|       |        |        |        |       |        |       Self as someone I have
bullied sees me
                                    |       |        |        |        |
|       |        |        |        |       |        |
             Self when bullying     0.00
         Self when not bullying    13.53     0.00
                          Mum      13.42     1.73     0.00
                          Dad      10.68     5.00     4.00     0.00
                Typical bully       4.12    16.25    15.91    13.08     0.00
               Typical victim      11.00     9.17     9.00     7.94    13.11
0.00
     Someone in my class I respect 10.39     4.80     4.47     3.74    12.85
8.06     0.00
 Someone in my class I don't respect 8.12   15.84    15.43    12.57     7.42
12.21    12.65     0.00
                       Self now     8.60     8.77     8.12     5.29    10.54
9.33     7.21     9.38     0.00
                     Ideal self    13.23     6.32     5.00     4.80    15.23
```

```
9.80     7.00    14.18     6.40     0.00
                Self in a year's time    13.49     4.36     3.74     4.90     15.97
9.64     6.78    14.90     6.78     3.32     0.00
                Self as others see me     9.27     5.92     5.29     3.46     11.70
6.24     4.90    11.58     5.10     5.00     5.29     0.00
Self as someone I have bullied sees me    5.92    10.77    10.63     9.00     6.93
10.86     7.94    10.15     8.06    11.31    11.45     7.94     0.00
```

Element Euclidean Distances (standardized)

```
                                                Self when bullying
                                                |       Self when not bullying
                                                |       |       Mum
                                                |       |       |       Dad
                                                |       |       |       |
Typical bully
                                                |       |       |       |       |
Typical victim
                                                |       |       |       |       |
|          Someone in my class I respect
                                                |       |       |       |       |
|          |          Someone in my class I don't respect
                                                |       |       |       |       |
|          |          |          Self now
                                                |       |       |       |       |
|          |          |          |       Ideal self
                                                |       |       |       |       |
|          |          |          |          |       Self in a year's time
                                                |       |       |       |       |
|          |          |          |          |          |       Self as others see me
                                                |       |       |       |       |
|          |          |          |          |          |          |       Self as someone I have
bullied sees me
                                                |       |       |       |       |
|          |          |          |          |          |          |
                Self when bullying     0.00
            Self when not bullying     1.40     0.00
                            Mum     1.39     0.18     0.00
                            Dad     1.11     0.52     0.42     0.00
                   Typical bully     0.43     1.69     1.65     1.36     0.00
                  Typical victim     1.14     0.95     0.93     0.82     1.36
0.00
      Someone in my class I respect     1.08     0.50     0.46     0.39     1.33
0.84     0.00
   Someone in my class I don't respect     0.84     1.65     1.60     1.31     0.77
1.27     1.31     0.00
                        Self now     0.89     0.91     0.84     0.55     1.09
0.97     0.75     0.97     0.00
                      Ideal self     1.37     0.66     0.52     0.50     1.58
1.02     0.73     1.47     0.66     0.00
             Self in a year's time     1.40     0.45     0.39     0.51     1.66
1.00     0.70     1.55     0.70     0.34     0.00
             Self as others see me     0.96     0.61     0.55     0.36     1.22
0.65     0.51     1.20     0.53     0.52     0.55     0.00
Self as someone I have bullied sees me     0.61     1.12     1.10     0.93     0.72
1.13     0.82     1.05     0.84     1.17     1.19     0.82     0.00
```

Note. Values are standardized around the expected distance between random pairings of elements. For this grid: 9.63.

Descriptive Statistics for Constructs [(Darren)]

```
                                  Means
                                  |       Sum of Squares
                                  |       |       Percent Total Sum of
```

```
Squares
                                    |         |         |
Gets on well with people           4.46     53.23     9.57
  Keeps self to themself           4.38     53.08     9.54
       Doesn't interfere           4.54     55.23     9.93
                Horrible           3.38     65.08    11.69
                 Popular           4.38     53.08     9.54
                Not cool           3.69     74.77    13.44
                Sensitive          4.15     53.69     9.65
              Good friend          5.00     50.00     8.99
                   Funky           5.08     22.92     4.12
                   Happy           4.62     31.08     5.58
                   Bully           4.23     44.31     7.96
```

```
Total SS:    556.46
Bias:  0.20
Variability:  0.68
```

Construct Correlations

```
                              Gets on well with people
                              |     Keeps self to themself
                              |     |     Doesn't interfere
                              |     |     |     Horrible
                              |     |     |     |     Popular
                              |     |     |     |     |
Not cool
                              |     |     |     |     |     |
Sensitive
                              |     |     |     |     |     |
|       Good friend
                              |     |     |     |     |     |
|       |       Funky
                              |     |     |     |     |     |
|       |       |     Happy
                              |     |     |     |     |     |
|       |       |     |     Bully
                              |     |     |     |     |     |
|       |       |     |     |
Gets on well with people      1.00
  Keeps self to themself      0.63    1.00
       Doesn't interfere      0.66    0.82    1.00
                Horrible     -0.77   -0.85   -0.86    1.00
                 Popular      0.82    0.74    0.78   -0.85    1.00
                Not cool     -0.84   -0.55   -0.54    0.74   -0.85
1.00
                Sensitive     0.34    0.34    0.38   -0.47    0.08    -
0.26    1.00
              Good friend     0.93    0.72    0.72   -0.81    0.87    -
0.85    0.27    1.00
                   Funky      0.62    0.56    0.55   -0.63    0.71    -
0.60   -0.18    0.77    1.00
                   Happy      0.94    0.79    0.76   -0.82    0.91    -
0.84    0.29    0.96    0.65    1.00
                   Bully     -0.21   -0.39   -0.34    0.37   -0.21    -
0.04    0.11   -0.32   -0.67   -0.21    1.00
```

Direction cosines between Constructs and Elements

Self when bullying

```
                              |              Self when not bullying
                              |      |            Mum
                              |      |      |            Dad
                              |      |      |      |
Typical bully
                              |      |      |      |      |
Typical victim
                              |      |      |      |      |      |
|           Someone in my class I respect
                              |      |      |      |      |      |
|      |           Someone in my class I don't respect
                              |      |      |      |      |      |
|      |      |           Self now
                              |      |      |      |      |      |
|      |      |      |           Ideal self
                              |      |      |      |      |      |
|      |      |      |      |           Self in a year's time
                              |      |      |      |      |      |
|      |      |      |      |      |           Self as others
see me
                              |      |      |      |      |      |
|      |      |      |      |      |      |           Self
as someone I have bullied sees me
                              |      |      |      |      |      |
|      |      |      |      |      |      |      |
Gets on well with people   -0.83   0.88   0.93   0.89   -0.89
-0.14    0.66   -0.74   -0.02    0.64    0.80    0.32   -0.55
  Keeps self to themself   -0.77   0.66   0.77   0.71   -0.80
 0.46    0.41   -0.74   -0.32    0.70    0.65    0.82   -0.70
       Doesn't interfere   -0.66   0.80   0.77   0.58   -0.85
 0.44    0.31   -0.77   -0.23    0.55    0.77    0.78   -0.69
                Horrible    0.89  -0.88  -0.92  -0.63    0.92
-0.34   -0.47    0.81    0.28   -0.66   -0.81   -0.64    0.56
                 Popular   -0.85   0.77   0.85   0.71   -0.90
-0.04    0.27   -0.78    0.18    0.88    0.96    0.63   -0.64
                 Not cool   0.80  -0.82  -0.88  -0.65    0.79
 0.36   -0.48    0.77    0.03   -0.77   -0.84   -0.40    0.30
               Sensitive   -0.19   0.63   0.52   0.19   -0.31
 0.31    0.76   -0.58   -0.85   -0.21    0.02    0.13    0.18
             Good friend   -0.87   0.87   0.92   0.80   -0.95
-0.07    0.63   -0.72   -0.04    0.78    0.87    0.45   -0.67
                   Funky   -0.83   0.53   0.61   0.50   -0.79
 0.07    0.17   -0.25    0.19    0.80    0.81    0.40   -0.80
                   Happy   -0.84   0.86   0.93   0.88   -0.93
-0.05    0.60   -0.82   -0.02    0.78    0.86    0.54   -0.65
                   Bully    0.53  -0.17  -0.20  -0.23    0.47
-0.60   -0.07   -0.18   -0.05   -0.27   -0.27   -0.23    0.73
```

Note. Values reflect construct/element cosines (correlations) in the full component space.

Eigenvalue Decomposition

	Eigenvalue	% Variance	Cumulative %	Scree
PC_ 1	375.77	67.53	67.53	`|**************`
PC_ 2	66.47	11.94	79.47	`|***`

```
PC_ 3      58.84           10.57            90.05        |***
PC_ 4      24.80            4.46            94.50        |**
PC_ 5      11.97            2.15            96.65        |*
PC_ 6      10.25            1.84            98.50        |*
PC_ 7       4.95            0.89            99.39        |*
PC_ 8       2.02            0.36            99.75        |*
PC_ 9       1.08            0.19            99.94        |*
PC_10       0.20            0.04            99.98        |*
PC_11       0.11            0.02           100.00        |*
```

Element Loadings

```
                                              PC_1
                                              |        PC_2
                                              |        |
                    Self when bullying       7.10    -1.81
                Self when not bullying       -6.03   -1.90
                                   Mum       -5.89   -1.20
                                   Dad       -2.87    0.08
                         Typical bully       9.87    -1.35
                        Typical victim       -0.74    1.89
          Someone in my class I respect      -2.29   -1.96
    Someone in my class I don't respect       8.25    4.59
                              Self now        0.53    2.18
                            Ideal self       -4.79    2.06
                  Self in a year's time      -5.68    1.20
                 Self as others see me       -1.55    0.35
  Self as someone I have bullied sees me       4.09   -4.15
```

Note. Values for plotting elements in the component space.

Element Eigenvectors

```
                                              PC_1
                                              |        PC_2
                                              |        |
                    Self when bullying       0.37    -0.22
                Self when not bullying       -0.31   -0.23
                                   Mum       -0.30   -0.15
                                   Dad       -0.15    0.01
                         Typical bully       0.51    -0.17
                        Typical victim       -0.04    0.23
          Someone in my class I respect      -0.12   -0.24
    Someone in my class I don't respect       0.43    0.56
                              Self now        0.03    0.27
                            Ideal self       -0.25    0.25
                  Self in a year's time      -0.29    0.15
                 Self as others see me       -0.08    0.04
  Self as someone I have bullied sees me       0.21   -0.51
```

Construct Loadings

```
                                     PC_1
                                     |        PC_2
                                     |        |
```

```
Gets on well with people    -6.62    -0.68
  Keeps self to themself    -6.12     0.78
         Doesn't interfere  -6.32     0.32
                  Horrible   7.58     0.21
                   Popular  -6.77     0.79
                  Not cool   7.39     1.86
                 Sensitive  -2.63    -5.25
               Good friend  -6.70     0.34
                     Funky  -3.44     2.78
                     Happy  -5.34    -0.17
                     Bully   2.10    -5.08
```

Construct Eigenvectors

```
                              PC_1
                              |        PC_2
                              |         |
Gets on well with people    -0.34    -0.08
  Keeps self to themself    -0.32     0.10
         Doesn't interfere  -0.33     0.04
                  Horrible   0.39     0.03
                   Popular  -0.35     0.10
                  Not cool   0.38     0.23
                 Sensitive  -0.14    -0.64
               Good friend  -0.35     0.04
                     Funky  -0.18     0.34
                     Happy  -0.28    -0.02
                     Bully   0.11    -0.62
```

Note. Values for orienting (drawing) constructs in component space.

{Graph Created: Darren / PC_1 vs. PC_2 (Slater)}

Implicative Dilemmas for Darren

Elements Compared : Self now vs. Ideal self
Scale Midpoint set as Discrepancy Criterion = 4
Construct Congruence Criterion = 0.2

Discrepant Constructs
Keeps self to themself

Note. Total number of Discrepant Constructs = 1

Congruent Constructs
Gets on well with people
Popular
Sensitive
Good friend
Funky
Happy

Note. Total number of Congruent Constructs = 6

Undifferentiated Constructs

Doesn't interfere
Horrible
Not cool
Bully

Note. Total number of Undifferentiated Constructs = 4

Implicative Dilemmas

Dilemmas Summary [Discrepant::Congruent]

	Self now [Dis]	Ideal self [Dis]	Self now [Con]	Ideal self [Con]	Pearson Correlation
Keeps self to themself :: Sensitive	3.00	7.00	1.00	2.00	0.34

Note. Total number of Implicative Dilemmas = 1
Percentage of Implicative Dilemmas =   1.82

Dilemmas in Sentence Form

Self now is construed as "Gets into trouble"
     ...whereas Ideal self is construed as "Keeps self to themself"
The dilemma is a(n) "Keeps self to themself" person tends to be a(n) "Sensitive" person (r = 0.34)

Slater Analyses for Chloe

Original Grid (Chloe)

```
                              Self when bullying
                              .     Self when not bullying
                              .       .     Mum
                              .       .       .     Dad
                              .       .       .       .     Typical bully
                              .       .       .       .       .     Typical victim
                              .       .       .       .       .       .     Someone I
respect
                              .       .       .       .       .       .       .
Someone I don't respect
                              .       .       .       .       .       .       .       .
Self now
                              .       .       .       .       .       .       .       .
.       Ideal self
                              .       .       .       .       .       .       .       .
.       .       Self in a year
                              .       .       .       .       .       .       .       .
.       .       .     Self as others see me
                              .       .       .       .       .       .       .       .
.       .       .       .     Self as someone I have  bullied sees me
            Neglectful    4.00    1.00    7.00    7.00    4.00    4.00    1.00    4.00
1.00    1.00    1.00    2.00    4.00    Caring
                  Nice    1.00    7.00    5.00    4.00    1.00    4.00    7.00    1.00
6.00    7.00    7.00    5.00    1.00    Horrible
                  Kind    1.00    7.00    1.00    1.00    1.00    6.00    7.00    1.00
5.00    7.00    7.00    6.00    3.00    Selfish
            Boisterous    7.00    4.00    4.00    6.00    7.00    1.00    4.00    4.00
4.00    4.00    4.00    5.00    6.00    Timid
Stands up for themself    4.00    7.00    7.00    7.00    4.00    1.00    7.00    7.00
7.00    7.00    7.00    7.00    7.00    Backs down
             A wind up    7.00    7.00    4.00    4.00    7.00    1.00    4.00    6.00
7.00    4.00    4.00    7.00    6.00    Chilled out
  Doesn't give 2 shits    7.00    2.00    7.00    7.00    7.00    4.00    2.00    7.00
4.00    4.00    5.00    4.00    7.00    Cares too much
             Emotional    1.00    5.00    7.00    1.00    1.00    7.00    4.00    7.00
6.00    4.00    4.00    4.00    1.00    Stone cold
                  Liar    7.00    1.00    4.00    4.00    7.00    7.00    1.00    7.00
1.00    1.00    1.00    1.00    1.00    Honest
                  Geek    1.00    1.00    4.00    4.00    1.00    7.00    1.00    5.00
2.00    6.00    6.00    2.00    2.00    Cool
                 Bully    7.00    4.00    4.00    4.00    7.00    1.00    4.00    4.00
4.00    4.00    4.00    4.00    4.00    Victim
```

Descriptive Statistics for Elements [Chloe]

	Means	Sum of Squares	Percent Total Sum of Squares
Self when bullying	-0.03	72.94	11.53
Self when not bullying	-0.13	46.09	7.28
Mum	0.60	41.02	6.48
Dad	0.15	42.17	6.66
Typical bully	-0.03	72.94	11.53
Typical victim	-0.40	109.86	17.36
Someone I respect	-0.49	43.48	6.87

```
                Someone I don't respect        0.51     52.17      8.24
                           Self now           -0.03     24.94      3.94
                         Ideal self            0.15     37.56      5.94
                      Self in a year           0.24     36.25      5.73
              Self as others see me           -0.03     17.86      2.82
Self as someone I have  bullied sees me       -0.49     35.48      5.61
```

Note. Values are based upon deviation matrix in which construct means were removed
from the original grid scores.
Total SS: 632.77

Element Euclidean Distances

```
                                         Self when bullying
                                         |        Self when not
bullying
                                         |        |        Mum
                                         |        |        |
Dad
                                         |        |        |
|        Typical bully
                                         |        |        |
|        |        Typical victim
                                         |        |        |
|        |        |        Someone I respect
                                         |        |        |
|        |        |        |        Someone I don't respect
                                         |        |        |
|        |        |        |        Self now
                                         |        |        |
|        |        |        |        |        Ideal self
                                         |        |        |
|        |        |        |        |        |        Self
in a year
                                         |        |        |
|        |        |        |        |        |        |        |
Self as others see me
                                         |        |        |
|        |        |        |        |        |        |        |
|        Self as someone I have  bullied sees me
                                         |        |        |
|        |        |        |        |        |        |        |
|        |
                    Self when bullying     0.00
                Self when not bullying    13.60     0.00
                                   Mum    10.72    11.49     0.00
                                   Dad     8.00    12.37     6.40
0.00
                         Typical bully     0.00    13.60    10.72
8.00     0.00
                        Typical victim    15.23    13.75    11.18
13.27    15.23      0.00
                     Someone I respect    13.67     3.16    11.31
11.70    13.67    12.92      0.00
                Someone I don't respect    8.94    12.77     6.24
8.49     8.94    11.22    13.08      0.00
```

296

```
                                    Self now     12.17     3.32     9.22
10.77     12.17     12.88     4.80     10.30     0.00
                                  Ideal self     14.00     6.24    10.34
10.77     14.00     11.31     5.39     11.83     5.83     0.00
                               Self in a year    13.82     6.63    10.10
10.54     13.82     11.36     5.83     11.62     5.92     1.00     0.00
                          Self as others see me  11.05     3.61     9.54
9.59     11.05     13.11     4.58     10.49     2.83     5.66     5.74
0.00
Self as someone I have  bullied sees me     7.81    10.39     9.27
6.24     7.81     14.80     10.20     9.43     8.77     10.15     9.90
7.00     0.00
```

Element Euclidean Distances (standardized)

```
                                        Self when bullying
                                        |     Self when not bullying
                                        |     |     Mum
                                        |     |     |     Dad
                                        |     |     |     |
Typical bully
                                        |     |     |     |     |
Typical victim
                                        |     |     |     |     |
|         Someone I respect
                                        |     |     |     |     |
|         |         Someone I don't respect
                                        |     |     |     |     |
|         |         |         Self now
                                        |     |     |     |     |
|         |         |         |     Ideal self
                                            |     |     |     |     |
|         |         |         |         |     Self in a year
                                            |     |     |     |     |
|         |         |         |         |     |     Self as others see me
                                            |     |     |     |     |
|         |         |         |         |     |     Self as someone I have
bullied sees me
                                            |     |     |     |     |
|         |         |         |         |     |     |     |
                          Self when bullying     0.00
                      Self when not bullying     1.32     0.00
                                        Mum      1.04     1.12     0.00
                                        Dad      0.78     1.20     0.62     0.00
                              Typical bully      0.00     1.32     1.04     0.78     0.00
                             Typical victim      1.48     1.34     1.09     1.29     1.48
0.00
                          Someone I respect      1.33     0.31     1.10     1.14     1.33
1.26     0.00
                    Someone I don't respect      0.87     1.24     0.61     0.83     0.87
1.09     1.27     0.00
                                   Self now      1.18     0.32     0.90     1.05     1.18
1.25     0.47     1.00     0.00
                                 Ideal self      1.36     0.61     1.01     1.05     1.36
1.10     0.52     1.15     0.57     0.00
                             Self in a year      1.35     0.65     0.98     1.03     1.35
1.11     0.57     1.13     0.58     0.10     0.00
                      Self as others see me      1.08     0.35     0.93     0.93     1.08
1.28     0.45     1.02     0.28     0.55     0.56     0.00
Self as someone I have  bullied sees me      0.76     1.01     0.90     0.61     0.76
1.44     0.99     0.92     0.85     0.99     0.96     0.68     0.00
```

Note. Values are standardized around the expected distance between random pairings of elements. For this grid: 10.27.

Descriptive Statistics for Constructs [(Chloe)]

```
                          Means
                          |       Sum of Squares
                          |         |        Percent Total Sum of
Squares
                          |         |            |
        Neglectful       3.15     57.69       9.12
              Nice       4.31     76.77      12.13
              Kind       4.08     90.92      14.37
        Boisterous       4.62     31.08       4.91
Stands up for themself   6.08     42.92       6.78
        A wind up        5.23     42.31       6.69
  Doesn't give 2 shits   5.15     45.69       7.22
          Emotional      4.00     68.00      10.75
              Liar       3.31     92.77      14.66
              Geek       3.23     58.31       9.21
             Bully       4.23     26.31       4.16
```

```
Total SS:    632.77
Bias:  0.34
Variability:  0.63
```

Construct Correlations

```
                          Neglectful
                          |       Nice
                          |         |      Kind
                          |         |        |      Boisterous
                          |         |        |         |      Stands up for
themself
                          |         |        |         |         |        A
wind up
                          |         |        |         |         |         |
Doesn't give 2 shits
                          |         |        |         |         |         |
|        Emotional
                          |         |        |         |         |         |
|         |        Liar
                          |         |        |         |         |         |
|         |         |      Geek
                          |         |        |         |         |         |
|         |         |         |      Bully
                          |         |        |         |         |         |
|         |         |         |
        Neglectful       1.00
              Nice      -0.57     1.00
              Kind      -0.83     0.80     1.00
        Boisterous      0.25    -0.52    -0.58     1.00
Stands up for themself  -0.20     0.38     0.11     0.20     1.00
        A wind up       -0.21    -0.30    -0.25     0.67     0.35     1.00
  Doesn't give 2 shits   0.77    -0.79    -0.90     0.55    -0.09     0.13
1.00
          Emotional     -0.14     0.39     0.29    -0.85     0.00    -0.34
-0.36     1.00
              Liar       0.59    -0.71    -0.68     0.10    -0.70    -0.11
0.57     0.00     1.00
              Geek       0.13     0.18     0.16    -0.63    -0.18    -0.76
0.09     0.46     0.15     1.00
             Bully       0.07    -0.42    -0.50     0.88     0.08     0.70
0.42    -0.64     0.22    -0.63     1.00
```

Direction cosines between Constructs and Elements

	Self when bullying	Self when not bullying	Mum	Dad	Typical bully	Typical victim	Someone I respect	Someone I don't respect	Self now	Ideal self	Self in a year	Self as others see me	Self as someone I have bullied sees me
Neglectful	0.45	-0.80	0.78	0.85	0.45	0.12	-0.74	0.53	-0.74	-0.67	-0.63	-0.74	0.29
Nice	-0.83	0.74	-0.15	-0.45	-0.83	0.05	0.80	-0.66	0.65	0.83	0.80	0.54	-0.58
Kind	-0.76	0.79	-0.59	-0.73	-0.76	0.21	0.84	-0.69	0.63	0.86	0.81	0.66	-0.44
Boisterous	0.77	-0.27	-0.15	0.52	0.77	-0.78	-0.33	-0.02	-0.29	-0.52	-0.49	0.02	0.73
Stands up for themselves	-0.39	0.38	0.07	0.03	-0.39	-0.71	0.31	-0.19	0.52	0.31	0.32	0.54	0.25
A wind up	0.46	0.26	-0.30	-0.14	0.46	-0.78	-0.07	0.04	0.36	-0.39	-0.40	0.48	0.43
Doesn't give 2 shits	0.67	-0.90	0.51	0.76	0.67	-0.16	-0.92	0.64	-0.70	-0.65	-0.56	-0.67	0.54
Emotional	-0.62	0.24	0.41	-0.52	-0.62	0.54	0.14	0.33	0.43	0.26	0.24	-0.02	-0.73
Liar	0.68	-0.73	0.36	0.34	0.68	0.43	-0.74	0.73	-0.72	-0.68	-0.67	-0.84	-0.11
Geek	-0.46	-0.36	0.32	0.06	-0.46	0.69	-0.25	0.29	-0.28	0.47	0.51	-0.46	-0.42
Bully	0.78	-0.16	-0.18	0.24	0.78	-0.69	-0.26	0.04	-0.15	-0.47	-0.45	-0.01	0.39

Note. Values reflect construct/element cosines (correlations) in the full component space.

Eigenvalue Decomposition

```
          Eigenvalue       % Variance       Cumulative %        Scree
PC_ 1       312.78            49.43            49.43         |**********
PC_ 2       162.00            25.60            75.03         |******
PC_ 3        61.87             9.78            84.81         |***
PC_ 4        46.64             7.37            92.18         |**
PC_ 5        23.90             3.78            95.96         |**
PC_ 6        16.43             2.60            98.55         |**
PC_ 7         4.71             0.74            99.30         |*
PC_ 8         3.23             0.51            99.81         |*
PC_ 9         0.93             0.15            99.95         |*
PC_10         0.22             0.03            99.99         |*
PC_11         0.07             0.01           100.00         |*
```

Element Loadings

```
                                             PC_1
                                              |              PC_2
                                              |               |
                        Self when bullying   7.64          -2.40
                    Self when not bullying   -5.60          -2.77
                                      Mum    2.39           3.23
                                      Dad    4.46           0.09
                            Typical bully    7.64          -2.40
                           Typical victim   -1.30           9.68
                        Someone I respect   -5.66          -1.98
                  Someone I don't respect    4.57           3.41
                                 Self now   -3.73          -1.79
                               Ideal self   -5.38           0.54
                             Self in a year  -5.04           0.57
                       Self as others see me -2.85          -2.76
Self as someone I have  bullied sees me      2.88          -3.41
```

Note. Values for plotting elements in the component space.

Element Eigenvectors

```
                                             PC_1
                                              |              PC_2
                                              |               |
                        Self when bullying   0.43          -0.19
                    Self when not bullying   -0.32         -0.22
                                      Mum    0.13           0.25
                                      Dad    0.25           0.01
                            Typical bully    0.43          -0.19
                           Typical victim   -0.07           0.76
                        Someone I respect   -0.32         -0.16
                  Someone I don't respect    0.26           0.27
                                 Self now   -0.21          -0.14
                               Ideal self   -0.30           0.04
                             Self in a year  -0.28           0.05
                       Self as others see me -0.16          -0.22
Self as someone I have  bullied sees me      0.16          -0.27
```


Construct Loadings

```
                           PC_1
                            |              PC_2
                            |               |
           Neglectful      5.79            2.49
                  Nice    -7.98            0.03
                  Kind    -9.05           -0.10
            Boisterous     3.48           -4.15
Stands up for themself    -2.15           -3.43
             A wind up     1.59           -5.14
   Doesn't give 2 shits    6.00            0.44
             Emotional    -3.61            5.26
                  Liar     7.45            4.69
                  Geek    -1.40            6.23
                 Bully     2.81           -3.41
```

Construct Eigenvectors

```
                           PC_1
                            |              PC_2
                            |               |
           Neglectful      0.33            0.20
                  Nice    -0.45            0.00
                  Kind    -0.51           -0.01
            Boisterous     0.20           -0.33
Stands up for themself    -0.12           -0.27
             A wind up     0.09           -0.40
   Doesn't give 2 shits    0.34            0.03
             Emotional    -0.20            0.41
                  Liar     0.42            0.37
                  Geek    -0.08            0.49
                 Bully     0.16           -0.27
```

Note. Values for orienting (drawing) constructs in component space.

{Graph Created: Chloe / PC_1 vs. PC_2 (Slater)}

Implicative Dilemmas for Chloe

Elements Compared : Self now vs. Ideal self
Scale Midpoint set as Discrepancy Criterion = 3.5
Construct Congruence Criterion = 0.2

Discrepant Constructs
Geek

Note. Total number of Discrepant Constructs = 1

Congruent Constructs
Neglectful
Nice
Kind
Boisterous
Stands up for themself

```
A wind up
Doesn't give 2 shits
Emotional
Liar
Bully
```

Note. Total number of Congruent Constructs = 10

Undifferentiated Constructs

Note. Total number of Undifferentiated Constructs = 0

Implicative Dilemmas

Dilemmas Summary [Discrepant::Congruent]

```
                        Self now [Dis]
                        |       Ideal self [Dis]
                        |       |       Self now [Con]
                        |       |       |       Ideal self [Con]
                        |       |       |       |       Pearson
Correlation
                        |       |       |       |       |
Geek :: Boisterous     2.00    6.00    4.00    4.00    -0.63
 Geek :: A wind up     2.00    6.00    7.00    4.00    -0.76
    Geek :: Bully      2.00    6.00    4.00    4.00    -0.63
```

Note. Total number of Implicative Dilemmas = 3
Percentage of Implicative Dilemmas =   5.45

Dilemmas in Sentence Form

    Self now is construed as "Cool"
        ...whereas Ideal self is construed as "Geek"
    The dilemma is a(n) "Geek" person tends to be a(n) "Timid" person
(r = 0.63)

    Self now is construed as "Cool"
        ...whereas Ideal self is construed as "Geek"
    The dilemma is a(n) "Geek" person tends to be a(n) "Chilled out"
person (r = 0.76)

    Self now is construed as "Cool"
        ...whereas Ideal self is construed as "Geek"
    The dilemma is a(n) "Geek" person tends to be a(n) "Victim" person
(r = 0.63)

Slater Analyses for Rachel

Original Grid (Rachel)

```
                              Self when bullying
              .         Self when not bullying
              .    .         Mum
              .    .    .         Dad
              .    .    .    .         Typical bully
              .    .    .    .    .         Typical
victim
              .    .    .    .    .    .
Someone in my class I respect
              .    .    .    .    .    .    .
Someone in my class I don't respect
              .    .    .    .    .    .    .    .
.      Self now
              .    .    .    .    .    .    .    .
.    .      Ideal self
              .    .    .    .    .    .    .    .
.    .    .      Self in a year's time
              .    .    .    .    .    .    .    .
.    .    .    .      Self as others see me
              .    .    .    .    .    .    .    .
.    .    .    .    .      Self as someone I have bullied sees me
Trying to be a better person   7.00   1.00   7.00   1.00   1.00   7.00   1.00
1.00    1.00    1.00    1.00    4.00    7.00   Stays the same
                       Quiet   1.00   7.00   4.00   7.00   1.00   7.00   7.00
1.00    7.00    1.00    7.00    7.00    7.00   Outgoing
               Keeps to self   1.00   7.00   7.00   7.00   1.00   7.00   7.00
1.00    7.00    7.00    7.00    7.00    7.00   Mouthing back
           Stand up for self   7.00   1.00   7.00   7.00   7.00   1.00   7.00
7.00    7.00    7.00    7.00    7.00    7.00   Afraid
                 Help others   4.00   7.00   7.00   1.00   1.00   7.00   7.00
1.00    7.00    7.00    7.00    7.00    7.00   Hurts people's feelings
                     Listens   4.00   7.00   7.00   1.00   1.00   7.00   7.00
1.00    7.00    7.00    7.00    7.00    7.00   Doesn't care
            Gets on with others   1.00   4.00   7.00   1.00   1.00   7.00   7.00
1.00    7.00    7.00    7.00    7.00    7.00   Bully
                   Confident   7.00   4.00   7.00   7.00   7.00   4.00   7.00
7.00    4.00    7.00    4.00    4.00    7.00   Scared of what others think
             There for others   1.00   7.00   7.00   1.00   1.00   7.00   7.00
1.00    7.00    7.00    7.00    7.00    7.00   Cares about self
                    Generous   1.00   7.00   7.00   1.00   1.00   7.00   7.00
1.00    7.00    7.00    7.00    7.00    7.00   Not caring about others
                       Bully   4.00   1.00   1.00   7.00   7.00   1.00   1.00
7.00    4.00    4.00    4.00    1.00    4.00   Victim
```

Descriptive Statistics for Elements [Rachel]

	Means	Sum of Squares	Percent Total Sum of Squares
Self when bullying	-1.57	108.91	12.39
Self when not bullying	-0.21	58.37	6.64
Mum	1.15	42.44	4.83
Dad	-1.03	96.44	10.97
Typical bully	-2.39	145.60	16.56
Typical victim	0.61	72.91	8.29

Someone in my class I respect	0.88	34.83	3.96
Someone in my class I don't respect	-2.39	145.60	16.56
Self now	0.88	30.67	3.49
Ideal self	0.61	39.67	4.51
Self in a year's time	0.88	30.67	3.49
Self as others see me	0.88	33.44	3.80
Self as someone I have bullied sees me	1.70	39.67	4.51

Note. Values are based upon deviation matrix in which construct means were removed from the original grid scores.
Total SS: 879.23

Element Euclidean Distances

```
                                          Self when bullying
                                          |     Self when not
bullying
                                          |     |     Mum
                                          |     |     |
Dad
                                          |     |     |
|       Typical bully
                                          |     |     |
|       |       Typical victim
                                          |     |     |
|       |       |     Someone in my class I respect
                                          |     |     |
|       |       |       |     Someone in my class I don't
respect
                                          |     |     |
|       |       |       |       |     Self now
                                          |     |     |
|       |       |       |       |       |     Ideal self
                                          |     |     |
|       |       |       |       |       |       |     Self
in a year's time
                                          |     |     |
|       |       |       |       |       |       |       |
Self as others see me
                                          |     |     |
|       |       |       |       |       |       |       |
|       Self as someone I have bullied sees me
                                          |     |     |
|       |       |       |       |       |       |       |
|       |
                        Self when bullying    0.00
                    Self when not bullying   16.16    0.00
                                       Mum   13.42    9.95    0.00
                                       Dad   11.22   14.39   15.30
0.00
                             Typical bully    7.94   17.49   17.23
9.00    0.00
                            Typical victim   15.87    6.71    7.35
16.43   19.21    0.00
            Someone in my class I respect   15.59    7.35    6.71
13.75   16.97    9.00    0.00
       Someone in my class I don't respect    7.94   17.49   17.23
```

9.00   0.00   19.21   16.97   0.00
                                Self now   15.59   7.35   7.94
13.08   16.43   9.00   4.24   16.43   0.00
                              Ideal self   14.07   9.95   7.35
14.07   15.00   11.22   6.71   15.00   6.71   0.00
                      Self in a year's time   15.59   7.35   7.94
13.08   16.43   9.00   4.24   16.43   0.00   6.71   0.00
                      Self as others see me   15.00   7.35   5.20
14.39   17.49   6.71   4.24   17.49   4.24   7.94   4.24
0.00
Self as someone I have bullied sees me   14.07   9.95   4.24
14.07   17.23   7.35   6.71   17.23   6.71   8.49   6.71
5.20   0.00

Element Euclidean Distances (standardized)

```
                                                Self when bullying
                                                |     Self when not bullying
                                                |     |     Mum
                                                |     |     |     Dad
                                                |     |     |     |
Typical bully
                                                |     |     |     |     |
Typical victim
                                                |     |     |     |     |
|       Someone in my class I respect
                                                |     |     |     |     |
|       |       Someone in my class I don't respect
                                                |     |     |     |     |
|       |       |       Self now
                                                |     |     |     |     |
|       |       |       |       Ideal self
                                                |     |     |     |     |
|       |       |       |       |       Self in a year's time
                                                |     |     |     |     |
|       |       |       |       |       |       Self as others see me
                                                |     |     |     |     |
|       |       |       |       |       |       Self as someone I have
bullied sees me
                                                |     |     |     |     |
|       |       |       |       |       |       |       |
                Self when bullying    0.00
            Self when not bullying    1.33    0.00
                            Mum      1.11    0.82    0.00
                            Dad      0.93    1.19    1.26    0.00
                   Typical bully     0.66    1.45    1.42    0.74    0.00
                  Typical victim     1.31    0.55    0.61    1.36    1.59
0.00
      Someone in my class I respect    1.29    0.61    0.55    1.14    1.40
0.74    0.00
   Someone in my class I don't respect    0.66    1.45    1.42    0.74    0.00
1.59    1.40    0.00
                        Self now     1.29    0.61    0.66    1.08    1.36
0.74    0.35    1.36    0.00
                      Ideal self     1.16    0.82    0.61    1.16    1.24
0.93    0.55    1.24    0.55    0.00
              Self in a year's time    1.29    0.61    0.66    1.08    1.36
0.74    0.35    1.36    0.00    0.55    0.00
              Self as others see me    1.24    0.61    0.43    1.19    1.45
0.55    0.35    1.45    0.35    0.66    0.35    0.00
Self as someone I have bullied sees me    1.16    0.82    0.35    1.16    1.42
0.61    0.55    1.42    0.55    0.70    0.55    0.43    0.00
```

Note. Values are standardized around the expected distance between random pairings of elements. For this grid: 12.11.

Descriptive Statistics for Constructs [(Rachel)]

```
                                Means
                                |        Sum of Squares
                                |        |         Percent Total Sum
of Squares
                                |        |         |
Trying to be a better person    3.08    96.92     11.02
                    Quiet       4.92    96.92     11.02
             Keeps to self      5.62    83.08      9.45
          Stand up for self     6.08    60.92      6.93
               Help others      5.62    65.08      7.40
                    Listens     5.38    83.08      9.45
       Gets on with others      4.92    96.92     11.02
                  Confident     5.85    27.69      3.15
            There for others    5.15    99.69     11.34
                   Generous     5.15    99.69     11.34
                      Bully     3.54    69.23      7.87
```

Total SS: 879.23
Bias: 0.45
Variability: 0.86

Construct Correlations

```
                                Trying to be a better person
                                |       Quiet
                                |       |       Keeps to self
                                |       |       |       Stand up for
self
                                |       |       |       |       Help
others
                                |       |       |       |       |
Listens
                                |       |       |       |       |
|       Gets on with others
                                |       |       |       |       |
|       |       Confident
                                |       |       |       |       |
|       |       |       There for others
                                |       |       |       |       |
|       |       |       |       Generous
                                |       |       |       |       |
|       |       |       |       Bully
                                |       |       |       |       |
|       |       |       |       |
Trying to be a better person    1.00
                    Quiet       0.02    1.00
             Keeps to self      0.02    0.79    1.00
          Stand up for self    -0.14   -0.32   -0.23    1.00
               Help others      0.24    0.66    0.89   -0.26    1.00
                    Listens     0.29    0.52    0.73   -0.27    0.95
1.00
       Gets on with others      0.21    0.54    0.79   -0.09    0.89
0.92    1.00
                  Confident     0.08   -0.60   -0.43    0.54   -0.49
-0.51   -0.43    1.00
            There for others    0.14    0.59    0.82   -0.28    0.93
0.96    0.96   -0.53    1.00
```

306

```
              Generous   0.14     0.59     0.82    -0.28     0.93
 0.96     0.96    -0.53     1.00     1.00
                 Bully  -0.40    -0.48    -0.58     0.47    -0.79
-0.84    -0.70     0.46    -0.78    -0.78     1.00
```

Direction cosines between Constructs and Elements

```
                                        Self when bullying
                                        |        Self when not bullying
                                        |        |        Mum
                                        |        |        |        Dad
                                        |        |        |        |
Typical bully
                                        |        |        |        |
|         Typical victim
                                        |        |        |        |
|         |         Someone in my class I respect
                                        |        |        |        |
|         |         |         Someone in my class I don't respect
                                        |        |        |        |
|         |         |         |         Self now
                                        |        |        |        |
|         |         |         |         Ideal self
                                        |        |        |        |
|         |         |         |         |         Self in a
year's time
                                        |        |        |        |
|         |         |         |         |         |         Self
as others see me
                                        |        |        |        |
|         |         |         |         |         |         |         Self as someone I have bullied sees me
                                        |        |        |        |
|         |         |         |         |         |         |         |
|
Trying to be a better person      0.31    -0.16     0.72    -0.38    -
0.30     0.56    -0.19    -0.30    -0.33    -0.25    -0.33     0.27
0.66
                         Quiet   -0.74     0.56     0.15    -0.12    -
0.73     0.55     0.61    -0.73     0.68    -0.28     0.68     0.71
0.50
                 Keeps to self   -0.88     0.52     0.46    -0.36    -
0.89     0.53     0.75    -0.89     0.75     0.29     0.75     0.75
0.60
                 Stand up for self    0.23    -0.84    -0.01     0.25
0.31    -0.77    -0.01     0.31     0.00     0.22     0.00    -0.15
0.03
                   Help others   -0.74     0.53     0.68    -0.68    -
0.98     0.66     0.76    -0.98     0.72     0.37     0.72     0.87
0.69
                       Listens   -0.67     0.51     0.72    -0.87    -
0.94     0.67     0.73    -0.94     0.68     0.44     0.68     0.87
0.66
             Gets on with others   -0.78     0.33     0.71    -0.79    -
0.90     0.56     0.77    -0.90     0.76     0.50     0.76     0.86
0.72
                     Confident    0.55    -0.69     0.02     0.38
0.52    -0.59    -0.26     0.52    -0.64     0.13    -0.64    -0.62
```

-0.08
| There for others | -0.83 | 0.55 | 0.65 | -0.81 | - |
0.94　0.65　0.79　-0.94　0.77　0.47　0.77　0.86
0.64

| Generous | -0.83 | 0.55 | 0.65 | -0.81 | - |
0.94　0.65　0.79　-0.94　0.77　0.47　0.77　0.86
0.64

| Bully | 0.47 | -0.62 | -0.72 | 0.78 |
0.83　-0.77　-0.66　0.83　-0.36　-0.14　-0.36　-0.82
-0.47

Note. Values reflect construct/element cosines (correlations) in the full component space.

Eigenvalue Decomposition

	Eigenvalue	% Variance	Cumulative %	Scree
PC_ 1	591.90	67.32	67.32	
		**************		
PC_ 2	109.99	12.51	79.83	|****
PC_ 3	78.11	8.88	88.71	|***
PC_ 4	52.29	5.95	94.66	|**
PC_ 5	17.77	2.02	96.68	|*
PC_ 6	15.16	1.72	98.41	|*
PC_ 7	7.89	0.90	99.30	|*
PC_ 8	4.62	0.52	99.83	|*
PC_ 9	1.50	0.17	100.00	|*
PC_10	0.00	0.00	100.00	|*
PC_11	0.00	0.00	100.00	|*

Element Loadings

	PC_1	PC_2
Self when bullying	8.47	-5.72
Self when not bullying	-4.51	1.95
Mum	-4.32	-4.17
Dad	7.27	3.94
Typical bully	11.91	0.59
Typical victim	-6.19	-3.27
Someone in my class I respect	-4.62	1.95
Someone in my class I don't respect	11.91	0.59
Self now	-4.14	3.05
Ideal self	-2.06	0.77
Self in a year's time	-4.14	3.05
Self as others see me	-5.27	-0.26
Self as someone I have bullied sees me	-4.32	-2.48

Note. Values for plotting elements in the component space.

Element Eigenvectors

	PC_1	PC_2
Self when bullying	0.35	-0.55
Self when not bullying	-0.19	0.19
Mum	-0.18	-0.40
Dad	0.30	0.38
Typical bully	0.49	0.06
Typical victim	-0.25	-0.31
Someone in my class I respect	-0.19	0.19
Someone in my class I don't respect	0.49	0.06
Self now	-0.17	0.29
Ideal self	-0.08	0.07
Self in a year's time	-0.17	0.29
Self as others see me	-0.22	-0.02
Self as someone I have bullied sees me	-0.18	-0.24

Construct Loadings

	PC_1	PC_2
Trying to be a better person	-2.22	-9.02
Quiet	-6.92	3.35
Keeps to self	-7.96	2.59
Stand up for self	2.64	0.76
Help others	-7.82	-0.17
Listens	-8.71	-1.30
Gets on with others	-9.20	-0.22
Confident	2.99	-1.29
There for others	-9.76	0.34
Generous	-9.76	0.34
Bully	6.90	2.55

Construct Eigenvectors

	PC_1	PC_2
Trying to be a better person	-0.09	-0.86
Quiet	-0.28	0.32
Keeps to self	-0.33	0.25
Stand up for self	0.11	0.07
Help others	-0.32	-0.02
Listens	-0.36	-0.12
Gets on with others	-0.38	-0.02
Confident	0.12	-0.12
There for others	-0.40	0.03
Generous	-0.40	0.03
Bully	0.28	0.24

Note. Values for orienting (drawing) constructs in component space.

{Graph Created: Rachel / PC_1 vs. PC_2 (Slater)}

Implicative Dilemmas for Rachel

Elements Compared : Self now vs. Ideal self
Scale Midpoint set as Discrepancy Criterion = 4
Construct Congruence Criterion = 0.2

Discrepant Constructs
Quiet

Note. Total number of Discrepant Constructs = 1

Congruent Constructs
Trying to be a better person
Keeps to self
Stand up for self
Help others
Listens
Gets on with others
There for others
Generous

Note. Total number of Congruent Constructs = 8

Undifferentiated Constructs
Confident
Bully

Note. Total number of Undifferentiated Constructs = 2

Implicative Dilemmas

Dilemmas Summary [Discrepant::Congruent]

	Self now [Dis]	Ideal self [Dis]	Self now [Con]	Ideal self [Con]
Pearson Correlation				
Quiet :: Keeps to self 0.79	7.00	1.00	7.00	7.00
Quiet :: Help others 0.66	7.00	1.00	7.00	7.00
Quiet :: Listens 0.52	7.00	1.00	7.00	7.00
Quiet :: Gets on with others 0.54	7.00	1.00	7.00	7.00
Quiet :: There for others 0.59	7.00	1.00	7.00	7.00
Quiet :: Generous	7.00	1.00	7.00	7.00

0.59

Dilemmas in Sentence Form

    Self now is construed as "Quiet"
        ...whereas Ideal self is construed as "Outgoing"
    The dilemma is a(n) "Outgoing" person tends to be a(n) "Mouthing
back" person (r = 0.79)

    Self now is construed as "Quiet"
        ...whereas Ideal self is construed as "Outgoing"
    The dilemma is a(n) "Outgoing" person tends to be a(n) "Hurts
people's feelings" person (r = 0.66)

    Self now is construed as "Quiet"
        ...whereas Ideal self is construed as "Outgoing"
    The dilemma is a(n) "Outgoing" person tends to be a(n) "Doesn't
care" person (r = 0.52)

    Self now is construed as "Quiet"
        ...whereas Ideal self is construed as "Outgoing"
    The dilemma is a(n) "Outgoing" person tends to be a(n) "Bully"
person (r = 0.54)

    Self now is construed as "Quiet"
        ...whereas Ideal self is construed as "Outgoing"
    The dilemma is a(n) "Outgoing" person tends to be a(n) "Cares
about self" person (r = 0.59)

    Self now is construed as "Quiet"
        ...whereas Ideal self is construed as "Outgoing"
    The dilemma is a(n) "Outgoing" person tends to be a(n) "Not caring
about others" person (r = 0.59)

311

Appendix 14: Additional content analysis

Content category	Mark's grid Constructs pole Applied to self elements	Extreme rated self-related elements
High Forcefulness	Competitive	Self when bullying Self when not bullying Self now Ideal self Self in a year's time Self as others see me Self as someone I have bullied sees me
	Confrontational	Self when bullying Self as others see me
	Aggressive	Self as others see me Self as someone I have bullied sees me
Low Forcefulness	Chilled	Self now
Active Social Interaction	Popular	Self when not bullying Ideal self
	Annoying	Self as others see me
Low Tenderness	Horrible	Self as someone I have bullied sees me
Low Status	Dickhead	Self as someone I have bullied sees me
High Egoism	Strong	Self as someone I have bullied sees me
Emotional arousal	Angry	Self as someone I have bullied sees me

Content category	Mark's grid Constructs pole Applied to others	Extreme rated other-related elements
High Forcefulness	Confrontational	Typical bully Typical victim
	Aggressive	Typical bully Typical victim
Low Forcefulness	Lazy	Mum

Content category	Darren's grid Constructs pole Applied to other elements	Extreme rated elements
		Typical bully
	A push over	Typical victim
		Someone in my class who I don't respect
Active Social Interaction	Annoying	Dad
		Typical bully
		Typical victim
Inactive Social Interaction	Dull	Dad
		Typical victim
		Someone in my class who I don't respect
Low Status	Dickhead	Dad
		Typical bully
		Typical victim
		Someone in my class who I don't respect
High Egoism	Strong	Typical bully
Egoism	Weaklings	Dad
		Typical victim
Emotional arousal	Angry	Typical bully
Low Tenderness	Horrible	Typical bully

Content category	Darren's grid Constructs pole Applied to self elements	Extreme rated self-related elements
High status	Cool	Self when not bullying
		Ideal self
		Self in a year
	Funky	Ideal self
		Self in a year
Low status	Not cool	Self when bullying
Active social interaction	Gets on well with people	Self when not bullying
	Popular	Ideal self
		Self in a year
Inactive social interaction	Keeps to self	Ideal self

Content category	Darren's grid Constructs pole Applied to others	Extreme rated other-related elements
High tenderness	Nice	Self in a year
Low tenderness	Horrible	Self when bullying
High self-sufficiency	Confident	Self now
Low self-sufficiency	Sensitive	Self when not bullying
High morality	Good friend	Self when not bullying Ideal self Self in a year
Low forcefulness	Doesn't interfere	Self in a year

Content category	Darren's grid Constructs pole Applied to others	Extreme rated other-related elements
High status	Cool	Mum
Low status	Not cool	Typical bully Typical victim Someone in my class who I don't respect
Active social interaction	Gets on well with other people	Mum Dad
	Gets into trouble	Someone in my class who I don't respect
Inactive social interaction	On their own	Typical bully Someone in my class who I don't respect
Unclassified social interaction	Gets on badly with other people	Typical bully
High tenderness	Nice	Typical victim
Low tenderness	Horrible	Typical bully Someone in my class who I don't respect
High self-sufficiency	Confident	Someone in my class who I respect
Low self-sufficiency	Sensitive	Someone in my class who I respect

High morality	Good friend	Mum
		Someone in my class who I respect
Low morality	Backstabbing	Typical bully
High forcefulness	Interferes	Typical bully
		Someone in my class who I respect
Low forcefulness	Doesn't interfere	Typical victim

Content category	Chloe's grid Constructs pole Applied to self elements	Extreme rated self-related elements
High tenderness	Caring	Self now
		Self when not bullying
		Ideal self
		Self in a year's time
	Nice	Self when not bullying
		Ideal self
		Self in a year's time
	Kind	Self when not bullying
		Ideal self
		Self in a year's time
Low tenderness	Horrible	Self when bullying
		Self as someone I have bullied sees me
	Selfish	Self when bullying
High forcefulness	Boisterous	Self when bullying
	Stands up for self	Self now
		Self when not bullying
		Ideal self
		Self in a year's time
		Self as others see me
		Self as someone I have bullied sees me
Emotional arousal	A wind up	Self now
		Self when bullying
		Self when not bullying
		Self as others see me
	Stone cold	Self when bullying

Content category	Chloe's grid Constructs pole Applied to self	Extreme rated other-related elements
		Self as someone I have bullied sees me
Extreme qualifier	Doesn't give two shits	Self when bullying Self as someone I have bullied sees me
High morality	Honest	Self now Self when not bullying Ideal self Self in a year's time Self as others sees me Self as the person I have bullied sees me
Low morality	Liar	Self when bullying
High Status	Cool	Self when bullying Self when not bullying

Content category	Chloe's grid Constructs pole Applied to others	Extreme rated other-related elements
High tenderness	Nice	Someone in my class who I respect
	Kind	Someone in my class who I respect
	Caring	Someone in my class who I respect
Low tenderness	Neglectful	Mum Dad
	Horrible	Typical bully Someone in my class who I don't respect
	Selfish	Mum Dad Typical bully Someone in my class who I don't respect
High forcefulness	Boisterous	Typical bully
	Stands up for self	Mum Dad

		Someone in my class who I respect
		Someone in my class who I don't respect
Low forcefulness	Timid	Typical victim
	Backs down	Typical victim
Emotional arousal	A wind up	Typical bully
	Emotional	Mum Typical victim Someone in my class who I don't respect
	Chilled out	Typical victim
	Stone cold	Dad Typical bully
Extreme qualifiers	Doesn't give two shits	Mum Dad Typical bully Someone in my class who I don't respect
High morality	Honest	Someone in my class who I respect
Low morality	Liar	Typical bully Typical victim Someone in my class who I don't respect
High status	Cool	Typical bully Someone in my class who I respect
Low status	Geek	Typical victim

317

Content category	Rachel's grid Constructs pole Applied to self elements	Extreme rated self-related elements
High tenderness	Helps others	Self when not bullying Self now Ideal self Self in a year's time Self as others see me Self as someone I have bullied sees me
	There for others	Self when not bullying Self now Ideal self Self in a year's time Self as others see me Self as someone I have bullied sees me
	Listens	Self when not bullying Self now Ideal self Self in a year's time Self as others see me Self as someone I have bullied sees me
	Generous	Self when not bullying Self now Ideal self Self in a year's time Self as others see me Self as someone I have bullied sees me
Low tenderness	Cares about self	Self when bullying
	Not caring	Self when bullying
Active social interaction	Gets on with others	Self when not bullying Self now Ideal self Self in a year's time Self as others see me Self as someone I have bullied sees me
	Mouths back	Self when bullying
	Bullies others	Self when bullying

Inactive social interaction	Keeps to self	Self when not bullying Self now Ideal self Self in a year's time Self as others see me Self as someone I have bullied sees me
High involvement	Trying to be a better person	Self when bullying Self as someone I have bullied sees me
Low involvement	Stays the same	Self when not bullying Self now Ideal self Self in a year's time
High Forcefulness	Outgoing	Self when bullying Ideal self
Low Forcefulness	Quiet	Self when not bullying Self now Self in a year's time Self as others see me Self as someone I have bullied sees me
Emotional arousal	Stands up for self	Self when bullying Self now Ideal self Self in a year's time Self as others see me Self as someone I have bullied sees me
	Afraid	Self when not bullying
Egoism	Confident	Self when bullying Ideal self Self as someone I have bullied sees me

Content category	Rachel's grid Constructs pole Applied to others	Extreme rated other-related elements
High tenderness	Helps others	Mum Typical victim Someone in my class who I respect
	There for others	Mum Typical victim Someone in my class who I respect
	Listens	Mum Typical victim Someone in my class who I respect
	Generous	Mum Typical victim Someone in my class who I respect
Low tenderness	Hurts people's feelings	Dad Typical bully
	Cares about self	Dad Typical bully Someone in my class who I don't respect
	Doesn't care	Dad Typical bully Someone in my class who I don't respect
	Not caring	Dad Typical bully Someone in my class who I don't respect
Active social interaction	Gets on with others	Mum Typical victim Someone in my class who I respect
	Mouths back	Typical bully Someone in my class who I don't respect
	Bullies others	Dad

		Typical bully Someone in my class who I don't respect
Inactive social interaction	Keeps to self	Mum Dad Typical victim Someone in my class who I respect
High involvement	Trying to be a better person	Mum Typical victim
Low involvement	Stays the same	Dad Typical bully Someone in my class who I respect Someone in my class who I don't respect
High forcefulness	Outgoing	Typical bully Someone in my class who I
Low forcefulness	Quiet	Dad Typical victim Someone in my class who I respect
Emotional arousal	Stands up for self	Mum Dad Typical bully Someone in my class who I respect Someone in my class who I don't respect
	Afraid	Typical victim
Egoism	Confident	Mum Dad Typical bully Someone in my class who I respect Someone in my class who I don't respect

Appendix 15: Element and Construct loadings
Mark

	COMPONENTS	
ELEMENTS	**1**	**2**
Self if bullying someone	-3.30	-2.30
Self if not bullying anyone	-3.73	0.76
Mum	-0.85	5.52
Dad	5.31	-1.19
Typical bully	2.86	-4.15
Typical victim	8.30	1.60
Someone in my class I respect	-3.25	1.59
Someone in my class I do not respect	6.20	5.41
Self now	-2.23	-1.40
Ideal self	-5.86	3.28
Self in a year's time	-4.84	-0.62
Self as others see me	-0.94	-2.87
Self as someone I have bullied sees me	2.34	-5.64
CONSTRUCTS		
Aggressive-Calm	0.46	-5.05
Nice-Horrible	-0.89	5.03
Dickhead-Cool	7.77	-2.97
Weaklings-Strong	6.60	-0.16
Confrontational-Chilled	-0.41	-3.01
Annoying-Placid	5.34	-1.94
Angry-Bored	4.23	-4.08
Active-Lazy	-3.67	-1.68
Popular-Dull	-6.06	-1.15
Competitive-A push over	-5.83	-3.96
Bully-Victim	-3.63	-5.79

Darren

	COMPONENTS	
ELEMENTS	**1**	**2**
Self if bullying someone	7.10	-1.81
Self if not bullying anyone	-6.03	-1.90
Mum	-5.89	-1.20
Dad	-2.87	0.08
Typical bully	9.87	-1.35
Typical victim	-0.74	1.89
Someone in my class I respect	-2.29	-1.96
Someone in my class I do not respect	8.25	4.59
Self now	0.53	2.18
Ideal self	-4.79	2.06
Self in a year's time	-5.68	1.20

Self as others see me	-1.55	0.35
Self as someone I have bullied sees me	4.09	-4.15

CONSTRUCTS

Gets on well with people-Gets on badly with people	-6.62	-0.68
Keeps self to themselves-Gets into trouble	-6.12	0.78
Doesn't interfere-Interferes	-6.32	0.32
Horrible-Nice	7.58	0.21
Popular-On their own	-6.77	0.79
Not cool-Cool	7.39	1.86
Sensitive-Confident	-2.63	-5.25
Good friend-Backstabbing	-6.70	0.34
Funky-Uncool	-3.44	2.78
Happy-Sad	-5.34	-0.17
Bully-Victim	2.10	-5.08

Chloe

	COMPONENTS	
ELEMENTS	**1**	**2**
Self if bullying someone	7.64	-2.40
Self if not bullying anyone	-5.60	-2.77
Mum	2.39	3.23
Dad	4.46	0.09
Typical bully	7.64	-2.40
Typical victim	-1.30	9.68
Someone in my class I respect	-5.66	-1.98
Someone in my class I do not respect	4.57	3.41
Self now	-3.73	-1.79
Ideal self	-5.38	0.54
Self in a year's time	-5.04	0.57
Self as others see me	-2.85	-2.76
Self as someone I have bullied sees me	2.88	-3.41

CONSTRUCTS

Neglectful-Caring	5.79	2.49
Nice-Horrible	-7.98	0.03
Kind-Selfish	-9.05	-0.10
Boisterous-Timid	3.48	-4.15
Stands up for themselves-Backs down	-2.15	-3.43
A wind up-Chilled out	1.59	-5.14
Doesn't give two shits-Cares too much	6.00	0.44
Emotional-Stone cold	-3.61	5.26
Liar-Honest	7.45	4.69
Geek-Cool	-1.40	6.23
Bully-Victim	2.81	-3.41

Rachel

	COMPONENTS	
ELEMENTS	**1**	**2**
Self if bullying someone	8.47	-5.72
Self if not bullying anyone	-4.51	1.95
Mum	-4.32	-4.17
Dad	7.27	3.94
Typical bully	11.91	0.59
Typical victim	-6.19	-3.27
Someone in my class I respect	-4.62	1.95
Someone in my class I do not respect	11.91	0.59
Self now	-4.14	3.05
Ideal self	-2.06	0.77
Self in a year's time	-4.14	3.05
Self as others see me	-5.27	-0.26
Self as someone I have bullied sees me	-4.32	-2.48
CONSTRUCTS		
Trying to be a better person-Stays the same	-2.22	-9.02
Quiet-Outgoing	-6.92	3.35
Keeps to self-Mouthing back	-7.96	2.59
Stand up for self-Afraid	2.64	0.76
Helps others-Hurts people's feelings	-7.82	-0.17
Listens-Doesn't care	-8.71	-1.30
Gets on with others-Bully	-9.20	-0.22
Confident-Scared of what others think	2.99	-1.29
There for others-Cares about self	-9.76	0.34
Generous-Not caring about others	-9.76	0.34
Bully-Victim	6.90	2.55

Appendix 16: Interview transcript

Q: Ok, so we're going to talk about this graph

R: *We are talking about the graph at 10.15, over*

Q: So, um, according to this graph (pause) see if we look at the graph, the graph suggests how you see yourself when you are bullying somebody

R: *Why are you recording this? Can I just ask 'cos like…*

Q: It's to help me remember. Okay?

R: *(nods)*

Q: So… so it suggests that, see (pointing), when you are bullying you'd see yourself as quite competitive

R: *Why be competitive?*

Q: And active? (pointing)

R: *Oh.. not if you're a bully*

Q: And…

R: *Not as a bully*

Q: And like a bully

R: *No. You'd just be like a bully. You wouldn't be competitive or active*

Q: Okay, so, more like being a bully

R: *Yeah*

Q: (Pointing) And you see a typical bully as being…

R: *Angry*

Q: Angry. And quite annoying?

R: *Annoying, dickhead (laughs). So a typical bully is a dickhead.*

Q: Okay

R: *Dickhead (laughs)*

Q: So this one sort of fits more?

R: *Nods*

Q: And a typical victim?

R: *Are weaklings and dull*

Q: And… if you weren't bullying you see yourself as quite cool and placid?

R: *And bored*

Q: And bored

R: *Nice, calm, chilled*

Q: Yep, and…

R: *Can I turn this off and listen to it back now?*

Q: It'd be good to keep going but we can play it back at the end

R: *Okay. Can I hold it?*

Q: It might.. I'm just a bit worried about the microphone

R: *Oh don't worry (starts playing with the voice recorder)*

Q: Okay. So this is how you see yourself at the moment, according to this

R: *So a bully?*

Q: Sort of quite near the middle but more towards the bully than the victim?

R: *Well, derr… I'm never a victim*

Q: And you're no way near the victim … and active… and this is how you see yourself as you'd like to be (pointing)… so that's more cool and placid and probably calmer than how you see yourself at the moment. Would you say that was true?

R: Mmm…. Yeah

Q: And possibly a bit more bored as well?

R: (plays with voice recorder)

Q: Okay… I'd like to ask what the term bully means to you

R: So a bully?

Q: Yeah. What's a bully mean to you

R: Um (whispers) I'm not sure it's picking up the sound when I'm holding it

Q: Yeah make sure you're not covering the mic so we'll be able to hear it

R: A bit of a prick, a nob

Q: Okay.. uh huh

R: Quite angry

Q: okay

R: and he's bullied himself

Q: okay.. so

R: and a coward, a bit of coward – 'cos he picks on people weaker than him

Q: okay so you said they get bullied themselves and pick on people weaker than themselves. Why do you think they do that?

R: Umm, I don't know.. to get some anger out

Q: okay.. how would that help?

R: Mmm, I don't know, take out some of their own issues... how do you stop this, I want to listen back.

Q: You press that.

PAUSE IN INTERVIEW

R: Record 2

Q: So you were saying why people might bully others

R: Yeah 'cos they get bullied theirselfs and it gets out their anger

Q: Okay… and can you describe an event where you've recently been involved in bullying somebody

R: Yeah… X (name deleted). 'Cos he's a prick, yeah.

Q: What was going on?

R: I just don't like X, so I bully him. He's a prick.

Q: Can you remember what happened in the situation?

R: I punched him.

Q: You punched him.

R: (stops voice recorder and plays it back)

Q: Okay?

R: Right. Take 3.

Q: Okay, so you were telling me about a situation.

R: Oh, where I punched him. I punched him, yeah. He's a prick, urgh.

Q: Okay

R: You know X don't ya? 'Cos he told me ya do.

Q: Well, shall we just talk about…

R: You do know X! (laughs)

Q: And, can you tell me what happened just beforehand? Why you punched him?

R: Well, I just.. I just hate him and I punched him

Q: Uh huh

R: He was just annoying me so I punched him

Q: Okay

R: I went for his face but he put up his arms, like that

Q: And what did you feel like at the time?

R: Anger. Annoyed…

Q: Uh huh. And do you know what he did that made you feel angry and annoyed?

R: Mmm… think he called me a prick.

Q: Okay. Do you know why he called you a prick?

R: 'Cos I was fucking him off.

Q: Uh huh.

R: I was annoying him

Q: Do you remember what it was about?

R: No. All I remember is going for his face so he put up his arms

Q: Okay. And how did you feel like inside when it was going on?

R: Like I'm screaming in the middle of room and no one bothers… in a crowded room and no one looked up… I felt like so annoyed.

Q: So it built up a lot?

R: Stress

Q: And what did you feel like afterwards?

R: Relieved… that he put up his arms

Q: What would you have felt like if he didn't put up his arms?

R: Still a bit relieved. I just don't really like him (kicks table 3 times) Oops (laughs)

Q: Was anyone else involved?

R: No. Just me and X

Q: Was anyone else around?

R: No. Can we listen to it now?

Q: It would be good if we can get it all done and then listen to it.

R: That's done.

Q: I've got a few more questions.

R: How many?

Q: Well it really depends

R: How many?

Q: Say about 6

R: Right

Q: So, what do you think X was feeling like at the time?

R: Peed off

Q: What gave you that idea?

R: 'Cos he just looked like he was gonna smack me back, but he didn't and I wanted him to

Q: You wanted him to

R: So that I could punch him harder

Q: What was it about?

R: I don't like him

Q: And how do you think X felt afterwards

R: hurt. Still peed off but hurt. Last one

Q: Why do you think it all happened?

R: 'Cos we don't get on. There you go, all done. Shall I play it now? (Stops voice recorder)

Q: So is there anything I haven't asked you about bullying that you think I should have asked you or anything else you think is important?

R: No.

Q: No?

R: No

Q: Your theories about why people bully… can you tell me a bit more about those?

R: People bully because they feel like they have to when they go through a hard time. I know that's why I bullied anyway. I was going through a rough time so I got all my anger out by trying to punch someone and bully someone. And it's wrong. It is wrong. I know I shouldn't really bully anyone – it's horrible

Q: It helps you in some way?

R: Yeah. 'Cos it takes out the anger

Q: Okay – thank you.

R: This is "Mark" – the glorious and handsome one. Oh yeah and that was Kate - bye.

Appendix 17: Data extract with codes applied in response to research questions

Data extract	Coded	Research question
No. You'd just be like a bully. You wouldn't be competitive or active	Self as bully	View of self
And you see a typical bully as being… *R: Angry*	Angry	View of others
Q: Angry. And quite annoying? *R: Annoying, dickhead (laughs). So a typical bully is a dickhead.* Q: Okay	Annoying	View of others
R: Dickhead (laughs)	Dickhead	View of others
Q: And a typical victim? *R: Are weaklings and dull*	Weaklings Dull	View of others
Q: And… if you weren't bullying you see yourself as quite cool and placid? *R: And bored* Q: And bored	Bored if not bullying	View of self/ Problem solved by bullying
R: Nice, calm, chilled	*Nice, calm, chilled*	View of self
Q: Okay. So this is how you see yourself at the moment, according to this *R: So a bully?* Q: Sort of quite near the middle but more towards the bully than the victim?	Self as bully	View of self
R: Well, derr… I'm never a victim	Self not a victim	View of self
R: A bit of a prick, a knob	Prick, nob	View of others
R: Quite angry	Angry	View of others
R: and he's bullied himself	Bullies are bullied	View of others/self
R: and a coward, a bit of coward – 'cos he picks on people weaker than him	Cowards	View of others
	Pick on weaker people	View of others
Umm, I don't know.. to get some anger out	Release anger	Problem solved by bullying
Mmm, I don't know, take out some of their own issues...	Take out their own issues	Problem solved by bullying
Yeah 'cos they get bullied theirselfs and it gets out their anger	Bullies are bullied	Problem solved by bullying
	Release anger	Problem solved by bullying
R: Yeah… X (name deleted). 'Cos he's a prick, yeah.	Victim a prick	View of others

Q: What was going on? *R: I just don't like X, so I bully him. He's a prick.*	Dislike for victim Victim a prick	View of others View of others
R: Oh, where I punched him. I punched him, yeah. He's a prick, urgh.	Victim a prick, dislike of victim	View of others
R: Well, I just.. I just hate him and I punched him	Hate of victim	View of others
R: He was just annoying me so I punched him	Victim as annoying	View of others
Q: And what did you feel like at the time? *R: Anger. Annoyed…*	Anger Annoyed	View of self
R: I was annoying him	Annoys victim	View of self
Q: Okay. And how did you feel like inside when it was going on? *R: Like I'm screaming in the middle of room and no one bothers… in a crowded room and no one looked up… I felt like so annoyed.* Q: So it built up a lot? *R: Stress* Q: And what did you feel like afterwards? *R: Relieved… that he put up his arms* Q: What would you have felt like if he didn't put up his arms? *R: Still a bit relieved. I just don't really like him (kicks table 3 times) Oops (laughs)*	Ignored Really annoyed Relief of stress and emotions Dislike for victim	View of self Problem solved by bullying View of others
Q: So, what do you think X was feeling like at the time? *R: Peed off*	Victim as annoyed	View of others
Q: What was it about? *R: I don't like him* Q: And how do you think X felt afterwards *R: hurt. Still peed off but hurt. Last one*	Dislike for victim Victim as hurt and annoyed	View of others View of others
R: People bully because they feel like they have to when they go through a hard time. I know that's why I bullied anyway. I was going through a rough time so I got all my anger out by trying to punch someone and bully someone. And it's wrong. It is wrong. I know I shouldn't really bully anyone – it's horrible Q: It helps you in some way? *R: Yeah. 'Cos it takes out the anger*	Lack choice when having difficult experiences Release anger Due to difficult experiences Releases anger	Problem solved by bullying Problem solved by bullying Problem solved by bullying