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A preliminary study of negative social triggers of anger: gender differences among adolescents

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Pepperdine University

Graduate School of Education and Psychology

A PRELIMINARY STUDY OF NEGATIVE SOCIAL TRIGGERS OF ANGER:

GENDER DIFFERENCES AMONG ADOLESCENTS

A clinical dissertation submitted in partial satisfaction

of the requirements for the degree of

Doctor of Psychology

by

Carrie Hastings

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Tomás Martinez, Ph.D. – Dissertation Chairperson

This clinical dissertation, written by

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under the guidance of a Faculty Committee and approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

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DEDICATION

I am dedicating this dissertation to my children…George, and those to come.
You are the inspiration for everything I do, everything I am, and everything I strive to be.
I am also dedicating this project to my husband, Chuck, without whom I would be lost.

ACKNOWLEDGEMENTS

VITA

Carrie Hastings

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- Provided ongoing individual, dyadic, and group therapy in non-profit setting for children, adolescents and adults
- Engaged in client contact, clinical supervision, and didactic training to enhance theoretical knowledge, cultural competency, and case conceptualization skills
- Developed understanding of transference and countertransference processes to gain information about therapist-patient dyads
- Conducted intake interviews, formulated treatment plans, and collaborated with psychiatrists, schools, and DCFS to provide appropriate interventions and psychoeducation
- Co-facilitated Mindful Parenting group with parents and their toddlers, encouraging mindful and empathic perspectives, narration of behaviors and perceived feeling states, and exploration of triggers and reactions to various parenting situations
- Attended year-long infant observation seminar to discuss weekly in-home visits observing newborn's biopsychosocial development and attachment; provided written summary of observation for weekly supervision
- Served as counselor for 24-hour emergency telephone helpline to provide immediate support to individuals in need
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Psychological/Psychiatric Assessment Extern
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- Totaled client payments and submitted them to billing office to ensure proper insurance coverage when applicable
- Supervised children whose parent/guardian was in a therapy session to provide a safe childcare alternative, especially for female victims of domestic violence, the dominant population at this clinic

TEACHING EXPERIENCE
Marymount School
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After School Activity Coordinator
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- Managed approximately 100 students and faculty engaged in a variety of events each day to oversee that the activities were enriching and safe
- Calculated monthly earnings for staff to ensure accurate compensation for their hours
- Coordinated "Visitation Day" to enable parents/guardians to witness and support their child's interests and abilities

Co-Teacher, Pre-Kindergarten
September 2002 – June 2003
- Facilitated a supportive and creative environment to foster learning among children ages 4-5

- Incorporated domestic tasks with education, such as "baking the alphabet," to encourage practice at home and provide opportunity for family involvement
- Communicated regularly with parents/caregivers regarding students' academic, emotional, and social functioning
- Modeled positive communication to influence children to verbalize needs in a constructive manner

Substitute Teacher (N-7), September 2001 – June 2002
- Blended enthusiasm and discipline into teaching style to promote students' personal growth and adaptive learning
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- Study examined the effects of placebo and medication for ADHD children
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- Collected data by recording children's behaviors to measure changes in affect
- Collaborated with researcher on a weekly basis to evaluate children's progress and effects of medication
- Implemented token economy to reward good behavior and enable observation and assessment of social skills and ability to follow directions

CONFERENCES, LECTURES, AND TRAININGS
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RPP Level 1 Training, October 2010
- Training Facilitators: John Grienenberger, Ph.D. and Wendy Denham, Ph.D.

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California Psychological Association for Graduate Students (CPAGS), 2007 – present
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Psi Chi: National Honor Society for Psychology, Member since 2005
- President of Executive Board, Pepperdine University Graduate School of Education and Psychology (GSEP), June 2006 – June 2007
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ABSTRACT

The purpose of this study is to raise awareness regarding negative social triggers of anger among adolescents and examine how they compare between gender. A comprehensive literature review revealed 6 variables commonly known to stimulate anger among adolescents. These include the following: (a) racial differences and environmental influences, (b) stage of pubertal development, (c) social status, (d) gay harassment, (e) social rejection, and (f) school adjustment / academic structure. The researcher then created an Anger Assessment Questionnaire (AAQ), a survey which presented scenarios representing the aforementioned categories, excluding stage of pubertal development. Because literature emphasizes the school environment as a common locale for provocations of anger among adolescents, the questionnaire was administered, along with the Beck Anger Inventory for Youth (BANI-Y), within an academic setting. The sample consisted of 38 male and female students in eighth grade at a school in southern California. Research questions explored gender differences among anticipated responses to harassment situations. T-tests were used to analyze responses to the AAQ and BANI-Y, and correlations compared responses between gender on both measures. There were no statistically significant differences between gender on the AAQ. On the BANI-Y, females reported experiencing a higher frequency of anger. Contrary to the investigator's expectation, there were both males and females who anticipated having an aggressive response ("I would fight with others") to various scenarios on the AAQ. These findings were surprising to the researcher and should be used to increase awareness among parents, teachers, school administrators, and youth, regarding the propensity for negative social situations to trigger a level of anger that could lead to aggression or violence. In

addition, though previous research and social stereotypes tend to portray males as overt aggressors, it should not be taken for granted that females can be just as likely to react to social scenarios with externalized aggressive behavior. Results demonstrate the need for vigilant monitoring of anger-triggering situations among adolescents and timely interventions which could prevent harm and/or save lives. Future research should further explore gender differences of adolescent anger and provocative social triggers, and the rapidly expanding domain of internet harassment.

Chapter 1. Introduction

Feelings that result from harassment, discrimination, and challenges within the school context can develop into acts of violence as forms of reactive aggression (Pellegrini, Bartini, & Brooks, 1999). Pellegrini et al. (1999) describe reactive aggression as a "retaliatory, protective response to being bullied" (p. 223). Bullying is defined as physical, verbal, and/or social occurrences of negative actions or force (e.g., hitting, name-calling, social exclusion, indirect/relational aggression) aimed at a specific youngster or group of youngsters repeatedly and over time (Olweus, 1993; Pellegrini, 1998; Tani, Greenman, Schneider, & Fregoso, 2003). Aggressive victims of bullying use aggression reactively, as an emotional response to circumstances which they perceive as threatening (Pellegrini, 1998). Aggressive victims are known to both start fights and be picked on, and are sometimes the most rejected members of their peer group (Perry, Kusel, & Perry, 1988).

Gender is an understudied variable when considering acts of aggression and violence committed by adolescents (Danner & Carmody, 2001). Perry et al. (1988) found that girls are as susceptible as boys to being victimized by peers in the form of direct physical and verbal abuse. But are some social triggers more likely to elicit anger and aggressive behavior in males over females and vice versa? This study responds to that question, and highlights the need to make negative interactions among adolescents important. It is imperative that educators, principals, school administrators, and mental health professionals sharpen their ability to foresee the types of interpersonal experiences that can provoke anger and aggressive retaliation in male and female adolescents. Increased awareness will enable these parties to become better equipped to develop and

implement interventions that can reduce the likelihood of subsequent aggression or violence occurring.

Violent acts committed by adolescents are often in reaction to a personal, intentional, and direct trigger, rather than the absence of something positive (Sanger, Maag, & Spilker, 2006). Finkelhor, Ormrod, Turner, and Hamby (2005) found that approximately one fifth of 2,030 children and adolescents were bullied (includes physical assaults, property crimes, and sexual harassment) and one quarter were teased and harassed (emotional bullying). According to Olweus (1993), bullies account for 7%-15% of sampled school-age populations. Bullies feel a need to dominate and subdue others and expect to get their way, often channeling anger through impulsive, aggressive, and defiant actions towards peers and adults (American Psychological Association [APA], 2007). The APA describes victims as often being passive, submissive, cautious, sensitive, withdrawn, and unhappy. Low self-esteem may prevent them from standing up for themselves, thus, inviting further harassment. Yet, these characterizations overlook victimized youngsters who reach a level of anger that can motivate vengeful, externalized behavior.

Peer victimization is a common provocation for the manifestation of anger and aggressive (re)actions by an adolescent. Pellegrini et al. (1999) found 5% of their sample of 154 early adolescents (87 males and 67 females) to be aggressive victims of bullying. Males are more likely than females to be both the perpetrators and targets of bullying (APA, 2007; Nansel et al., 2001; Olweus, 1993). Crick, Bigbee, and Howes (1996) describe boys as being more prone to engage in overt, physical victimization (i.e., physical fighting and verbal threats), while girls more commonly partake in relational

victimization. Similar to overt aggression, relational aggression is characterized as an expression of anger, but the latter involves acts such as the withdrawal of friendships, name-calling, and the spreading of rumors (Crick et al., 1996). Crick et al. state that girls tend to place greater importance on the development and maintenance of relationships than boys, so they are more likely to punish and/or hurt others through the manipulation of these bonds. Boys, on the other hand, may react physically when victimized, because their masculinity is being threatened. Retaliation serves to defend their manhood.

Gender Roles

Gender socialization influences adolescents' propensity for engaging in aggressive behavior through a process referred to as differential association, in which one learns about behaviors via interactions with their peers (Heimer & De Coster, 1999). Traditional definitions of being male or female are influential in this course of development. Girls are usually taught that violence is inconsistent with the meaning of being female, whereas aggression is socially sanctioned among males (Heimer & De Coster, 1999). Perhaps this accounts for why males are more likely than females to bully and be bullied (APA, 2007; Nansel et al., 2001).

Though research exists regarding gender differences of who harasses others (Chapple, McQuillan, & Berdahl, 2005; Felix & McMahon, 2006), this study seeks to compare the understudied *why* factor for male and female harassment and subsequent reactions. What is known is that male aggressors tend to target both males and females, while female aggressors tend to target other females; but the disclosure of harassment by males may be underreported to protect their masculine pride, especially when harassed by females (Felix & McMahon, 2006).

Rodkin, Farmer, Pearl, and Van Acker (2000) distinguish between *model boys* and *tough boys* in their study of popularity among fourth-, fifth-, and sixth-grade boys. Model boys are described as athletic leaders, cooperative, studious, not shy, and non-aggressive. Tough boys may be popular, but are aggressive. This research addresses how highly aggressive boys are sometimes the most popular and socially connected, suggesting that desired popularity may serve as a trigger for harassment, and vice versa. Simmons (2002) identifies a "hidden culture of girls' aggression in which bullying is epidemic, distinctive, and destructive" (p. 3). Simmons describes adolescent females' competition for relationships and popularity as "cutthroat" (p. 156) and addictive. What is less known is how frequently the psychological pain inflicted upon females during this quest for status inspires retaliation; and how intense is the revenge? The discussion of male and female harassment evokes the question: Why is it so important to be "cool?" Obtaining social status is enough for some youth to fight for—literally.

Triggers of Anger and Harassment

   Racial differences and environmental influences. Racial harassment, a type of bullying behavior, is sometimes met with reactive aggression or violence. According to Graham, Bellmore, and Mize (2006), aggressors are more likely than non-aggressors to perceive school and authority figures as unfair, which can be a justifiable accusation when situations like racial harassment are ignored or mishandled. The combination of perceived or actual unfairness and one's loss of faith in the legitimacy of the "system" can trigger aggression and lead to further deviant behavior. Victims feel compelled to take matters into their own hands, particularly when there are no consequences for the perpetration of racially-motivated incidents.

In a 2004 study by Varma-Joshi, Baker, and Tanaka, the impact of racialized name-calling was explored. Twenty-six "visible minority" (p. 175) youth from New Brunswick, Canada and their parents participated in one-on-one interviews and focus groups to compare their own views regarding the significance of racism and racialized name-calling at school, with views of White authority figures. The three most common youth responses were classified as *splintered universe* (violence, devastation, and pain), *spiraling resistance* (retaliation—often through violence), and *disengagement* (retreat from retaliation into silence and internalization). Spiraling resistance is of particular interest to the current study. Not only do minority adolescents who respond with spiraling resistance feel obligated to stand up for themselves, but their reactive aggression serves as a survival mechanism and defense against future, and potentially more dangerous, forms of harassment. The passivity of authority figures to distribute consequences when incidents of racism and racialized name-calling occur can set the stage for escalation of such harassment to a more violent level.

Urban youth and those adolescents residing in violent or high-crime neighborhoods may "place a high value on aggression as a survival and coping mechanism for dealing with the vagaries of urban life" (Graham et al., 2006, p. 375). In this sense, aggression can have a positive psychological value by increasing one's feelings of self-preservation, safety, and hardiness. Dilemmas affiliated with aggression as an esteemed and reinforced mechanism for survival include the perpetuation of the cycle of violence, and the potential transfer of the merit of aggression into other settings (e.g., school).

Stage of pubertal development. Puberty can be a tumultuous time for adolescents, who are at the mercy of inevitable hormonal fluctuations and physical transformations.   Corporeal features may leave individuals more susceptible to harassment (Tani et al., 2003). Puberty can, however, be a time of prestige, sometimes bestowing males with the development of height, muscles, and athleticism (Rutter, 2007). Klein (2006a) describes male violence as commonly stemming from a quest for "cultural capital," (p. 53) or masculine social status, often enhanced when an adolescent male possesses physical attributes such as those mentioned.

Physical characteristics associated with puberty can make adolescent females targets for harassment. Gadin and Hammarstrom (2005) found that girls are more likely to report verbal and physical harassment that included unwanted comments about their body or being touched against their will. However, harassment directed at one's appearance is often excused by adults and peers as typical adolescent behavior, when it, in fact, may be a form of sexual harassment. Gadin and Hammarstrom describe sexual harassment among adolescents as "an overlooked problem, which contributes to a generally hostile school environment" (p. 384).

Social status. In addition to the visibility of pubertal development, general characteristics of one's appearance and reputation can determine social status among peers and serve as triggers of harassment. For example, attractiveness, personality, height, and weight can provoke bullying if they do not meet the standards and appeal of one's community (Gadin & Hammarstrom, 2005). Pellegrini (1998) states that aggressive victims often attempt to display dominance to acquire social status, especially if the target of the reactive aggression displays signs of submission. In the examination

of 12 male-perpetrated school-shootings, the most consistent findings characterized the shooters as having been bullied by athletes and "preps" who gained social status by picking on others. The failure of those harassed to meet criteria for building cultural capital resulted in feelings of ostracism and anger that were expressed through violence in efforts to prove strength, domination, and masculinity (Klein, 2006a).

An adolescent female's characteristics can serve to enhance her rankings of social status and popularity, perhaps contributing to the female version of cultural capital. Wiseman (2009), a teacher, lists the following attributes as desirable, as described by her female students: pretty; popular; thin but right curves; good hair; athletic but not bulky; confident. Wiseman's students identify females who do not have high social status as potentially having the following qualities: bad skin; fat; gay; too masculine in appearance; poor; wrong style/brands of clothes. Females who embody these qualities and lack the desirable features are more likely to be harassed and socially excluded by peers. The standards for cultural capital can be different among separate communities, and desirable/undesirable attributes are subject to variations in cultural norms and personal preferences.

Gay harassment. A peaceful existence can be a challenge for the gay adolescent, or the heterosexual adolescent whose appearance does not harmonize with stereotypical understandings of how one should present (as a male or female). Gay harassment involves threatening or making bullying comments that attack an individual for lacking stereotypical heterosexual qualities. Affixing a "gay" label to an adolescent boy is typically perpetrated by other males and intended to insult the victim's masculinity and character. Lack of athletic talent, undersized physical appearance, and low socio-

economic status (SES) are characteristics that can increase vulnerability for this type of ridicule by peers (Klein, 2006b). The gay characterization can lead to "girl trouble," rejection, and low self-esteem—even if the individual is, in fact, heterosexual—because it is a specific attack on his manhood. Traditional characteristics of masculinity include being popular with girls and/or being skilled in athletics (Wayne, 2000). However, being extreme in one's popularity with girls can also question a boy's masculinity. For example, in a study by Wayne (2000), a boy who only associated with girls was called a "faggot" (para. 37) by others.

Females who are perceived by other students as "gay/dyke/lez" or "too masculine in appearance" (Wiseman, 2009, p. 100) may be teased, ridiculed, and/or dismissed from a peer group or clique. Moreover, when families of Lesbian, Gay, and Bisexual (LGB) youth are unsupportive of an adolescent's sexual orientation, that individual is often more susceptible to harassment because family are not available to protect and/or defend him or her against the harassment (Waldo, Hesson-McInnis, & D'Augello, 1998).

A study by Saewyc et al. (2006) elaborates on the characteristics of harassment directed at LGB teens. LGB youth reported higher prevalence of physical abuse by others than their heterosexual (male and female) peers. This finding suggests that one's perceived sexual orientation may be grounds for harassment by discriminatory peers. An important element of this type of victimization is that a LGB or heterosexual individual's presentation of *gender atypicality* may serve as the actual provocation for bullying, not his or her sexual orientation (Waldo et al., 1998). In other words, gender atypicality serves as a visible trigger for harassment.

Hence, heterosexism or homophobia may be the basis of gay harassment, and such a form of bullying that can provoke violent, retaliatory acts (Kimmel & Mahler, 2003; Klein, 2006b). A study by Russell, Franz, and Driscoll (2001) was the first to indicate that youths reporting same-sex romantic attraction are more likely than their peers to perpetrate extreme forms of violence against others. This may be a type of reactive aggression generated by feelings of fear and a need for self-defense. Therefore, discrimination and the threat of harassment itself may serve as triggers of aggression. Sexual minority youth reportedly perceive peer socialization as more hostile than do heterosexual peers (Williams, Connolly, Pepler, & Craig, 2005). This might evoke retaliatory or defensive aggressive behaviors among homosexual youth as a way to manage anxiety, and could result in a cycle of negative stigmatization in peer contexts.

Gay harassment among males can lead to the victim's need to assert himself through physical force to prove his virility. For example, in 1997, Michael Carneal, a 14-year-old freshmen at a high school in Kentucky, opened fire into a group of fellow students, killing three and wounding five (Fox & Harding, 2005). Prior to the shooting, he was being bullied and teased, and had been publicly humiliated by the publication of a rumor in the school newspaper stating that he was gay (Fox & Harding, 2005). Violence is viewed as "manly" for boys who lack appropriate emotional resources to cope with being teased (Kimmel & Mahler, 2003). Boys who are harassed in this manner feel driven to seek revenge and assert dominance, prove their masculinity, and exhibit power over others. What is less known is how girls react to similar forms of bullying.

Social rejection. The rejection of one's character may also be categorized as harassment and can play a significant role in school violence (Fox & Harding, 2005;

Leary, Kowalski, Smith, & Phillips, 2003; Tani et al., 2003). Rejection can take the form of a break-up, being discriminated against, or being purposely excluded by one's peers from a social activity (e.g., a party), and can cause an individual to feel undervalued and insignificant. As previously discussed, popularity can provide an adolescent with autonomy and respect from others. When the potential for being "cool" is diminished by others in the form of rejection, the victim may feel compelled to assert himself or herself in the form of aggression or violence to re-gain respect. Notoriety can be perceived as popularity, as rebelliousness and nonconformity can help youth obtain autonomy and respect from others (Graham et al., 2006).

Shields and Cicchetti (2001) discuss the notion that victimized and rejected children have difficulty regulating their emotions. The potential for reactive violence may be enhanced by psychological maladjustment in the victims. Tani et al. (2003) examined the social context of bullying using the Participant Role Scale and Big Five Questionnaire for Children. Lack of Friendliness and elevated Emotional Instability were Big Five traits found in bullies and their targets, however, it is a blend of Emotional Instability and Vulnerability to Aggression in those harassed that can lead to the decision to react violently. These factors are often accompanied by peer rejection (Tani et al., 2003).

School adjustment / academic structure. The impact of classroom social networks is likely underestimated, as it is expected that there are more social groups in a classroom than are evident to the teacher. Many groups and relationships (e.g., romantic) develop outside of school. Understanding who is socially isolated or well-connected and who is esteemed or undervalued by peers, may enable teachers to more effectively

facilitate open communication; provide support; and mitigate aggression, harassment, and victimization among students (Pearl, Leung, Van Acker, Farmer, & Rodkin, 2007). The current research hopes to provoke awareness of the dynamics of such peer networks, and the impact of one's role within them.

Research Questions

The major objective of this study was to explore the types of social circumstances most likely to trigger various levels of anger among adolescents, and whether these triggers differed based on gender. More specifically, the following research questions were investigated:

1. Do girls and boys significantly differ in their reaction to being marginalized by a peer or peers?

2. Do girls and boys show significantly different reactions when teased about their physical appearance?

3. Do responses of girls and boys significantly differ when harassed about their perceived sexual orientation?

4. Do boys and girls significantly differ in how they respond to rejection and devaluation?

5. Does being bullied provoke a more angry response in one gender over the other?

Various scenarios depicting adolescent interpersonal interaction were presented to male and female students at Mayfield Junior School of the Holy Child Jesus in Pasadena, California. Students' responses were examined to see which situations and/or personal characteristics were most likely to provoke an angry response. This investigation hoped

to increase awareness among parents, educators, and mental health professionals and encourage them to implement more specialized behavioral assessments and intervention strategies.

Chapter 2. Method

Participants

A fairly typical, non-clinical sample of male and female adolescents was desired for this research. Data was collected from a group of participants at Mayfield Junior School of the Holy Child Jesus (MJS), a co-educational Catholic independent day school in Pasadena, California. Male and female students in eighth grade at MJS were included in the study after the researcher received consent from their parent or legal guardian, and assent from the students themselves. Variables such as race, SES, educational characteristics, and cultural background, were not controlled for but are addressed in the discussion of this research.

The researcher attempted to recruit 26-64 male and female adolescents for this study. The sample size was determined based on statistical power analysis procedures described by Cohen (1992). The researcher anticipated a medium to large effect size and an alpha level of .05. Correlations and t-tests were performed to examine the amount of variance between the two groups (male and female) of the predictor variable (gender).

The researcher designed a cover letter (Appendix B) outlining the nature of the study, for distribution among all MJS students and parents. Informed consent (Appendix C) and assent (Appendix D) documents were included with the letter. All students were asked to return both forms to their homeroom teachers, indicating whether or not they desired to participate. The consent form was to be signed by a parent or legal guardian, and the assent form signed by the participating student.

Measures

The use of self-report in the assessment of anger and disruptive behavior in youth is endorsed by research findings. Self-report measures are especially significant because minors are often inclined to report problems that may not be revealed or apparent to parents (Kazdin, Rodgers, Colbus, & Siegel, 1987). In addition, Kazdin (1995) states that self-report instruments help predict subsequent arrests, convictions, and educational adjustment.

Beck Anger Inventory for Youth (BANI-Y). All students who participated were asked to complete this brief (20-item) survey created by J. S. Beck, A. T. Beck, and Jolly (2001; see Appendix E for statement of permission to use). Items represent perceptions of mistreatment, negative thoughts about others, feelings of anger, and physiological arousal. Examples of items include, "I feel like screaming," "I get mad at other people," and "I feel like exploding." Participants were asked to circle the word (Never, Sometimes, Often, or Always) that best describes them. The researcher utilized this measure to gain insight regarding the frequency of angry feelings and perceived maltreatment among this sample of adolescents.

Anger Assessment Questionnaire (AAQ). Following completion of the BANI-Y, participants were asked to complete a second questionnaire, designed by the researcher, which begins with some brief demographic information, including age, gender, and ethnicity (see Appendix F). These data were useful upon analysis regarding whether findings could be generalized to subsamples or if observed variance might suggest understudied factors related to these subgroups. Demographic information is followed by a list of scenarios designed by the researcher, which, according to recent literature, have

been known to provoke anger in adolescents. There are 1-4 scenarios from each of the following five categories of social triggers: racial differences and environmental influences, social status, gay harassment, social rejection, and school adjustment / academic structure (see Appendix G). Participants were to rank, on a scale of 1-6, the level of anger each scenario might provoke. Based on the following options, individuals were asked to write the number of the response which best corresponded with their anticipated reaction:

1. I would have no response.

2. I would feel annoyed.

3. I would get mad.

4. I would feel like exploding.

5. I would feel like hurting people.

6. I would fight with others.

There are a total of 14 items on the AAQ. Participants' responses remained confidential. Participants were identified by number, so that both questionnaires could be matched as being from the same person.

Reliability

An instrument's reliability suggests that if it were repeatedly administered over time, the results would be similar. The anger assessment measure designed by the researcher lacks initial reliability because the survey has never been used and it is brief.

The BANI-Y provides a succinct assessment of childhood functioning. This measure was used to inform the investigator of whether or not the respondent was pre-disposed to perceive mistreatment, have negative thoughts about others, carry feelings of

anger, and/or experience physiological arousal in response to anger. Youth who are pre-disposed to be aggressive, for example, those who have long-term emotional and behavioral disorders (EBD), tend to have a low threshold when it comes to assuming that others are acting with hostile intent—especially in ambiguous situations (Graham et al., 2006; Sanger et al., 2006). This suggests that the misinterpretation of ambiguous behaviors as hostile can serve as a trigger of rage. By using the BANI-Y in conjunction with the AAQ, participants' frequency of angry responses could be examined and compared between the two measures. The BANI-Y was "developed and co-normed using a standardization sample of American youth stratified to match the U.S. census. As a result, scores of the [BANI-Y] can be compared to responses characteristic of the U.S. population of children" (Beck et al., 2001, p. 8).

Validity

During the development of the BANI-Y, validity studies used a community sample consisting of 1,100 children, ages 7 through 14, from rural and urban settings (Beck et al., 2001). Children were from public and private schools, churches, and community centers. The following areas of the United States were represented: Northeast, South, North Central, and West. The population at MJS was a good match for this instrument because MJS contains a somewhat diverse sample of children from a suburban region of Los Angeles. However, because the participants were enrolled at a private, Catholic school, a limitation of this study is that the results cannot be generalized to other types of schools.

It was hoped that incorporation of the BANI-Y would enhance the overall validity of the anger-assessment survey, in providing the researcher with a comparative, empirical

measure in the evaluation of anger prevalence. It was taken into consideration by the researcher that some participants may be 14 years old, and sometimes the adult Beck measures are used with 14-year-olds with average intelligence and at least fifth grade reading skills. Because the researcher had no way of knowing participants' reading/intelligence level, the BANI-Y was used. The BANI-Y contains items that are more likely relevant to a youth's life, such as, content regarding school (Beck et al., 2001).

Content validity is the degree to which a test measures an intended area. Content validity of the researcher's anger survey was enhanced by basing the instrument's items on variables, and, in some cases, actual scenarios described in literature as being relevant to adolescent anger and retaliatory aggressive behavior.

Consequential validity is the extent to which an instrument creates harmful or negative effects for the user. As described in the consent and assent forms, participants were invited to seek emotional support from Maria Pannell, Ph.D. following participation if necessary. The researcher consulted Dr. Pannell (via electronic mail) 1 month following administration to evaluate whether or not participants were in need of extra support following data collection. There were no instances of students requesting or receiving additional support. Consequential validity also involves social ramifications of test interpretation and use. The researcher was asked by both parents and teachers of MJS to present the findings of this study to the school's students and families, reflecting a positive response to the research procedures and objectives.

Construct validity is the degree to which an instrument measures what it is intended to measure. To establish construct validity, the researcher administered the

questionnaire to a group of perceived "nonaggressive" individuals, expecting them to respond most often to items with a *1*, *2*, *3*, or *4*. Discussion will reflect upon the accuracy of this expectation. There was limitation in that there was no way to verify if participants' responses were truthful.

The AAQ presented scenarios incorporating aspects of racial differences, social status, gay harassment, social rejection, and school adjustment. Literature has identified these areas as common variables affiliated with the manifestation of anger and aggressive acts among youth. This study compared the frequency of angry and aggressive responses between males and females. It was considered that a respondent may have endorsed a false positive, indicating the presence of a characteristic when it was absent. For example, a participant may have strongly endorsed an item, suggesting potential for an aggressive response ("I would fight with others"), when he or she may not actually react that way in the given situation. The validity of the information was also contingent on the honesty of the respondent. An individual may not have wanted to admit that he or she would try to hurt or fight someone in response to a given situation. Due to the confidential and hypothetical nature of this research, it was impossible to verify if respondents' actual behaviors would coincide with their anticipated reactions.

Research Design and Procedures

An exploratory descriptive study was implemented for this study, to examine the potential for anger and aggressive responses to various scenarios among adolescents within a southern California middle school. A simple descriptive approach entailed a one-shot survey(s)/questionnaire(s) for the purpose of describing the characteristics of the

given sample at one point in time. Due to the paper-pencil nature of the questionnaires, bias or threats to confidentiality were not anticipated to be an issue.

As previously discussed, participants were recruited from Mayfield Junior School. Information about the study and informed consent and assent forms were sent home with all 47 students in eighth grade at MJS. Students' parents or guardians reviewed the information and signed the informed consent form, indicating whether or not they supported their child's participation. Students also reviewed the assent form and specified whether or not they wished to participate in the study. If parents and/or their children did not agree to partake in the study, they indicated this on the consent and assent forms next to the statement declining participation. Whether students planned to participate in the research or not, they were asked to return both signed forms to their homeroom teacher. Both the consent form and the assent form outlined the nature of the study, confidentiality, potential benefits to the students and educational system, possible risks, and the estimated time commitment required. The date and time of data collection was also specified.

Following distribution of the informed consent and assent forms, each homeroom teacher maintained a list of their students' names. Teachers wrote a "check" next to each student who returned the signed consent and assent forms to participate. This enabled the teachers to monitor which students would be participating and receiving the questionnaires. All 47 students returned their consent and assent forms, with 9 declining participation. One week after distribution, Maria Pannell, Ph. D., a clinical psychologist employed by MJS, collected the returned consent and assent forms and class lists and mailed them to the researcher. The researcher then wrote each participating student's

name on a sticky note, and affixed the sticky note to a numbered envelope containing the surveys. The researcher then mailed the materials to Dr. Pannell, who subsequently provided them to the teachers.

Any eighth-grade student at MJS at the time of distribution qualified to be included in the study. To serve as incentive for returning the consent and assent forms, it was indicated (in the cover letter and consent/assent forms) that the homeroom which accumulated the most returned consent and assent forms (regardless of participation) would have the opportunity to take a field trip to a local ice-cream parlor (to be paid for by MJS). In addition, per the request of the Headmaster of MJS, and as indicated on the informed consent form, the researcher composed a summary of the findings to be shared with the school and students' families. The researcher hoped that by portraying her impressions and the potential implications of the study's results, negative social scenarios among adolescents at MJS and feelings that result would be more readily validated and addressed by school administrators, teachers, and parents in the future.

Homeroom teachers administered the questionnaires. On the day of data collection, each homeroom teacher distributed one of the numbered envelopes (containing the questionnaires) to each participating student with the sticky note on the outside. This allowed the teachers to know that only those who had provided consent and assent were getting the surveys. The teachers removed and discarded the sticky note upon distribution, as instructed at the beginning of a script devised and provided by the researcher (see Appendix H). In addition, teachers asked non-participating students to silently read something of their choice. The teachers read scripted instructions

(Appendix H) to participants to guarantee that everyone received the same information, and to ensure that test-taking procedures were explained in a detailed manner.

Participants' names did not appear anywhere on the questionnaires or the envelope. The researcher had written a number on the outside of each envelope, so that both questionnaires could be matched as being from the same person. When the students completed the surveys, they placed them back into their envelope, sealed the envelope, and returned it to their teacher's desk. Teachers had no way of seeing the responses and from that point on, respondents were only identified by number. No one, including the researcher, was able to identify who completed the questionnaires. In addition, no one at Mayfield Junior School was able to see the responses. Dr. Pannell collected the envelopes from the teachers and returned them to the researcher via postal mail.

The researcher has taken all reasonable measures to protect the confidentiality of each participant's responses and to ensure that his or her identity will not be revealed in any report or publication that may result from this research. Only the researcher and her supervisor have access to responses to the surveys. Data will be maintained in a locked safe in the researcher's possession for 5 years, at which time the data will be destroyed if no longer needed for research purposes.

Data Analysis

An Independent-group study was implemented. When examining the effect of differences in an inherent characteristic such as gender, the variable is considered a predictor variable (Mertens, 2005). In this study, participants belonged to one category/Independent-group of the predictor variable, male or female. Because gender is a nonmanipulated variable, the "effect" is referred to as a criterion variable (Mertens,

2005). The criterion variable in the current study was one's instinct to react to a given scenario with anger.

Data were analyzed by examining the frequencies of the conditions tested and how they compared between and within gender(s). Correlations were run to compare within and between gender to see if there were differences or similarities. Correlations were also run to cross-validate the AAQ with the BANI-Y. T-tests were implemented to examine the amount of variance within the predictor variable. Reliability assessment was conducted to examine the inter-item reliability and render Cronbach's coefficient alpha. Cronbach's alpha is often used to compare responses within a single administration of an instrument to determine internal consistency (Mertens, 2005).

Research Hypotheses

It was anticipated that the overall mean of male responses would not be significantly different from the mean of female responses on both the BANI-Y and the AAQ. The researcher also expected the results of both instruments to be comparable in terms of one's propensity for an angry or aggressive response. The types of scenarios presented on the AAQ have been empirically supported to provoke varying levels of affect or behavior among adolescents. The researcher expected females to have a stronger (more angry) reaction than males when teased about their physical appearance, since literature suggests that this type of taunting among females can have sexual undertones. However, the researcher hypothesized that males would respond with higher levels of anticipated anger than females on items representing gay harassment, because research states that males are often aggressively protective of their manhood. It was hypothesized that if response choice #6 ("I would fight with others") on the AAQ was

endorsed, it would be from more male respondents than females, if any females at all. As previously discussed, boys are more likely than girls to express anger through overt aggression (Crick et al., 1996). Because masculinity is reported to be a criterion for cultural capital, it tends to be males who attempt to show strength and assert power via aggressive behavior. On the AAQ, the researcher hypothesized that males and females would not significantly differ in their anticipated responses to being marginalized, bullied, or rejected/devalued by others.

Implications

The researcher hypothesized some social triggers to be more provocative for males than females, and vice-versa. It is often assumed that boys are more affected by bullying or rejection because they tend to respond, or wish to respond, behaviorally (e.g., physical fighting). This is more likely to get the attention of adults than turning one's feelings inward, or responding more passively (e.g., spreading rumors), as girls are prone to do. However, research that examines gender variables and adolescent aggression cautions that females are just as likely to be affected by certain negative social triggers as males, and may act out aggressively depending on the trigger.

The implications of gay harassment are potentially severe and suggest a dire need for increased awareness and harsh ramifications for perpetrators. This trigger has been identified as particularly sensitive among males, yet male and female individuals of all ages are often so accustomed to its use that it can go unnoticed or ignored. Gay harassment seems to present heightened potential for an aggressive response from the male victim, who wishes to reverse the perceived threat to his masculinity. According to

case examples given in the literature, educators can be especially naïve towards the potentially violent consequences resulting from gay harassment.

Though it was expected that more males than females would endorse choice #6 ("I would fight with others") on the AAQ, it is important to emphasize how important it is for educators and school personnel not to underestimate the potential reactivity of females. Girls' emotional responses could lead to aggressive or violent acts, just as with boys.

If, as expected, more males than females were to anticipate having overt, aggressive reactions to given scenarios in the AAQ, findings would imply that remaining mindful of gender differences within a clinical setting would be beneficial. Gender differences associated with anger triggers suggest that a customized approach might be warranted. For example, cognitive-behavioral treatment may be effective in swiftly targeting an adolescent male's overt behavior and linking it to a thought process which precedes it. Intervention might focus on interrupting the established cognitive pattern and re-framing it to be more adaptive and less destructive, ideally reducing aggressive behavior in a discrete period of time.

If, overall, females were proven to respond to negative social triggers with less overt responses, there would not be as urgent a threat to others posed as with overt aggression. Long term psychodynamic therapy might enable females to realize how past events might influence current feeling states and responses to anger. Treatment planning might focus on examining how the superego helps to contain one from acting out aggressively, and how defense mechanisms may be causing the individual to direct feelings inward versus outward. A clinician could help the patient analyze how self-

destructive or potentially self-destructive this process could be. It should be noted that the researcher feels that various therapeutic modalities could provide effective treatments for both males and females; it is ultimately to be decided on a case-by-case basis.

It was believed that if this research revealed comparable levels of anticipated anger among male and female adolescents who are marginalized, rejected, or bullied, long-established assumptions may be modified. While males are typically expected to respond more overtly, this does not necessarily mean that the anger provoked within females is not as intense. Findings of this research may highlight the need to address angry responses of all levels, not just those which threaten the safety and/or well-being of *others*. Rather than having feeling states overlooked or minimized, just because they are not drawing attention through aggression/violence, educators, parents, and mental health professionals may be inspired to develop more customized, appropriate interventions to better enable youngsters to cope with emotions (e.g., "annoyed") that may have gone unrecognized or disregarded.

The researcher hoped that the AAQ would be validated by providing comparable results to the BANI-Y, a scale that has been utilized for approximately two decades and empirically proven as a reliable and valid measure of adolescent anger. If the two instruments provided similar findings, the AAQ could begin to be examined as a potentially useful tool for the assessment of social triggers of adolescent anger. The unique presentation of scenarios drawn from prior research presents a comprehensive, age-appropriate format for evaluating this highly sensitive area of interest and concern.

Chapter 3. Results

Participant Characteristics

Thirty-eight students in eighth grade participated in the study. Participants were predominantly female (60.5%; $n=23$), 13 years old (65.8%; $n=25$), and Caucasian (76.3%; $n=29$). No participants identified as being African American/of African descent. Participants who self-identified as Latino/a or were of mixed race (which they wrote in the space provided), were categorized as "Other." Table 1 summarizes the demographic characteristics of the study population.

Table 1

Gender, Age, and Ethnic Background of Participants

		n	%
Gender	Male	14	36.8
	Female	23	60.5
	Unspecified	1	2.6
Age	13 years	25	65.8
	14 years	12	31.6
	Unspecified	1	2.6
Ethnic Background	Asian	4	10.5
	Caucasian	29	76.3
	Native American	1	2.6
	Others	4	10.5

Results of Research Questions

Research Question 1 (RQ1). Do girls and boys significantly differ in their reaction to being marginalized by a peer or peers? Items 1 and 11 of the AAQ (see Appendix I) were used to assess this research question. Results of the independent sample t-test indicated that there were no statistically significant differences between gender in the anticipated level of response one was likely to have when marginalized by

peers, t (35) = -.58, p = .566, when equal variances are assumed, Levene's F = 1.43, p =

.240. These results suggest that one's level of response to being marginalized is

unrelated to gender. A summary of values for each independent sample t –test described

can be found in Table 2.

Table 2

Independent Sample t-tests for Research Questions

	Gender	n	M	SD	t	p
RQ1	M	14	2.21	1.33	-.58	.566
	F	23	2.43	.98		
RQ2	M	14	2.00	1.24	-1.56	.128
	F	23	2.74	1.48		
RQ3	M	14	2.74	1.46	.34	.734
	F	23	2.61	.84		
RQ4	M	14	2.71	.85	-.67	.508
	F	23	2.88	.69		
RQ5	M	14	2.71	1.19	-.01	.993
	F	23	2.72	.82		

Equal variances assumed for all variables. All scores are scaled scores.

Research Question 2 (RQ2). Do girls and boys show significantly different

reactions when teased about their physical appearance? This question was assessed using

a single item on the AAQ—Item 7 (Appendix I). Results of the independent t-test

indicated that there were no statistically significant differences between gender in the

anticipated level of response one was likely to have when teased about their physical

appearance, t (35) = -1.56, p = .128, when equal variances are assumed, Levene's F =

1.50, p = .229. These results suggest that one's level of response to being teased about

physical appearance is unrelated to gender. Table 2 depicts a summary of values for each

independent sample t-test.

Research Question 3 (RQ3). Do responses of girls and boys significantly differ

when harassed about their perceived sexual orientation? Items 4, 10, and 13 of the AAQ

(Appendix I) were used to answer this question. Results of the independent t-test

indicated that there were no statistically significant differences between gender in the

anticipated level of response one was likely to have when harassed about perceived

sexual orientation, t (35) = .34, p = .734, when equal variances are assumed, Levene's F

= 6.10, p = .019. These results suggest that one's level of response to being harassed

about his or her perceived sexual orientation is unrelated to gender. Table 2 depicts a

summary of values for each independent sample t-test.

Research Question 4 (RQ4). Do boys and girls significantly differ in how they

respond to rejection and devaluation? This research question was examined using Items

6, 8, and 12 of the AAQ (Appendix I). Results of the independent t-test indicated that

there were no statistically significant differences between gender in the anticipated level

of response one was likely to have when rejected or devalued by others, t (35) = -.67, p =

.508, when equal variances are assumed, Levene's F = .61, p = .441. These results

suggest that one's level of response to rejection and/or devaluation is unrelated to gender.

Table 2 depicts a summary of values for each independent sample t-test.

Research Question 5 (RQ5). Does being bullied provoke a more angry response

in one gender over the other? Items 2 and 3 of the AAQ (Appendix I) were used to

answer this research question. Results of the independent t-test indicated that there were

no statistically significant differences between gender in the anticipated level of response

one was likely to have when bullied, t (35) = -.01, p = .993, when equal variances are

assumed, Levene's F = 1.54, p = .222. These results suggest that one's level of response

to being bullied is unrelated to gender. Table 2 depicts a summary of values for each

independent sample t-test.

Additional Analyses

      Overall AAQ Results. The overall results of the AAQ showed no statistically

significant difference between gender regarding triggers of anger, t (35) = -.32, p = .751,

when equal variances are assumed, Levene's F = 3.57, p = .067. A summary of the

descriptive and independent sample t –test statistics described can be found in Table 3.

Table 3

Independent Sample t-tests for AAQ and BANI-Y

	Gender	n	M	SD	t	p
AAQ	M	14	2.5153	.98345	-.320	.751
	F	23	2.6025	.67654		
BANI-Y*	M	14	.4679	.32202	-2.132	.040
	F	23	.7577	.44101		

Equal variances assumed for all variables. All scores are scaled scores. *p < .05

      Overall BANI-Y Results. Results of the independent t-test indicated that there

was a statistically significant difference between gender on the BANI-Y. Females

reflected higher frequency of anger, t (35) = -2.13, p = .040, when equal variances are

assumed, Levene's F = .90, p = .351. A summary of the statistics is in Table 3.

Chapter 4. Discussion

This study examined gender differences among responses to various negative social circumstances. The purpose of this study was to create awareness among educators, school administrators, and parents regarding the potential for aggressive acts to be committed in response to negative social triggers. The researcher focused on interpersonal triggers and compared the anticipated responses of male and female adolescents.

Major Findings and Implications

A noteworthy detail about MJS is its "no harassment policy" outlined in the school handbook. This states that harassment will result in consequences, which may include expulsion. The penalties do not discriminate based on gender, and therefore, perhaps, impact the students equally—regardless of being male or female. The ideals of the school may have been influential when participants imagined how they would react to the triggers of anger addressed in this research. Danner and Carmody (2001) note that "the social control attributes of the immediate setting" (p. 94) can influence the acceptability of violence as a response to interpersonal interactions. This aspect of MJS is important to consider when reading the findings and discussions of all of the following research questions.

RQ1. Do girls and boys significantly differ in their reaction to being marginalized by a peer or peers? In regards to being marginalized, results met expectation; there was no significant difference between males and females in anticipated response. Results suggest that males and females react similarly when met with racial harassment. Despite the small sample size, this is an important finding. The acquired

data testify against the common assumption that males will react more overtly to harassment (Crick et al., 1996). Not only do these findings suggest that females may react to being marginalized with comparable intensity to males, but it presents the possibility that males may internalize their feelings and reactions to such scenarios.

Results of this research suggest the potential for *relatability* among students of either gender who encounter this type of negative social circumstance. "Boys and girls are far more similar regarding their social bonds and sensitivity to social control than they are different" (Chapple et al., 2005, p. 378). This is an important aspect for clinicians and educators to consider when developing interventions for incidents such as those involving racial harassment. For example, developing mixed sex therapeutic groups within a clinical setting and/or co-ed discussion groups within an academic setting could offer meaningful outcomes.

In terms of the prevalence of marginalization by peers within the given sample, results suggested that most participants anticipated having a non-violent reaction to the given scenarios. These findings should be interpreted with the demographics of the sample in mind. MJS is located in an affluent, suburban area of Pasadena, California, not known to be violent or high-crime. Graham et al. (2006) emphasize aggressive behavior as a mechanism for survival within urban and/or high-crime communities. This suggests that the peaceful location of where this research took place may have played a role in the results.

Thorough examination of this research question was limited by having a small sample size. However, the characteristics of the sample used for this study are consistent with those discussed by Varma-Joshi et al. (2004), who conducted a study that addressed

racial harassment primarily directed at "visible minority" adolescents in a predominantly White setting. Varma-Joshi et al. described the tendency for some victims of racialized name-calling to engage in self-loathing and/or social isolation. This may be consistent with the responses of the minority adolescents who participated in this study, who anticipated having internal reactions, represented by levels 2-5 on the response scale of the AAQ.

It is important to reflect further on this study's primarily Caucasian sample (76.3%). Research suggests that a predominantly Caucasian population may unknowingly support a racist environment, even while not comprised of racist individuals. Varma-Joshi et al. (2004) suggest increasing awareness regarding the power and privilege that White individuals possess (e.g., via enforcing teacher-training to educators), rather than minimizing the impact of color and race. Provoking thoughtfulness about this perspective may serve to reduce the potential for both conscious and unconscious discrimination and subsequent angry or aggressive responses to discrimination within an academic setting.

RQ2. Do girls and boys show significantly different reactions when teased about their physical appearance? The researcher had hypothesized that females would anticipate having a greater response than males when teased about physicality. This was based on research that discussed physical changes in adolescent males to sometimes have a positive reception from the self and others, versus the often ill-received aspects of a developing, adolescent female (Rutter, 2007). Haynie (2003) describes how physical and psychological changes associated with puberty can be particularly stressful for girls, especially at a co-educational school (Caspi, Lynam, Moffit, & Silva, 1993; Haynie,

2003). According to Haynie, females tend to cope with this stress by acting out, or engaging in acts of rebellion. This suggests that females, who have begun pubertal development, and exhibit changes such as breast development, may be more prone than males to react to taunting directed at their physical features with an angry and/or aggressive response (Haynie, 2003). The anger or aggression may be representative of a fierce protectiveness of one's body, in reaction to what may, often, be best classified as sexual harassment (Gadin & Hammarstrom, 2005).

In light of Haynie's (2003) research, data collected for the current study showed surprising results. There was no statistically significant difference between the anticipated response levels of males versus females. This finding suggests that males anticipated being affected on a similar emotional level as females when subjected to this type of negative social trigger of anger. There are several reasons which could account for this. Perhaps only a small amount of female eighth graders have begun to show signs of puberty. In a study done by Caspi et al. (1993), the average age of menarche (menstruation), as reported by 297 adolescent girls, is 13.0 years. Menarche is described as being an advanced stage of pubertal development, following 6-12 months of height increase, breast development, and growth of pubic hair. Female participants in the current study were either 13 or 14 years old, suggesting that many were likely in the midst of changes associated with puberty.

It is possible that harassment directed at one's physical appearance rarely occurs at MJS. If the latter is true, it could be related to the fact that the eighth graders are the oldest students at MJS. Simmons and Blyth (1987) commented on adolescent females being exposed to enhanced susceptibility to social and sexual pressures exerted by older

males in a new peer environment, such as when students are the youngest and newest members of a high school. Eighth graders at MJS may feel such a high level of comfort and familiarity with each other that taunting based on physicality, and subsequent adverse reactions, remain at a minimum. On the other hand, females within this group may be more vulnerable to harassment by older male peers when they begin ninth grade (as the youngest members of the high school), thus, potentially triggering higher levels of anger.

RQ3. Do responses of girls and boys significantly differ when harassed about their perceived sexual orientation? It was hypothesized that males would respond to this category with higher levels of anticipated anger. Data presented surprising results in that there was no statistically significant difference between males and females presented with scenarios of harassment directed at sexual orientation. Because the results did not show statistical significance, it is impossible to determine the context of the heightened responses (whether or not elevated responses were based on gender). However, it is worth noting that there were 11 endorsements of response #6, "I would fight with others" in response to scenarios depicting gay harassment. Of these 11 responses, 3 were from females. This is inconsistent with the researcher's expectation that, if choice #6 were endorsed, it would be from only male participants. This hypothesis was based on research showing that boys are more likely than girls to express anger via overt aggression (Crick et al., 1996).

The small sample size was undoubtedly a limitation in fully evaluating this area and its gender differences. However, the fact that results did not reveal a statistically significant difference in the potential reactions between males and females who were faced with scenarios regarding their perceived sexual orientation has important meaning.

Current results showed some females to be prone to react to these situations with an aggressive response. Three females anticipated responding to scenarios in this category by fighting with others. Perhaps gay harassment presents a similar threat to womanhood as it does to manhood, and females feel compelled to stand up for themselves with equal vigor. Findings could be used to enlighten research highlighting only aggressive male responses to this type of trigger, such as that done by Kimmel and Mahler (2003). Results are also important for teachers, school administrators, and parents to recognize, as there typically is a reluctance to address sexual harassment in schools (Felix & McMahon, 2006). When faced with sexual orientation-based scenarios such as those presented in the AAQ, males may react with hostility, and females may abandon their traditional, nonviolent definition of femininity (Heimer & De Coster, 1999) and also respond with aggression. Perhaps prevention and intervention measures specifically directed at sexualized victimization is needed over those targeting gender-related victimization, to ensure that the sensitivities of both males and females are equally considered and attended to.

Future research should consider including assessments of how participants visually present themselves, based on self-reports and descriptions of others. The researcher had no awareness of participants' appearances. Waldo et al. (1998) noted that it is often when an individual's physical presentation is atypical, that it may leave one vulnerable to gay harassment. Future analysis should also attempt to illuminate the moral values of participants. It would be interesting to examine to what extent, if at all, religious principles (e.g., of Catholicism) influence individuals' anticipated response levels to scenarios representing gay harassment.

RQ4. Do boys and girls significantly differ in how they respond to rejection and devaluation? Results were consistent with the researcher's hypothesis in showing no statistically significant difference between males and females in this area. This finding shows that male and female students anticipated being similarly affected by the given scenarios depicting peer rejection and devaluation. This suggests that, as mentioned in the discussion of RQ1, students' ability to relate to each other in this area may serve as an asset when considering interventions.

Leary et al. (2003) state that, only when combined with other risk factors (e.g., psychological problems, interest in firearms, fascination with death), does rejection cause an individual to be more prone to perpetrating aggression against peers. Rejection, alone, does not necessarily lead to an aggressive reaction. It is possible that other risk factors did not exist in one gender over the other, causing the anticipated response levels of males versus females to have no significant difference.

Leary et al. (2003) also suggest using a control group when researching the effect of rejection on adolescents. Responses to being rejected or devalued may be influenced by how frequently it occurs to an individual in comparison to others. Leary et al. state that individuals who experience exceptionally high levels of maltreatment in comparison to those around them are often more likely to respond aggressively as a form of retribution. This suggests that males and females in the current sample may be rejected, or not rejected, on a similar level. Perhaps MJS's no-harassment policy limits the frequency of harassment among students of both genders. In addition, Leary et al. explain that cases of aggressive reactions to rejection often occur in response to an ongoing pattern of rejection or ostracism. The isolated presentation of scenarios on the

AAQ did not account for repeated instances of rejection. Additionally, it was not known if any participants were subjected to repeated rejection, and it was, therefore, impossible to know if history played a role in anticipating responses to this trigger.

According to the current findings, biological and social factors of adolescence may not impact the role of gender when responding to rejection. There may have been no significant difference between males and females in this category because the students at MJS have comparable levels of self-esteem. Prior research shows that aggressive responses to rejection are often in an attempt to maintain self-esteem after one's ego has been threatened by a person or circumstance (Baumeister, Smart, & Boden, 1996). Perhaps one gender did not anticipate over the other that social rejection or devaluation would diminish their self-concept.

RQ5. Does being bullied provoke a more angry response in one gender over the other? Results showed no significant difference between gender in the participants' anticipated responses to being bullied. This finding was consistent with the researcher's hypothesis and is important for educators to remember. Despite the overall tendency for males to display more violent or physically overt behaviors (Crick et al., 1996; Galaif, Sussman, Chou, & Wills, 2003; Heimer & De Coster, 1999), males in this study were not significantly more prone than females to respond to bullying with an aggressive response. Current data reduce the predictability and assumptions regarding youth responses to bullying that are based on gender stereotypes. It is important to note that just because bullying does not result in reactive aggression, does not mean that it has not had a negative effect. All instances of bullying should be taken seriously, regardless of the gender of the victim or intensity of the victim's response.

Overall AAQ. Overall results of the AAQ showed no statistically significant difference between gender regarding negative social triggers of anger. This implies that male and female participants anticipated responding to the given hypothetical scenarios in similar ways. The suggestion that males may be just as unlikely as females to engage in aggressive behavior as a result of a given trigger is meaningful, in that it contradicts the idea that only females are likely to internalize their feelings or express them through relational aggression (Crick et al., 1996). However, most alarming is that there were, in fact, several (21) instances where both male and female participants anticipated responding to a scenario by fighting others. Considering that there was no significant difference between male and female responses to the AAQ, results suggest that females are just as likely as males to express anger via aggression. This conclusion contradicts research which states that males react to anger triggers more overtly than females (Crick et al., 1996). According to the current findings, not only are females just as prone as males to react to triggers aggressively, but males are just as liable as females to be emotionally affected by a trigger and not express it overtly. This highlights the need for situations that trigger anger in *both* males and females to be taken seriously and handled accordingly. It is important to reiterate that, given a larger sample size, results may have shown gender differences that corresponded more closely with past research. Furthermore, it is impossible to know whether or not anticipated responses would correspond with actual responses if a student were, in reality, confronted with one of the situations described on the AAQ.

Overall BANI-Y. Gender comparison of overall BANI-Y results was striking. Females showed higher frequency than males to feel anger and perceive mistreatment.

There did not appear to be any relationship between the individuals who experienced a high frequency of anger or maltreatment on the BANI-Y and those who endorsed choice #6 ("I would fight with others") on the AAQ. This suggests that there may not have been a link between anticipated aggressive reactions triggered by the scenarios and one's susceptibility to feel anger or perceive maltreatment. The small sample size limits the ability to interpret this relationship, but it would be worth investigating in future studies.

One possible reason for females in this study reporting higher frequency of anger on the BANI-Y than males may be related to high levels of depression or depressive symptoms. Females typically report more depression than males (Galaif, Chou, Sussman, & Dent, 1998; Lempers & Clark-Lempers, 1990; Nolen-Hoeksema & Girgus, 1994), which presents an added area of concern. Galaif et al. (2003) conducted a study which found high risk adolescent females in southern California to exhibit anger coping as an externalization of their depression. This finding contradicts the notion of the traditional feminine role, in that females are often expected to internalize their emotional responses to environmental triggers (Crick et al., 1996; Heimer & De Coster, 1999; Lempers & Clark-Lempers, 1990). Galaif et al. (2003) also found that the relationship between stress, anger, and depression was stronger for females than males. These findings, and those of the current study's overall BANI-Y, are crucial pieces of information that could shift the long-established perception of the "feminine" role. It has become a naïve and potentially dangerous stance to expect adolescent females to deal with feelings in a passive, internalized way. They, like their male counterparts, engage in external anger coping mechanisms as a "defensive way of dealing with their problems" (Galaif et al., 2003, p. 257).

The prevalence of adolescent depression and the potential for consequential aggression, especially among females, emphasizes the need for parents, educators, and clinicians to understand psychosocial triggers of anger. It may be useful for future research to utilize a depression inventory (e.g., Beck Depression Inventory for Youth) in conjunction with the BANI-Y and AAQ to further explore aggressive behavior (e.g. fighting) as the externalization of depression in females.

Limitations of the Study

The relatively small number of participants in this study likely detracted from the power of some analyses to detect statistical significance. This could explain the study's failure to detect significant differences between gender in areas where a difference was predicted.

This study was limited by the fact that the AAQ has never been used. It is an instrument created by the researcher based on findings of previous literature pertaining to this study. Without prior implementation, the AAQ lacks reliability and validity. The AAQ would need to produce similar results across numerous administrations to gain reliability. In addition, the AAQ did not gain overall validity by being used in conjunction with the BANI-Y. The two instruments did not provide comparable results, in that the participants who anticipated responding with high levels of anger and aggression on the AAQ were not the same individuals who reported a high frequency of anger on the BANI-Y. The inconsistency may suggest that participants who anticipated having an aggressive response to scenarios on the AAQ are not pre-disposed to react to social scenarios with anger or aggression. This would reveal the powerful effect these situations can have on nonaggressive individuals. Perhaps future studies could

incorporate measures evaluating psychological and emotional stability and EBD, and/or control for students who are known to have EBD, to isolate these variables as potential influences of aggressive reactions.

Another limitation was in not knowing each participant's stage of pubertal development. According to research, this is an important factor to consider when evaluating adolescents' responses to negative social triggers (Gadin & Hammarstrom, 2005; Tani et al., 2003). According to Rutter (2007), hormonal changes influence emotional fluctuations in adolescents, and serve as a "sensitizing factor for other risks" (p. 104). Rutter describes hormones to be especially linked to depression in female adolescents. It is significant to note that depression in adolescents can look and feel like an irritable mood (*Diagnostic and Statistical Manual of Mental Disorders, 4th ed., text rev.;* [DSM-IV-TR]*,* American Psychiatric Association [APA], 2000), which may account for females having reported a higher frequency of anger on the BANI-Y than males.

It is also worth considering that participants who anticipated having an aggressive response to the scenarios on the AAQ may have been seeking a more favorable evaluation of themselves. Baumeister et al. (1996) state that adolescents' violent reactions to negative social triggers may be aimed at defending one's self-image. The current study may have been enhanced with information regarding participants' impressions of themselves, and what happens when threats are made to these impressions. Qualitative research would be useful to investigate these considerations in future studies.

An additional limitation is that the results cannot be generalized to all adolescents. This is due not only to the small sample size, but also the lack of diversity within the predominantly Caucasian sample. This sample of convenience was drawn only from a private school in an affluent, nonviolent community. It would be interesting to see how results from a low SES sample in a high-crime community compare with the current findings.

Though confidential, the self-report design of the current study may also have been limiting. Questionnaires lack direct observation of individuals functioning in their natural habitats, limiting the capacity for understanding events to what respondents choose to disclose (Pellegrini, 1998). Students also may have been resistant to the idea of being a victim of harassment, whether they have actually been targeted or not. Victims can feel shame or embarrassment (Rutter, 2007) and have an undesirable social status. Harassment can make one feel powerless, so anticipating being victimized in one of the given scenarios may have been unpleasant, causing them to defend against true feelings and potential responses. Personal standards and social desirability may have affected the way participants responded to the items.

As previously mentioned, it is impossible to know whether the participants' responses would coincide with their actual responses in the given scenarios. Therefore, we cannot conclude with certainty that students would react in the manner in which they predicted when confronted with the hypothetical triggers of anger.

Directions for Future Research

It is important to note that not all of the items on the AAQ were statistically analyzed for this study. Items 5, 9, and 14 were included in the AAQ to further support

empirical evidence of the aforementioned categories of triggers of anger and aggression. Items 5 and 14 described scenarios relating to academic adjustment and interactions with educators, and were not representative as social triggers among *peers*. Therefore, the researcher excluded them from analysis. Item 9 was most reflective of public humiliation, which can be a form of rejection. This item was not statistically analyzed because it, too, lacked the element of overt peer interaction. Future investigators may wish to continue exploring the variables represented by the unanalyzed items (school adjustment / academic structure; public humiliation) with a larger sample of participants.

Cultural context needs to be considered further for the research questions of the current study and for future research examining the impact of ethnicity on adolescent anger. The meanings of gender and gender differences across various cultures could be acquired in a more complete manner via qualitative research. The way a person self-identifies, based on his or her own internal definitions and meanings of gender, culture, SES, and sexuality should be more deeply explored to ascertain the relevance of the findings.

Future research assessing the anticipated level of response among minority youth may reflect higher numbers and better account for a significant difference between males and females in the area of marginalization if it exists. It would be informative to have the results of a sample of minority youth compared to results of a Caucasian sample to examine response variations in the area of racial harassment.

Future studies should further explore the frequency and types of racial harassment among adolescents. It would be interesting to note the cultural backgrounds of those who harass, in addition to the backgrounds of those being harassed. It should also be taken

into account how those being harassed visually present. Varma-Joshi et al. (2004) described how being a visible minority can serve as a trigger of harassment. Research shows that race "directly shapes violent definitions, but not gender definitions" (Heimer & De Coster, 1999, p. 296), a noteworthy concept in relation to the current research and future studies in this area. Another detail that should be accounted for in future studies is whether or not there were consequences administered (e.g., by a teacher) to the perpetrator of racial harassment prior to the victim's response. This factor could influence a participant's response to racially-driven scenarios on the AAQ. The tendency for authority figures to ignore or minimize racial harassment can lead to an aggressive response from the victim, who feels the need for retaliation (Varma-Joshi et al., 2004).

Future research should also examine how SES and family structure influence the level of response among adolescents faced with triggers of anger—both between and within gender.   Heimer and De Coster (1999) state that females of lower SES are more likely than other females to behave violently. In addition, Heimer and De Coster describe girls from female-headed families to be less prone to accept traditional gender definitions than other females. In light of research which defines the traditional female role as being non-violent (Crick et al., 1996; Heimer & De Coster, 1999), Heimer and De Coster's research suggests that girls from female-headed families may be more inclined than other females to react with overt aggression to the current study's given scenarios. Danner and Carmody (2001) concur that school violence is more of a threat to schools within communities with high rates of poverty and single-parent households. These elements (SES; structure of family/household) should be controlled for in future studies to show a

clearer picture of the influences of aggression and the role gender plays within stimulating situations.

It would be useful for future research to assess how many schools have anti-bullying programs in place. Further exploration is needed to reveal their effectiveness within an academic setting. Research should compare the prevalence of harassment between institutions that have no-harassment policies versus those that do not. Situations such as those described in the AAQ, and aggressive responses to them, may be infrequent at MJS due to its no-harassment policy. If this is the case, however, it may have limited the students' relatability to the scenarios. Future research would be enhanced by evaluating the current frequency of marginalization, harassment/bullying, and rejection within the sample, prior to assessing the anticipated levels of anger among specific potential scenarios.

Qualitative research would be a useful component to add to the current study. Future researchers could explore whether or not participants have been previously exposed to the given scenarios or had similar experiences. Previous exposure to such triggers may influence participants' responses. It would be informative to explore how responses to the measures used in the current study compare to how an individual responded when he or she encountered similar situations in the past. Gaining such information may acquaint researchers with how likely a respondent is to react in the manner he or she anticipated. For instance, if an individual had previously responded to a given trigger by fighting with others, he or she may be accurate in predicting doing so again. Previous research supports the idea that past aggression is the greatest predictor of future aggression and violence (Barlow, Grenyer, & Ilkiw-Lavalle, 2000; Scott &

Resnick, 2006). Additional research is needed to explore to what extent history of aggression serves as a predictor of future aggression among children and adolescents.

Additional research examining aspects of harassment including gender differences should be conducted with younger populations. Pellegrini et al. (1999) state that bullying and victimization in the United States are first identified in elementary school. More information is needed regarding triggers of anger amongst young children and how responses compare between males and females. Perhaps interventions carried out in elementary school could reduce instances of reactive aggression in adolescence and beyond. Longitudinal research might be particularly effective in examining this. Pellegrini (1998) emphasizes that incorporating direct observational methods into future research on bully-victim relations may reveal dynamics of a particular setting that relate to anger and reactive aggression among youngsters.

The current study focused on interpersonal triggers of anger, but a growing form of harassment among adolescents is cyber bullying. This is an understudied area which demands further research. Wiseman (2009) states that, while cell phones and the internet are the modern apparatuses for connecting with others, technology "can also be used as a weapon of mass destruction" (p. 22), and "increases the spread and intensity of gossip, humiliation, and drama" (p. 23).

Future researchers in the area of internet harassment are encouraged to examine whether females, more prone to covert and relational forms of aggression (Crick et al., 1996), are more likely to engage in cyber bullying than males. Because internet harassment does not require physical strength, it may serve as a medium for individuals who would not typically engage in bullying or physically aggressive behaviors to gain

social status and control over others. From the perspective of males, cultural capital (Klein, 2006a) may seem less attainable due to the potentially anonymous and private nature of this type of communication. Adolescent males would not gain the notoriety, power, and prestige that they so commonly seek. Future studies are encouraged to explore male and female adolescents' response levels to internet triggers of anger and how they compare between gender. In addition, it would be interesting to see how specific elements of the current study (e.g., racial marginalization, gay harassment) translate via internet correspondence and if the response levels of victims are comparable.

There are currently few studies in the realm of internet bullying and its effects on the psychosocial adjustment of adolescents. What little research does exist suggests that, similar to face-to-face bullying, there is a strong link between cyber bullying and psychosocial maladjustment for both bullies and victims (Williams, Cheung, & Choi, 2000). Pellegrini (1998) explains that victims of face-to-face bullying sometimes imitate bullying behaviors with less dominant peers. Technology may inspire victims of face-to-face bullying to utilize the internet as a way to dominate others and/or retaliate against their perpetrators to regain power and control. This further complicates the ability to ascertain what level of response is evoked in victims of internet harassment, because there is not necessarily a visual, overt, or immediate reaction. Based on past research indicating that negative effects, including aggressive responses, can characterize the psychological well-being and demeanor of adolescents who are associated with peer victimization (Pellegrini, 1998), it is vital that the characteristics of and potential risks for youth who are involved in internet harassment—as perpetrators or victims—are better understood.

Future research should evaluate the level of parental awareness and the nature of parental involvement regarding the presence of bullying and/or victimization in their children's lives. Without direct observation of anger-stimulating interactions, one's capability to evaluate the level of anger evoked from the victim can be limited. Parents may remain unaware of the negative interactions an adolescent is exposed to and the level of anger that immediately ensues. Students who are subjected to triggers of anger, such as those specified in this study, may not reveal themselves to others (e.g., parents, teachers, friends) as a victim, because they may feel embarrassed and vulnerable. A 2003 study done by Galaif et al. found that adolescents who sought social support from family and friends were less likely to use anger coping strategies. This suggests that parents who are open to hearing about their child's social interactions, and who can provide emotional support, may help prevent their child from resorting to negative anger coping mechanisms.

Summary

The objective of this study was to examine the impact of various hypothetical social encounters on the feelings of adolescents, and compare the outcome between gender. Research participants anticipated their level of response to scenarios created by the researcher. Situations described in the self-report measure (the AAQ) were based on social triggers of anger and/or aggression described in previous literature. Adolescents' predisposition to angry feelings was also evaluated, using the BANI-Y, a brief measure which examines the frequency of perceptions of mistreatment, negative thoughts and feelings, anger, and physiological arousal among adolescents.

Thirty-eight students in eighth grade participated in the study. No statistically significant differences were found between male and female responses to the AAQ. There were 21 instances of anticipated aggressive responses ("I would fight with others") among this perceived "nonaggressive" sample. Aggressive responses were anticipated by both male and female participants. Females reported experiencing a significantly higher frequency of anger than males on the BANI-Y. A sample of convenience was used for this research, suggesting that results are not necessarily representative of the general adolescent population.

Further research is needed to examine gender differences among the responses of adolescents who encounter social triggers of anger. A single instance of an adolescent choosing to cope with anger through violence can result in harm or death to self and/or others. Internet bullying, a growing form of harassment, should also be explored further in terms of how it affects male and female adolescents. Parents, teachers, principals, school administrators, and clinicians need to develop increased awareness of the various types of negative social triggers among adolescents and younger children. Awareness and understanding are essential in providing timely interventions and emotional support that could help arm today's youth with healthy, adaptive coping mechanisms when dealing with anger.

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Table A1

Gender Differences and Aggression

Author/Year	Research Questions/Objectives	Sample	Instruments	Research Approach/Design	Results	Major Findings
Chapple, C. L., McQuillan, J. A., & Berdahl, T. A. (2005).	Examines whether gender moderates the social bond & differences betw social bond & delinquency. Violence measured via 3 questions: Have you ever slapped, shoved, or hit another student at school? Used force to get something you wanted from another person? Beaten up on someone (not a brother or sister) or hurt anyone on purpose? Compares answers of males vs fems	Students in grades 9-11 from public schools in medium-sized, suburban city of a major southern university.	Self-report survey; 200 questions	Descriptive – survey; Correlational	Boys have higher level of violence surveyed. Stronger social bonds should be associated w/ lower delinquency regardless of gender. Possible gendered process of social control-peer attachment reduces involvement in violent delinquency in boys in this sample.	Implication, therefore, that social isolation can serve as trigger of violence/ aggression? Or at least be a contributing factor amidst scenarios that trigger?
Crick, N.R., Bigbee, M.A., & Howes, C. (1996).	To assess degree to which children view relationally manipulative behav's as "aggressive"; to examine whether children view relational aggression	2 Studies: 1) 459 third-sixth grade girls & boys (ages 9-12; 239 boys, 220 girls) from 4 midwest elem	Study 1: (to assess normative beliefs) Questionnaire asking 1) What do most boys do	Descriptive study	1) Most children viewed relational aggression as aggressive, & assoc these acts w/ anger; these acts viewed as normative angry	*"Aggression" defined as having 2 components: feelings of anger, intent to hurt/harm *Findings indicate that aggressive kids

	as normative within their peer groups	schools; 61.4% Euro-American, 36.4% Af Am 2) 162 third-fifth graders (ages 9-11; 69 boys, 93 girls) from 2 midwest elem schools	when they are mad at someone? 2) What do most girls do when they are mad at someone? Study 2: (to assess children's social behavior) -peer assessment measure consisting of 3 subscales: overt aggression, relational aggression, prosocial behavior		behaves- esp w/ girls, & esp w/ older girls in 5th & 6th grades - physical aggression viewed by boys & girls as most common response when angry for boys 2) children view relational aggression as aggressive & assoc rel manipulative acts w/ intent to harm- "meanness"; rel aggresson viewed by children- esp girls- as on eof most normative aggressive behaves in their peer grps- esp when girl was aggressor	might have biased, egocentric views of norms for mean behavior- esp for female interactions
Danner, M.J.E., & Carmody, D.C. (2001, March).	To explore research & newspaper coverage of infamous school shootings to examine to what extent gender is a factor & to what extent it is considered, if at all, in resulting	7 cases of infamous school violence betw 1997 & 1999: Pearl, MS; West Paducah, KY;	Used Lexis-Nexis search engine to download news articles from The Washington Post, The Los	Media analysis	There is a relative absence of att'n given to the gendered nature of school violence (masculine)	**A critical area in need of future research!

	policy	Stamps, AR; Jonesboro, AR; Fayetteville, TN; Littleton, CO; Conyers, GA	Angeles Times, The New York Times, and wire services			
Felix, E., & McMahon, S. D. (2006).	Explores how different forms of victimization (physical, verbal, relational, & sexual) relate to students' psychosocial adjustmt, how gender influences these relationships, & identifies preliminary subgroups of victimization	111 students in grades 6-8 at 2 urban elem schools; 54.1% females; approx 73% low SES; 25.2 % Afr-Am, 21.6% Euro-Am, 30.6% Hispanic, 17.1% mixed, 5.4% other	Youth Self-Report to measure emotional/be-havioral probs among youth ages 11-18; Revised Olweus Bully/Victim Questionnaire to self-report bullying probs at school; Social Experiences Questionnaire -Self Report to measure relational & overt victimization, & Reciept of Prosocial Acts; Sexual Experiences Questionnaire	Descriptive - Survey research; Correlation to compare males vs females	Boy aggressors tend to target both boys & girls; girls aggressors tend to target girls.	There are gender differences in terms of who harasses others. Boys may underreport out of pride, however, esp if harassed by a girl. -Are motivations, intent, & behaviors of cross-sex harassmt sig different from same-sex harrasmt?

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			-High School Version measuring sexual harrassmt of adols			
Finkelhor, D., Ormrod, R., Turner, H., & Hamby, S.L. (2005).	To examine spectrum of violence/crime victimization experiences among American children	2,030 children in U.S., ages 2-17; 50% boys; 51% ages 2-9, 49& ages 10-17; 76% White, 11% Black, 9% Hispanic	Computer Assisted Telephone Interview (CATI system) administering Juvenile Victimization Questionnaire (JVQ)	Descriptive- (interviewer read questions from JVQ- Juvenile Victimization Questionnaire- to participants & they were coded on computer)	1/5 were bullied – bullying victimization higher for boys; ¼ teased & harassed; boys had higher rates of assault victimization than girls for almost all types of assault	Bullying / harassmt are common forms of victimization among American youth! *Distinction betw bullying vs teasing & harassment?
Galiaf, E. R., Sussman, S., Chou, C.-P., & Wills, T. A. (2003).	Examine structural relationships among depression, stress, and adaptive & maladaptive coping in high-risk sample of adolescents. To increase understanding of longitudinal relationships among these factors & show how they differ by sex & ethnic grp.	646 continuation high school students in southern CA; 56% male, 36% Caucasian, 45% Latino, 7% African-American, 4% Asian/Pacific Islander, 2% Native-American, 6% "other"	20-item Center for Epidemiologic Studies Depression Scale (CES-D), self-report	Descriptive- Longitudinal survey	Females reported more depression than males; females externalized depression by exhibiting anger coping ; The stress-anger-depression relationship was moderated by sex as it was stronger for females than males.	Females may not be adhering to traditional females roles in that they are externalizing depressive symptoms instead of internalizing them. Adolescents who sought social support from family and friends were less likely to use anger coping strategies.

Table A2

Themes and Critique of Gender Differences and Aggression

MAJOR THEMES	CRITIQUE / COMMENTS
Gender is an understudied variable of adolescent aggression and violence	My study can make an important contribution in terms of exploring gender differences
Boys more prone to overt aggression: physical fighting, verbal threats; Girls more prone to relational aggression: w/draw friendship to get one's way, social exclusion, lies, spreading rumors, name-calling	Girls place greater importance on generation & maintenance of close, intimate bonds with others, so removing this when angry is best punishment, most hurtful.
20% of all youth in this sample have been bullied; Bullying more frequently assoc w/ boys	Bullying / harassment might be so common within schools that such behaviors are often ignored; because harassment if commonplace, children might be expected to know how to cope with as part of "being a kid," rather than being instilled with appropriate coping mechanisms; after a while, anger builds up & explodes as a violent act (potentially)
Depressed females are engaging in more aggressive behaviors as a form of externalizing their feelings.	Females are no longer adhering to the traditional female role of internalization; they are using aggressive, maladaptive coping methods. *Highlights the need for understanding of psychosocial antecedents & consequences of depression and anger!
Adolescents who sought social support from family and friends were less likely to use anger coping strategies	Parents who are open to hearing about their child's social interactions, and who can provide emotional support, may protect their child from resorting to negative anger coping mechanisms.

Table A3

Racial Differences and Environmental Influences

Author/Year	Research Questions/Objectives	Sample	Instruments	Research Approach/Design	Results	Major Findings
Heimer, K., & De Coster, S. (1999).	To empirically assess mechanisms that lead to female violence & sources of variation in	773 females & 837 males in U.S., ages 11-17;	Data from telephone survey	Longitudinal, Survey	Differential social organization influences adol behav/ violence	Structural and cultural context conditions gender differences in

	violence across gender; assess how structural & **cultural factors** combine to create gender differences in violent delinquency; examine differential association theory of crime to address differences in experiences of males & females	obtained data from National Youth Survey 1977-1979.			thru cultural process: differential association. Males & females learn violent definitions & techniques via interactions w/ peers; Aggressive peers has larger effect on boys' than girls' learning of these defs; cultural mechs that restrain violence in females are more subtle & indirect than those that minimize male violence- i.e. gender definitions- girls taught that violence is inconsistent w/ meaning of being female -economic marginalization increases likelihood of violent offending in both genders	violence…implies that triggers of harassment would be based on learned definitions of violence & gender within a given adol's cultural context (which includes gender diffs) - low/high SES = potential trigger for teasing, bullying

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Varma-Joshi, M., Baker, C. J., & Tanaka, C. (2004).	To examine the impact of racialized name-calling.	26 "visible minority" youth from New Brunswick, Canada & their parents	One-on-one interviews & focus groups to compare views held by visible minority students & their parents to those of White authority figures regarding the sig of racism & racialized name-calling at school.	Qualitative research	3 youth responses to racism are typically enacted: splintered universe, spiraling resistance, & disengagement White authority figues often view name-calling – even racialized- as typical adolescent behavior, whereas the visible minority participants equate such name-calling w/ a serious form of harrassmt & violence; Participants collectively believed that being verbally harassed was "a way of life."	*Being a "visible minority" can serve as a trigger of harrassmt Spiraling resistance = potentially violent responses- minority adolescents often feel matters need to be taken into their own hands bc of lack of ramifications for racial incidents. Authority figures' passivity to name-calling (of any kind)- regardless of their race- can set the stage for racialized harrassmt- are no consequences to fear -Participants felt (due to how they have been treated) that their skin color represents inferiority, which implies the understanding/ assumption that

						non-minorities are superior, and reinforces the cycle
Graham, S., Bellmore, A. D., & Mize, J. (2006).	To examine mean differences on adjustmt variables among subgrps of students identified as aggressors, victims, aggressive victims, & socially adjusted; to understand whether aggressive victims were more sim to aggressors or victims on social cog measures (i.e. self-blame, perceptions of school climate). Also, to investigate relations betw identified variables w/ a focus on testing diff pathways to school probs for youth who differ along a victimization-aggression continuum.	1985 multiracial (904 boys, 1081 girls) 6th-graders (Mean age=11.5) recruited from 11 middle schools in metro Los Angeles; Teachers	Peer nominations via a roster to determine which students had reputations as aggressors and/or victims; Psychological Maladjustmt measures to evaluate lonliness, social anxiety, depression, low self-esteem; Instrument measuring self blame for victimization; Effective School Battery (ESB) to measure perceived school climate; school office	Descriptive	Notoriety is often perceived as popularity; rebelliousness & nonconformity can help youth obtain autonomy, independence, & respect from others; *Urban youth- and/or those living in dangerous/ high-crime environmts- may "place a high value on aggression as a survival and coping mechanism for dealing with the vagaries of urban life." -Aggressors more likely to perceive school & authority figures as unfair. As environmt becomes perceived as	-*In this sense, aggression can have positive psychological consequences, and is thus reinforced… survival! -Combo of perceived or actual unfairness & loss of faith in the "system" can trigger aggression

			records to obtain student GPA's; 6 items from Short Form of Teacher Report of Engagement Questionnaire (TREQ) to establish teacher-rated school engagement		hostile & unfair, people can lose faith in its legitimacy…loss of faith can lead to more deviant behavior -In addition, aggressive youth have low threshold to assume that others act w/ hostile intent- esp in ambiguous situations	-This lack of trust in others/ suspicion of unfair treatment suggests that ambiguous behaviors twds others can serve as trigger of aggression (i.e. perhaps present a scenario where one classmate is whispering something to another and looks in participant's direction…) -the misinterpretation of intent as having been hostile= poss trigger

Table A4

Themes and Critique of Racial Differences and Environmental Influences

MAJOR THEMES	CRITIQUE / COMMENTS
Social structural context & interpersonal interactions are crucial in the development & learning of violent definitions, & increased likelihood of adol violence.	The observation of aggression in itself may provoke harassment- mimickry would promote inclusion into a peer group or cultural group (i.e. the masculine group—jocks)
-Cultural definitions of gender- aka gender roles- emphasize differences in gender: females = nurturing, passive, physically & emotionally "weak"; males = competitive, independent, strong - gender gap in violence partly occurs bc boys more likely than girls to have aggressive friends & experience aggression in their peer group	With such definitions/ societal implications come expectations to act a certain way; however- w/ the feminist movement in recent yrs, females want to reproduce male dominance & therefore attempt to internalize & enact cultural defs of masculinity… results in aggressive females as being labeled as more deviant that aggressive males bc is more "improper" for fems to be acting that way

Table A5

Gender-based Social Status

Author/Year	Research Questions/Objectives	Sample	Instruments	Research Approach/Design	Results	Major Findings
American Psychological Association. (2007).	To discuss characteristics of bullying, including gender, frequency, and intervention strategies	N/A	N/A	Literature Review	(Dan Olweus, Ph.D., 1993) Defines bullying: "repeated negative, ill- intentioned behavior by one or more students directed against a student who has difficulty defending	-I don't believe it matters whether the victim has difficulty defending self for it to be considered bullying. -Qualities of bullies & victims can serve both as cause and result of bullying. -"Bully-victims" may cause teachers to get impatient – teachers then may take some

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					himself or herself." -Qualities of bullies: need to dominate & subdue others & get their own way, impulsive & easily angered, defiant & aggressive twd adults (i.e. parents, teachers), little empathy, if boys, are physically stronger than boys in general; -Qualities of victims:passive, submissive, cautious, sensitive, quiet, withdrawn, shy, anxious, insecure, unhappy, low self-esteem; depressed & engage in suicidal ideation more than peers, often without friends & relate better to adults; if boys, may be	pleasure in seeing these students harassed, and dismiss the behavior or be inconsistent w/ punishment/reprimands. -Diffuses assumption that bullies are insecure & use harassment as way to compensate for low self-esteem (via toughness & aggression). -Non-physical bullying (usually females) can be as emotionally distressing as physical aggression…*the trauma of these experiences can linger and lead to retaliation in the form of violence!

					physically weaker than peers. Identifies smaller grp of victims: "provocative victims" or "bully-victims": those w/ learning probs and ADHD characteristics – these elicit neg reactions from classmates & teachers. -Most bullies have average or better than average self-esteem. -Males bully more than females, and 50% of girls reported being bullied primarily by boys -Bullying w/ physical means is more common among boys – female harassment is more subtle &	

					indirect – excluding someone from grp, spread rumors, manipulate friendship relations	
Klein, J. (2006a)	Examines young male violence as quest for "cultural capital" (masculine social status); explores how boys at bottom of school "social hierarchies" used violence in school shootings to gain masculine social status	12 male-perpetrated school-shootings betw 1996-2002	Newspaper & journal articles, books, video/internet footage	Media analysis	Bullying/fighting is a male's way of showing domination, strength, & influence—boys who killed had been "demonized, harassed, ostracized by preps & jocks who accrued status by picking on others"	Failure to meet criteria for building cultural capital resulted in ostracism; most consistent findings= teased by athletes & rejected by females; students used "masculinity signifiers"- esp violence- to prove they were most powerful students in school

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Nansel, T.R., Overpeck, M., Pilla, R.S., June Ruan, W., Simons-Morton, B., & Scheidt, P. (2001).	To study prevalence of bullying behaviors among U.S. youth & determine assoc of bullying/being bullied w/ indicators of psycho-social adjustment, including problem behavior, school adjustmt, & social/emotional adjustmt	15,686 students grades 6-10 in public & private schools throughout U.S. who had completed the World Health Organization's Health Behavior in School-aged Children survey in Spring 1998	Data from Self-report on World Health Organization's Health Behavior in School-aged Children survey from 1998	Archival study	17% of students reported having been bullied "sometimes" or more often throughout academic yr; 19% reported bullying others "sometimes" or more often; 6% reported both bullying others & being a victim of bullying; males more likely than females to be both perpetrators & targets of bullying;	Bullying is extremely common! Males dominate bullying & bullying is linked to violence, therefore treatment strategies usually target males who bully or are bullied

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Pellegrini, A. D. (1998).	To examine the roles of bullies & victims – esp aggressive victims	N/A	Past research that focuses on social cognitive and dominance theories & bully-victim relationships	Literature review	Is little known about aggressive victims of bullying- those who react with retaliatory aggression;	Def of bullying: instance of negative actions being directed at a specific youngster or group of youngsters repeatedly & over time; direct & indirect observational methods of youngsters functioning in their natural habitats (e.g., school) is needed to complement self-report methods – may reveal influential dynamics of a particular setting
Pellegrini, A. D., Bartini, M., & Brooks, F. (1999).	To assess and document the frequency of bullying, victimization, & aggressive victimization; examine relations between bully, victim, & aggressive victim; to examine peer group affiliation in relation to friendships, aggression, emotions	154 (87 boys, 67 girls) 5th-graders in rural county of northeast Georgia. Predominantly Caucasian	Olweus's (1989) Senior Questionnaire, peer nominations (via class rosters) of those in class the students liked most, least, & w/ whom they were friends; temperament measure; Dodge and Coie's (1987) Teacher Check List	Descriptive	14% of sample were bullies, 18% were victims, 5% were aggressive victims. Reflects a relatively high level of victimization	Feelings that result from harassment, discrimination, and challenges within the school context can develop into acts of violence as forms of reactive aggression - reactive aggression = "retaliatory, protective response to being bullied" (p. 223)

Rutter, M. (2007)	Exploration of biological/ psychopathological adolescent developmt	N/A	Empirical research from past four decades	Literature review	For boys, puberty may be marked by prestige bc added height, muscle, athleticism, etc. For girls, can be embarrassed/ shame- diets, curves. Girls today reaching puberty as early as 8/9- sexual activity earlier. Hormonal changes in girls responsible for rise in depression.	Adol = also a time of legal transition- can vote, drive, marry, drink, etc…reach an age of "criminal responsibility;" bio: can reproduce, increased sex drive/ hormones; self-image often pos for boys, neg for girls due to body changes **consider pubertal timing & body differences in terms of bullying- these factors as triggers of harassmt
Tani, F., Greenman, P. S., Schneider, B. H., & Fregoso, M. (2003).	Social context of bullying / aggressive behavior; To identify roles played by participants during instances of bullying- as someone who helps the victim, joins the bully, remains an outsider	134 boys, 98 girls, ages 8-10 (3rd & 4th grades) from 2 public elementary schools in Central Italy Also used teachers, but does not specify how many	21-item Participant Role Scale; The Big Five Questionnaire for Children; Then examined correlations among the 5 scales among teacher and self-report scales	Descriptive-Correlational	Defines bullying as: form of verbal, physical, or social aggression that consists of repeated use of force against peers over extended pds of time; -Low Friendliness scores can invite victimization -victims also	Personality & situational factors contribute to bullying behavior & reactions; self-esteem & social status are relevant to the roles that develop - implies looking out for self over sympathizing w/ others may serve as trigger for being harassed, bc others may not

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					have a psychological vulnerability to aggression & rejection from their peers- which contributes to emotional instability -Bullying results in psychological maladjustment for both perps and victims; Teachers perceived lack of Friendliness & Emotional Instability in victims and bullies; psychological vulnerability to aggression and rejection from peers might accompany the physical disadvantages that victims endure	appreciate victimized children's focus on their own interpersonal interests -victimized & rejected children have difficulty regulating their emotions, which puts them at risk for further harrassmt from peers! - It is this blend of emotional instability & vulnerability to aggression that can result in psych maladjustment & decision to react violently
Rodkin, P.C., Farmer, T.W., Pearl, R., & Van	To examine subtypes of popular 4th-6th grade boys: popular-prosocial (model) and	452 boys in 4th, 5th, 6th grades. 271 from Chicago	Interpersonal Competence Scale-Teacher;	Quantitative	Model boys = cool, athletic, leaders, cooperative,	-Bullies are not necessarily uncool or the most unpopular kids in school.

Acker, R. (2000).	popular-antisocial (tough)	area, 181 in N. Carolina. 54% Euro-American, 40% Afr Amer, 6% Hispanic	Interpersonal Competence Scale-Self; Peer interpersonal assessments (students asked to nominate 3 peers who best fit 9 descriptive terms); Interviews to determine Social Cognitive Maps (SCM)		studious, not shy, nonaggressive. Tough boys = popular, aggressive, physically competent. Results: Highly aggressive boys are sometimes the most popular & socially connected children in elementary classrooms.	-Desired popularity may serve as a trigger for harassment, & harassment can serve as a trigger of popularity!

Table A6

Themes and Critique of Gender-based Social Status

MAJOR THEMES	CRITIQUE / COMMENTS
Male athletes have reputation for being perpetrators of bullying, picking on those less "cool," less athletic	Being unathletic can serve as a trigger for harassment; Explore level of insecurity in victims in comparison to jocks that exists prior to start of bullying
males dominate bullying & bullying is linked to violence, therefore treatment strategies usually target males who bully or are bullied	Intervention strategies lack specification for female offenders…need to identify female triggers for violence to design more individualized treatment plans
Pubertal / physical changes are accompanied by emotional developmt; affects boys & girls differently – provokes bullying centered around facets of developmt – esp w/ boys	Pubertal development & self image go hand-in-hand; if puberty does not result in enhanced features (looks, body,etc) that might be attention-getting, may seek to gain respect through aggression, toughness
	Explore importance of popularity – why is it necessary to have "power" in

	school? Definition of "cool"??
Is very little research on aggressive victims of bullying.	Reactive aggression is unique in that it is an emotional response- not a calculated initiative. This implies that it, as a *response*, can be eliminated/reduced if the trigger is eliminated/reduced.
Bullying is common across the U.S.	It is likely that the frequency of bullying is underestimated because a lot of it is overlooked. Because often, the popular, "cool" kids at school are engaging in it, teachers and other students are more accepting of the behavior; Also, bullying is a trend that has been present for generations- some teachers likely shrug it off as a typical school behavior

Table A7

Stage of Pubertal Development

Author/Year	Research Questions/Objectives	Sample	Instruments	Research Approach/Design	Results	Major Findings
Caspi, A., Lynam, D., Moffitt, T. E., & Silva, P. A. (1993).	To examine processes linking biological & behavioral changes in different contexts during adolescence. Examined following variables: menarche, school characteristics, social class, childhood behavior probs, delinquency, parental values	Began w/ 501 3-yr-olds, which declined to 474 15-yr-olds. Of these, 297 comprised this study (due to location).	Self-reports of menarche, Moos Family Environment Scales; a 6-point scale used to assign social class in New Zealand; Rutter Child Scale (RCS); Self-Reported Early Delinquency instrument (SRED); familiarity w/	Descriptive Longitudinal Quantitative Qualitative	Early puberty & menarcheal timing assoc w/ behavior probs in females in mixed-sex educational settings (not in same-sex schools)	Average age of menarche is 13.0 years. Puberty creates pressure for new, adultlike ways of acting among adolescent females.

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			delinquent peers measure			
Haynie, D. L. (2003).	Examine whether more developed girls are located in social circles more conducive to delinquency (i.e. disorderly conduct) than networks of less developed females.	5,477 females grades 7-12 from 132 randomly selected U.S. schools 1995-1996; obtained from Add Health data-	Interview, Questionnaire	Archival, Correlational	Pubertal development is most likely to encourage delinquent activities that occur in the context of socializing w/ peers; Peer context provide opportunities for girls to engage in delinquent acts, which are often interpreted by themselves & peers as "adult-like" behaviors – early-developed girls tend to assoc with older peers	-The idea of delinquent behaviors as "adult-like"… depending on which adults serve as models- parents? TV? -Is mismatch betw societal expectations for youth behaviors & their own emotional & cognitive levels of maturity **This info can be used perhaps by presenting a vignette asking if the participant has even been harassed or harassed others based on early physical developmt
Gadin, K., G., & Hammarstrom, A. (2005).	To analyze whether psychosocial factors at school were assoc w/ high degree of psychological Sx among boys & girls in 9th grade; Focus on sexual harrassmt	336 students (175 girls, 161 boys) in grade 9 (approx 15 yrs old)	Questionnaire (based on validated studies) to examine whether school-related	Descriptive	Verbal & physical sexual harrassmt (i.e. unwanted comments about body or being touched against their will) was	Undesirable appearance (i.e.unattractiveness, weight probs, height) as triggers of harrassmt….BUT all are subject to cultural norms &

			factors such as teacher support, classmate support, sexual harrassmt, body image, & parental support were assoc w/ high degree of psychological Sx.		reported more commonly by girls. Girls were sig more dissatisfied w/ their appearance- looks, weight, body- compared w/ boys.	personal opinion! -My study can examine if these factors provoke harrassmt from both girls & boys & examine differences
Rutter, M. (2007). (See full description under "Gender-based Social Status")						

Table A8

Themes and Critique of Stage of Pubertal Development

MAJOR THEMES	CRITIQUE / COMMENTS
Early developers have less time to develop strong self-identity & find accepting grp of friends before puberty (than do later-developers)	May make them easy, *visible* targets for harassment- sim to the visible aspect assoc with victims w/ learning or developmental disabilities
Early-maturing girls tend to show more conduct probs in school.	Biological age may be more important when trying to understand adolescent aggression/violence than chronological age.
Early developers may be esp vulnerable to peer dynamics bc early puberty often happens during time when peer relations are esp important to adolescents	Girls who develop early & have higher levels of delinquency may be more likely to harass & be harassed…early developmt serves as trigger for harassmt- esp female kind: exclusion from peer grp, rumors (i.e. about

| | | | | | sexuality); AND early developer may use harassment against others as form of retaliation for exclusion & rumors | |

Table A9

Gay Harassment

Author/Year	Research Questions/Objectives	Sample	Instruments	Research Approach/Design	Results	Major Findings
Kimmel, M.S., & Mahler, M. (2003, June).	To look at gay harrassmt & use of the term "gay" as specific form of bullying that triggers school shootings	N/A	N/A	Literature review	"gay" label is more of a boy thing-esp white boys; can lead to girl trouble, rejection, no self-esteem- a need to assert selves thru power/physical force to prove virility; Homophobia- being constantly threatened/bullied as if one is gay, combined w/ homophobic reaction in targeted indiv to prove hetero /masculinity, triggers violent reaction- violence is seen as "manly" or stoic	This issue is poignant bc article points out that family factors are present in lives of girls & boys, but school shootings most often by male perp…could be related to gay harassmt.

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					for boys who have no other coping mech's or emotional resources	
Klein, J. (2006b).	To look at gay harrassmt as specific form of bullying that triggers violent response from peers	N/A	N/A	Literature review	Boys who are teased feel driven to seek revenge & assert dominance, masculinity, power over others; lack of athletic talent, physical appearance, lower SES often increase vulnerability for ridicule by peers	Is a cultural expectation for boys to react violently when belittled; peer harassment too often written off as a "normal" aspect of adolescence- fuels social acceptance of abuse- teachers, mental health prof's should focus on prevention of peer harassment
Fox, C., & Harding, D. J. (2005).	To prepare 2 case studies for a report to the Nat'l Academy of Sciences on the causes of school shootings & to suggest prevention measures & understand how communities were	2 case studies: 1) Heath H.S. in West Paducah, KY – Michael Carneal (14 yr old freshmn); 2) Westside Middle School in Jonesboro, AK – Andrew Golden (11 yrs, 6th gr) &	tape recorder	Qualitative case studies – Used participant observation; qualitative interviews of approx 200 indiv's: community members, family	- Michael Carneal had been publicly humiliated by the publication of a rumor in the school newspaper that he was gay -Carneal had been kicked off basketball team	-Rampage school shootings are attacks on the social order- aimed at an entire institution, not just one indiv- -unathleticism

	affected by them.	Mitchell Johnson (13 yrs, 7th gr)		of shooters, school faculty, students & parents, civic & religious leaders, legal authorities; Process tracing (within-case analysis method)	for self-mutilation & was being bullied & teased	= trigger for gay harassmt? Gay harassmt partially fueled violent response
Saewyc, E. M., Skay, C. L., Pettingell, S. L., Reis, E. A., Bearinger, L., Reskick, M., Murphy, A., & Combs, L. (2006).	To compare self-reported experiences of sexual & physical abuse based on sexual orientation and gender	Secondary analyses from 7 population-based high school health surveys in U.S. & Canada gathered during 1900's; Also provide 4 case studies to illustrate experiences of abuse among LGB youth	Minnesota Student Surveys of 1992 & 1998, British Columbia Adolescent Helth Surveys of 1992 & 1998, two from Seattle, and the 1st wave of a nationally represented longitudinal study of youth—Add Health	Archival study	-Except for girls in British Columbia & MN in 1992, bisexual teens of both genders had significantly greater odds of sexual abuse compared to heterosexual age peers -Bisexual & lesbian females reported higher prevalence of physical abuse than heterosexual female peers -Gay & bisexual boys reported higher prevalence of physical abuse in comparison to heterosexual male peers -Case studies	-Being a lesbian, gay, or bisexual teen can serve as a trigger for harrassmt -LGB subject to stigmatizing attitudes in social & cultural environmts-often leads to responses of anger, hostility, distress, & violence from families, at school, & within community

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					describe how different LGB individuals were harassed by peers/ classmates just bc of their sexual orientation	
Waldo, C. R., Hesson-McInnis, M. S., & D'Augelli, A. R. (1998).	To examine aspects of sexual orientation victimization among young adults (ie psychological distress, self-esteem, suicidality) & to cross-validate results of an urban group with those of a rural group.	"Snowball" sampling design (referral w/in communities); 194 (142 male, 52 fem) urban LGB college students, Mean age= 18.9, 66% White, 14% Afr-Am, 6% Hispanic, 5% Asian-Am, 4% Native Am. -In a 2nd study, 54 LGB rural college students (38 males, 16 fems), Mean age= 20.2; 91% White, 5% Afr-Am, 4% Asian-Am.	Survey packages to assess aspects of sexual orientation identity development, mental health, & victimization experiences	Descriptive-Survey research	-Victimization based on sexual orientation has similar correlates for young people in different community settings (ie rural & urban) -Those who had disclosed their orientation to unsupportive families were more likely to experience victimization -Those with higher gender atypicality, which has been correlated w/ homosexual orientation, were at risk for harassment even when they had	-Gender atypical youth may be assumed to be LGB- even if theyare not- and may be harassed for it! -LGB with unsupportive families will not be protected & defended by their families, perhaps making them more susceptible to harassment (bullies have less fear of consequences?) -Those w/ unsupportive families may be victimized

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					not disclosed to family	by their families at home & grow accustomed to & accepting of that treatment- therefore don't stand up for selves at school or in community
Wayne, M. (2000).	To focus on understanding how diff versions of masculinity are put in place & how boys experience themselves as boys; to examine the costs/benefits to the boys themselves & to others of the various ways of being a boy.	Approx 30 boys at Catholic, co-ed high school in Perth, Australia; ages 15-16 (10th grade) who were known to be athletic & popular…masculine	Interviews to obtain info about boys' lives & social relationships at school & how this contributes to their perceptions of masculinity	Descriptive - Qualitative research	There (at this H.S.) exists a norm of heterosexual masculinity, characterized by being popular w/ girls & being skilled in athletics (*Not a matter of sexual orientation!); If you are not in this group, you are a target for harassment; *"The peer group dynamic revolves around being able to get a laugh at the expense of boys designated as 'other'…" -Going to the extreme of one of	Implies that being unathletic & unpopular with girls are indicators of non-masculinity & therefore serve as triggers for harassment -Attempts to get a laugh from "cool" peer group at others' expense as trigger

					these requirements (i.e. being popular w/ girls) can backfire- an example of a guy who only hangs around w/ girls & no guys gets called a "faggot"	-Highlights heterosexism & homophobia as dominant forms of masculinity; Is an understood "requirement" that boys hang out with each other
Russell, S., T., Franz, B. T., & Driscoll, A. K. (2001).	To determine whether youths who report same-sex romantic attraction are a)at higher risk for experiencing violence b)more likely to witness violence, or c)more likely to perpetrate violence than their peers; To examine relationships betw all three	Data from 1st wave of National Longitudinal Study of Adolescent Health (Add Health Study)- sampling frame included males & fem's from all U.S. high schools & over 12000 adol's in grades 7-12	In-home survey, including a portion that involved listening to questions thru headphones & using a laptop-assessed info regarding romantic attractions & violence	Descriptive-Survey research	This study is 1st to indicate that youths reporting same-sex romantic attraction are more likely than their peers to perpetrate extreme forms of violence against others	Perpetration of violence by these youths may be generated by feelings of fear & need for self-defense -therefore, can interpret discrimination, harassment, and bullying itself as triggers of aggression from LGB youth

Williams, T., Connolly, J., Pepler, D., & Craig, W. (2005).	To examine the link betw sexual orientation & adjustmt, taking into account experiences of peer victimization & social support w/in peer & family contexts	97 (45 boys, 52 girls) sexual minority (LGB & unsure) high school students in a large, south central Canadian city	Psychosocial Adjustmt: Beck Depression Inventory, Youth Self Report, Victimization (bullying, sexual harrassmt, & physical abuse by peers), Bullying, Sexual Harrassmt, Physical Abuse Social Support: Relationshp quality w/ mother & best friend, Friendship networks	Survey research	Sexual minority youth reported more hostile peer environmt of victimization than their heterosexual peers; They also reported higher rates of bullying & sexual harrassmt from peers; They perceive peer group integration as more hostile than do heterosexual peeers	Sexual minority youth are at risk for neg stigmatization & harassmt in peer contexts. Heterosexual peers may feel psychologically threatened by non-heterosexual classmate- this in turn evokes harassment behaviors…as a way to manage the discomfort/ anxiety?

Table A10

Themes and Critique of Gay Harassment

MAJOR THEMES	CRITIQUE / COMMENTS
Boys seem especially sensitive to gay harassment – is a direct attack on their manhood, which, perhaps as they are developing in to men, is the most derogatory thing you could hear about yourself	Culture would play a huge role in this type of bullying- i.e. discrimination is tolerated in certain areas of the country over others
Antecedents & consequences of LGB victimization	Gender atypicality serves as trigger for harassmt- regardless of whether the person is actually LBG; unsupportive families can set the stage for harassmt. If these youth are victimized with aggression- two things likely to happen: passive response that will provoke more harassmt, or aggressive/violent response that is fueled by psychological distress, low self-esteem, and/or suicidality (i.e. in the form of high-risk behaviors?)

Table A11

Social Rejection

Author/Year	Research Questions/Objectives	Sample	Instruments	Research Approach/ Design	Results	Major Findings
Baumeister, R. F., Smart, L., & Boden, J. M. (1996).	To investigate whether violence can be a cause of low self-esteem.	N/A	N/A	Literature review	Violence is most commonly a result of threatened egotism	Highly favorable views of the self that get disputed/threatened by a person or circumstance can result in violence; Indiv's w/ inflated beliefs about self's superiority

(continued)

						are prone to react to threats to this percieved superiority w/ violence; Anger gets directed outward to avoid downward revision of self-image.
Leary, M.R., Kowalski, R.M., Smith, L., & Phillips, S. (2003).	To examine role of social rejection in school violence.	15 U.S. school shootings –by students- between Jan '95- Mar '01, that occurred at school during the school day & resulted in injury/death of at least 1 student	Info collected from existing reports on the incidents	Review of case studies	In at least 12 of 15 incidents, perp had been maliciously teased/bullied; * only 1 of the 15 perps was female (female was one of the shooters teased)	Social rejection involved in most cases of school violence
Perry, D. G., Kusel, S. J., & Perry, L. C. (1988).	To evaluate the degree to which children experience direct physical and verbal abuse by peers- To explore range of indiv differences; determine age & sex differences; assess relation of victimization to aggression, peer acceptance, & peer	165 males & females in 3rd- 6th grades; middle-class community	Questionnaire - Developed a peer nomination scale. 26-item modified version of Peer Nomination Inventory (PNI); also incorporated teacher	Descriptive	10% of sample were "extreme victims" of peer victimization	Aggressive victims are known to both start fights and be picked on, and are sometimes the most rejected members of their peer group; females are as at-risk for victimization as males;

(continued)

	rejection		ratings & self-ratings			Is very little research about the *victims* of peer aggression
Shields, A., & Cicchetti, D. (2001).	To explore if children maltreated by caregivers were more likely to bully others & be at-risk for peer victimization. To examine role of emotion in bullying & victimization.	169 maltreated & 98 nonmaltreated males & females attended a summer day camp for inner-city children.	Developed a counselor-report measure: The Mount Hope Family Center Bully-Victim Questionnaire (10-items; targets behaviors relevant to bully & victim status). Were 5 bully items; 5 victim items. Also-Emotion Regulation Q-Scale; Emotion Reglation	Descriptive	Maltreated (M) children more likely than nonmaltreated to bully peers. M at risk for victimization. Boys more likely than girls to bully. *No gender difference re victimization.	Victimized and rejected children have difficulty regulating their emotions.

			Checklist; Child Behavior Checklists Teachers Report Form. To assess social behaviors: Peer ratings; MN Behav Ratings, Agency & Dependency			
Tani, F., Greenman, P. S., Schneider, B. H., & Fregoso, M. (2003). (See full description of this entry under Gender-Based Social Status section)						

Table A12

Themes and Critique of Social Rejection

MAJOR THEMES	CRITIQUE / COMMENTS
A major cause of aggression & violence is high self-esteem combined w/ threat to ego.	"Threat could be perceived as an individual or whole school/establishment could represent the "threat."

Those who refuse to lower their self-appraisals will become violent & will aggress against the source of the threat.	Adolescents' violent reactions to negative social triggers may be aimed at defending one's self-image.
Social rejection is a primary contributing factor in school shootings	With most school shooters being male, are females more resilient to teasing? Bullied less?
Personality characteristics make some adolescents more likely targets than others- personality characteristics also result from bullying that may inspire an indiv to act out violently	Lethality of bullying lies in personality traits of perp and victim- but esp victim- personality can serve as armor- w/o the proper tools to defend self or maintain resilience, will derive decision-making skills from maladaptive personality traits
Boys tend to bully others more than girls; BUT is no gender difference when it comes to frequency of victimization by peers.	This is an important distinction. It is likely that the assumption exists that boys are bullied more than girls just bc they bully others more.

Table A13

School Adjustment / Academic Structure

Author/Year	Research Questions/Objectives	Sample	Instruments	Research Approach/Design	Results	Major Findings
Fox, C., & Harding, D. J. (2005).	To prepare 2 case studies for a report to the Nat'l Academy of Sciences on the causes of school shootings & to suggest prevention measures & understand how communities were affected by them.	2 case studies: 1) Heath H.S. in West Paducah, KY – Michael Carneal (14 yr old freshmn); 2) Westside Middle School in Jonesboro, AK – Andrew Golden (11	tape recorder	Qualitative case studies – Used participant observation; qualitative interviews of approx 200 indiv's: community members, family of shooters, school faculty, students & parents, civic & religious leaders, legal authorities; Process tracing	Members of school staff at Heath & Westside were aware that the shooters were being bullied or humiliated but did little to end the abuse.	Failure to apprehend harassment perps AND intervene with victims before they retaliated illustrates the cultural environment in which these & other schools operate. Failure of school faculty/admin to do something ended up serving

(continued)

		yrs, 6th gr) & Mitchell Johnson (13 yrs, 7th gr)		(within-case analysis method)		as a trigger of harassment & subsequent violence.
Pearl, R., Leung, M., Van Acker, R., Farmer, T. W., & Rodkin, P. C. (2007).	To examine teachers' awareness of their classrooms' social networks, as reported by their students.	Teachers & 549 students in 19 fourth- & 11 fifth-grade classes from 7 schools in 2 suburban school districts; 45% male, 55% fem in Fall assessmt; 44.4% male, 55.6% fem in Spring assessmt; all but one teacher=fem	Questionnaires, interviews, Interpersonal competence scale-teacher (ICS-T)	Mixed-methods	There may be more social groups in the classroom than are evident to the teacher- may be difficult to detect- may have developed outside of school	May be important to consider the presence of these less apparent social groups- w/ more complete knowledge of classrm social networks, teachers can examine in more depth the presence and role of bullies (ie a group leader? A wannabe?); Understanding who is socially isolated or well-connected & who is esteemed or undervalued by peers may enable teachers to be more effective at facilitating open communication & mitigating aggression, harrassmt, & victimization among students

APA. (2007). (See full description under "Gender-based Social-Status)					

Table A14

Themes and Critique of School Adjustment / Academic Structure

MAJOR THEMES	CRITIQUE / COMMENTS
Teacher apathy as a trigger of harassment & subsequent aggression/violence	Teachers did nothing to prevent bullying *or* the printing of rumor that Carneal was gay (*see Gay Harassmt) – students knew they could get away with such behaviors & had no reason to stop
Some social groups are "covert" in the classrm- teachers may be oblivious to social roles of some students bc they are sometimes developed outside of school	Teacher ignorance, unawareness, & apathy might provide a more conducive setting for harrassmt triggers

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APPENDIX B

Cover Letter for Mayfield Parents

September 20, 2010

Dear Parent/Guardian:

Mayfield Junior School has been selected to participate in a research study. All eighth-grade students are eligible to participate. The results of this study will enable our teachers and parents to discover and better understand social triggers of adolescent anger. This knowledge will help to enable teachers and parents to implement appropriate interventions in a timely manner. It will also contribute valuable information to future research targeting early prevention of adolescent hostility.

This study will take place on Monday, October 4th. It will be conducted by Carrie Hastings, M.A., a doctoral student in clinical psychology at Pepperdine University, as part of her dissertation. I have reviewed this research study and feel that it is a very worthwhile endeavor for our students and school. Please review the information on the following pages in order to make a decision concerning parental consent for your child to participate in this study.

It is requested that the attached forms be signed and returned to the student's homeroom teacher by **Thursday September 30th**. The homeroom that accumulates the most returned consent/assent forms (regardless of participation) will have the opportunity to take a field trip to Cold Stone Creamery.

Sincerely,

Maria Pannell, Ph.D.

CC: Joe Gill, Headmaster

APPENDIX C

Informed Consent for Child Participation in Research Activities

Negative Social Triggers of Anger: Gender Differences among Adolescents

I agree to allow my child to participate in a research project being conducted by Carrie Hastings, M.A., as part of her dissertation requirements for the doctoral degree in clinical psychology at Pepperdine University. I understand that this project is being conducted under the supervision of Tomás Martinez, Ph.D., Full-time Professor of Psychology at Pepperdine University's Seaver College.

The purpose of this study is to promote awareness and understanding of social triggers of anger among adolescents and how these differ according to gender. The knowledge obtained from this research may encourage more timely and effective interventions and contribute to future research examining the nature and consequences of antagonism among adolescents.

By signing this form, I acknowledge that my son/daughter will be asked to fill out two paper and pencil surveys, which are estimated to take a total of 15 minutes to complete. The first questionnaire is the Beck Anger Inventory for Youth (BANI-Y). This survey was created by Judith S. Beck, Ph.D., Aaron T. Beck, M.D., and John B. Jolly, Psy.D., and includes 20 items representing perceptions of mistreatment, negative thoughts about others, feelings of anger, and physiological arousal. The second questionnaire has some brief demographic information, then a list of 14 scenarios, which, according to recent literature, have been known to provoke anger in adolescents. The scenarios represent the following categories of negative social triggers: peer social status, cultural influences, gay harassment (calling someone "gay" regardless of his or her sexual orientation), social rejection, and academic functioning. Participants will rank, on a scale of 1-6, the level of anger each scenario might provoke. Participants' responses will remain confidential. Participants will be identified by number, so that both questionnaires can be matched as being from the same person.

I understand that my child's involvement in the study and completion of the questionnaires is strictly voluntary and will in no way influence my child's current or future standing as a student at Mayfield Junior School. I also understand that I and/or my child may refuse participation or withdraw from the study at any time with no adverse consequences. My child has the right to refuse to answer any question he or she chooses not to respond to.

I understand that this study presents no more than minimal risk to participants. In other words, the potential risks for participation in this study are not greater than might be encountered in ordinary or routine psychological testing. The nature of some of the items on the surveys may stimulate feelings of emotional discomfort, such as, anxiety, irritation, frustration, anger, and/or sadness. I understand that my child has the right to not respond to any item that makes him or her uncomfortable. Participants needing emotional support following completion of the surveys can contact Maria G. Pannell, Ph.D., Clinical Psychologist at Mayfield Junior School, (XXX) XXX-XXXX, ext. XXXX. If necessary, Dr. Pannell can provide appropriate referrals for additional support.

I understand that there are no direct benefits associated with the completion of the questionnaires. However, some students may find the experience worthwhile and may find it informative and interesting to reflect upon their reactions to the various scenarios. Additionally, school administrators, teachers, and parents might derive some useful information. The researcher plans to compose a summary of the results and potential implications that will be shared with Mayfield Junior School and its students' families. Findings of this study will be used to increase awareness and understanding of adolescent triggers of anger among educators, mental health professionals, and parents. By identifying exactly how the nature of various experiences within a school context can provoke anger in male and female adolescents, educators and mental health professionals will be better equipped to develop and implement interventions.

I understand that the researcher, Carrie Hastings, M.A., will take all reasonable measures to protect the confidentiality of my child's responses and that his or her identity will not be revealed in any publication that may result from this research. Only the researcher and her supervisor, Tomás Martinez, Ph.D., will have access to responses to the surveys. Information that is collected will be kept in a secure manner for five years and destroyed once no longer required for research purposes. I understand that, while the information I provide will be kept confidential, there are certain limitations to confidentiality according to state and federal law. Under California law, there are exceptions to confidentiality, including suspicion that a child, elder, or dependent adult is being abused, or if an individual discloses an intent to harm himself/herself or others.

I understand that Carrie Hastings, M.A. is willing to answer any questions I may have regarding the research study and that I can contact her directly at (XXX) XXX-XXXX or XXXX.XXX. I understand that I may also contact Tomás Martinez, Ph.D. at (XXX) XXX-XXXX or XXXX.XXX if I have other questions or concerns about this research. If I have questions about my child's rights as a participant in this study, I can contact Dr. Doug Leigh, Head of the Graduate and Professional Schools Institutional Review Board at Pepperdine University, Graduate School of Education and Psychology, 6100 Center Drive, Los Angeles, CA 90045; (310) 568-2389.

Please check one of the following:

____   I agree to have my child participate in this research study.

____   I do not wish to have my child participate in this research study.

_____   _____
Signature of Parent/Guardian   Date

_____
Student's name

***Note: The homeroom that accumulates the **most** returned consent/assent forms (regardless of participation) will take a field trip to Cold Stone Creamery!*

APPENDIX D

Student Assent for Participation in Research Activities

Negative Social Triggers of Anger: Gender Differences among Adolescents

I agree to participate in a research project being conducted by Carrie Hastings, M.A., as part of her requirements for the doctoral degree in clinical psychology at Pepperdine University. I understand that this project is being conducted under the supervision of Tomás Martinez, Ph.D., Full-time Professor of Psychology at Pepperdine University's Seaver College.

The purpose of this study is to increase awareness and understanding of how adolescents can make their peers feel angry, and how this differs between males and females. What is learned from this research may help parents, counselors, and teachers better understand conflict between students and may help the experts learn new ways of teaching young people how to deal with anger.

By signing this form, I acknowledge that I will be asked to fill out two paper and pencil surveys, which will take about 15 minutes to complete. The first includes 20 items representing situations which may or may not cause me to feel angry. The second questionnaire asks for some brief background information, such as age and gender, and then lists scenarios which often make adolescents feel angry. There are 14 scenarios representing the following five categories: peer social status, cultural influences, gay harassment (calling someone "gay" regardless of his or her sexual orientation), social rejection, and academic functioning. I will rank, on a scale of 1-5, how angry each scenario would make me feel. My responses will be kept confidential. I will be identified by a number, so that both questionnaires can be matched as being from the same person.

I understand that my participation and completion of the questionnaires is voluntary and will not influence my standing as a student at Mayfield Junior School. I understand that I may refuse participation or withdraw from the study at any time without penalty. I have the right to refuse to answer any question I choose not to respond to.

I understand that this study presents no more than minimal risk to participants. Even though it is unlikely, it is possible that taking these surveys could cause me to feel angry, worried, or upset. I can choose to not respond to any item that makes me feel uncomfortable. If I need emotional support following completion of the surveys, I can contact Maria G. Pannell, Ph.D., Clinical Psychologist at Mayfield Junior School, (XXX) XXX-XXXX, ext. XXXX.

I understand that there are no direct benefits associated with the completion of the questionnaires. However, I may find the experience worthwhile and may find it informative and interesting to reflect upon my possible reactions to the various scenarios.

I understand that the researcher, Carrie Hastings, M.A., will attempt to keep all responses private and that my identity will not be revealed in any publication that may result from this research. Only the researcher and her supervisor, Tomás Martinez, Ph.D., will have access to the information that is collected. The completed surveys will be kept in a secure manner for five years and then destroyed. Though responses will be kept private, there are some limitations to confidentiality. If there is a chance that a child, elder, or dependent adult is being abused, or if I suggest that I might harm myself, someone else, or someone's property, my identity and/or responses can be revealed.

If I have any questions about the research study, I can contact Carrie Hastings, M.A. at (XXX) XXX-XXXX or XXXX.XXX. I may also contact Tomás Martinez, Ph.D. at (XXX) XXX-XXXX or XXXX.XXX if I have other questions or concerns about this research. If I have questions about my rights as a participant in this study, I can contact Dr. Doug Leigh, Head of the Graduate and Professional Schools Institutional Review Board at Pepperdine University, Graduate School of Education and Psychology, 6100 Center Drive, Los Angeles, CA 90045; (310) 568-2389.

Please check one of the following:

_____   I agree to participate in this research study.

_____   I do not wish to participate in this research study.

_____   _____
Signature of Student   Date

***Note: The homeroom that accumulates the **most** returned consent/assent forms (regardless of participation) will take a field trip to Cold Stone Creamery!*

APPENDIX E

Permission to use BANI-Y

fromHAS-SAT Shared Dist. and Licensing <pas.Licensing@pearson.com>
tockhastings@gmail.com

dateFri, Mar 12, 2010 at 6:54 AM
subjectPermission Request to adapt and use either the BYI-II anger or anxiety inventory for student research
mailed-bypearson.com

hide details 6:54 AM (3 hours ago)

Dear Mrs. Hastings,

Permission to use a Pearson assessment is inherent in the qualified purchase of the test materials in sufficient quantity to meet your research goals. In any event, Pearson has no objection to you using any of the Beck Youth Inventories, Second Edition (BYI-II) and you may take this email response as formal permission from Pearson to use the test in your student research, but only in the as-published paper/pencil format.

Pearson does not permit photocopying or other reproduction of our test materials when they are readily available in our catalog. To qualify for and purchase a BYI-II Kit or any of the five BYI-II separate inventories, please visit the following link to the product page in our online catalog: http://psychcorp.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=015-8014-197&Mode=summary. Purchase of a BYI-II Manual and two packages of 25 of the particular inventory record forms should suffice.

I recommend you take advantage of Pearson's Research Assistance Program (RAP) that will, if approved, allow a 50% discount on your test material purchases. If you do not yet meet the purchase qualifications, your professor or faculty supervisor may assist you by lending their qualifications.

The computer link to the Research Assistance Program is:
http://psychcorp.pearsonassessments.com/pai/ca/support/rap/ResearchAssistanceProgram.htm

Finally, because of test security concerns, permission is not granted for appending tests to theses, dissertations, or reports of any kind. You may not include any actual assessment test items, discussion of any actual test items or inclusion of the actual assessment product in the body or appendix of your dissertation or thesis. You would only be permitted to discuss the fact that you used the Test(s), your analysis, summary statistics, and the results.

Regards,

Bill Schryver
William (Bill) Schryver
Permissions Specialist
Clinical Assessment
Pearson
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From: ckhastings@gmail.com [mailto:ckhastings@gmail.com]
Sent: Fri 3/12/2010 1:47 AM
To: HAS-SAT Shared Dist. and Licensing; HAIWEBADMIN (HAS-SAT)
Subject: Permission RequestsThe following is feedback submitted via the Contact Us page on the www.PearsonAssessments.com Website:

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Contact Information
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Name: Mrs Carol K Hastings
Position / Title:
Company Name:
Email Address: XXXX.XXX
Address: XXXXX
City, State, Zip: XX, XX, XXXXX
Country/Region:
Telephone: XXX-XXX-XXXX
Fax:

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Legal Department/Permission Requests
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====
Title of publication: Beck Youth Inventories
Edition: BANI-Y
Author, if available:
Copyright Date:

Brief description of your request:
   I would like permission to record and distribute the BANI-Y in its exact format to approximately 35 eighth-grade students at Mayfield Junior School in Pasadena, CA, as part of my dissertation research as a Psy.D. student at Pepperdine University.

Specific list of materials to reproduce: The BANI-Y in its entirety (1 page).

Number of subjects/copies needed per year: 35
Name of responsible party: Carol Hastings
Inclusive Dates: March 2010 - December 2010

Adaptation and/or format changes required:
   Requesting party wishes to replicate a computer adaptation of the precise format of the BANI-Y using Microsoft Word.

Is this request for permission to translate?   No
Is this request for permission to use materials in a book?   No

APPENDIX F

Anger Assessment Questionnaire

I am   male   female   (please circle one)

I am   _____   years old

My ethnicity is (circle all that apply):

African American   Asian   Caucasian   Latino/a   Other:_____

Please read the following scenarios and respond with a number which corresponds to how you would be most likely to react to each situation. Please respond to each item.

1. I would have no response.
2. I would feel annoyed.
3. I would get mad.
4. I would feel like exploding.
5. I would feel like hurting people.
6. I would fight with others.

_____ You are walking down the hall and accidentally bump into one of your classmates, who then calls you a racial name.

_____ You are ridiculed and humiliated by peers in the presence of your teacher; your teacher does nothing about it.

_____ A few of your classmates start laughing at you because you try to sit next to them at lunch; they switch to a different table.

_____ You are playing soccer during P.E. and after you kick the ball, one of your classmates refers to you as "gay."

_____ You tell your favorite teacher about a personal problem you are having which is causing you a lot of distress. The teacher interrupts your conversation saying he/she does not have time to listen right now.

_____ Your girlfriend / boyfriend breaks up with you.

_____ One of the school athletes makes fun of your (physical) size and stature.

_____ A classmate whom you are attracted to belittles you in front of others.

_____ When carrying your lunch tray back to your seat in the cafeteria, you slip and fall, spilling tomato soup all over your shirt. The entire cafeteria erupts in laughter.

_____ One of the school athletes sees what you are wearing one day and calls you a "homo."

_____ You tell one of your teachers about a racially-charged remark that one of your classmates made towards you, and the teacher says, "ok" and does nothing about it.

_____ You have been sending e-mails to someone you idolize, and find out that that person has been sharing your e-mail messages with other students at school and laughing about them.

_____ One of the "popular" kids at school spreads a sexual rumor about you.

_____ Your teacher gets frustrated with you because you are having difficulty with the material in class.

APPENDIX G

Anger Assessment Questionnaire - Categories of Triggers

(Not used for data collection; for researcher's purposes only)

<u>Racial Differences and Environmental Influences</u>

_____ You are walking down the hall and accidentally bump into one of your classmates, who then calls you a racial name. (Varma-Joshi et al., 2004)

_____ You tell one of your teachers about a racially-charged remark that one of your classmates made towards you, and the teacher says, "ok" and does nothing about it. (Varma-Joshi et al., 2004)

<u>Social Status</u>

_____ One of the school "jocks" makes fun of your (physical) size and stature. (Klein, 2006)

_____ You sit next to few of your classmates at lunch. They start laughing at you and switch to a different table. (Tani et al., 2003)

_____ Some of your classmates start making fun of you during class. Your teacher notices and smiles, then begins the day's lesson. (APA, 2007)

_____ When carrying your lunch tray back to your seat in the cafeteria, you slip and fall, spilling tomato soup all over your shirt. The entire cafeteria erupts in laughter. (Leary et al., 2003) – (public humiliation)

<u>Gay Harassment</u>

_____ You are playing soccer during P.E. and after you kick the ball, one of your classmates refers to you as "gay." (Kimmel & Mahler, 2003)

_____ One of the school jocks sees what you are wearing one day and calls you a "homo." (Klein, 2006)

_____ One of the "popular" kids at school spreads a sexual rumor about you. (Williams et al., 2005)

<u>Social Rejection</u>

_____ A classmate whom you are attracted to belittles you in front of others. (Klein,

2006)

_____ Your girlfriend / boyfriend breaks up with you. (Leary et al., 2003)

_____ You have been sending e-mails to someone you idolize, and find out that that person has been sharing your e-mail messages with other students at school and laughing about them. (Leary et al., 2003)

School Adjustment / Academic Structure

_____ You are having difficulty with the material in class and your teacher gets frustrated with your performance. (Sanger et al., 2006)

_____ You tell your favorite teacher about a personal problem you are having which is causing you a lot of distress. The teacher interrupts your conversation saying he/she does not have time to listen right now. (Fox & Harding, 2005)

APPENDIX H

Notices and Script for Teachers Administering Questionnaires

Notice for teachers prior to distribution of envelopes:

Please ask students who are not participating in this research to silently read something of their choice. Do not insist that non-participating students engage in homework or graded assignments.

Please discard the sticky note attached to each participant's envelope upon distribution to that student.

Script for Administration of Questionnaires

Please listen carefully to the following instructions. On your desk you will find an envelope containing two questionnaires. These materials are part of a research project that you have agreed to participate in. It shouldn't take you more than about 15 minutes to complete the surveys, but you may have as much time as you need. All of your responses will be kept confidential, and your surveys will be identified by number, as indicated on the outside of the envelope. Your name is not to appear anywhere on the forms or the envelope.

The top form, which says "BANI Youth," should be completed first. Read the instructions carefully and answer each question in the way that is most true for you. When you finish this questionnaire, you may begin the second one—the Anger Assessment Questionnaire. Read through the directions first. You will be writing a number from 1-6 on the line next to each given scenario. Choose the number on the scale that best represents how you might feel or react to the situation. When you are done with this form, place both surveys back into the envelope and seal the envelope. Bring it to your teacher's desk. Place it on the desk and return to your seat. No one, including the researcher, will be able to identify who completed the questionnaires. In addition, no one at Mayfield Junior School will see the responses.

Please answer all of the items. There are no right or wrong answers. If some of them seem out-of-the-ordinary or far-fetched, just respond as honestly as you can. Take every item seriously.

Thank you again for your participation. You may begin with the first questionnaire.

After completed questionnaires have been collected, say:

Thank you for participating in this research study. The time and interest you have devoted are greatly appreciated and your responses will help promote understanding and awareness of what can cause adolescents to feel angry.

*Notice for homeroom teachers following administration:

Though it is unlikely that participating students will become noticeably upset following completion of these questionnaires, it is possible that some may experience feelings of emotional discomfort. If you observe or become aware of students who may need additional support, please notify Maria Pannell, Ph.D., ext. XXXX. Signs of distress may include, but are not limited to, the following: crying, withdrawal, aggressive behavior, and inability to concentrate. Please consult with Dr. Pannell regarding negative student responses believed to be associated with participation in this research.

APPENDIX I

Anger Assessment Questionnaire - Items Numbered for Analysis

I am   male   female   (please circle one)

I am   _____   years old

My ethnicity is (circle all that apply):

African American   Asian   Caucasian   Latino/a   Other:_____

Please read the following scenarios and respond with a number which corresponds to how you would be most likely to react to each situation. Please respond to each item.

1. I would have no response.
2. I would feel annoyed.
3. I would get mad.
4. I would feel like exploding.
5. I would feel like hurting people.
6. I would fight with others.

1) You are walking down the hall and accidentally bump into one of your classmates, who then calls you a racial name.

2) You are ridiculed and humiliated by peers in the presence of your teacher; your teacher does nothing about it.

3) A few of your classmates start laughing at you because you try to sit next to them at lunch; they switch to a different table.

4) You are playing soccer during P.E. and after you kick the ball, one of your classmates refers to you as "gay."

5) You tell your favorite teacher about a personal problem you are having which is causing you a lot of distress. The teacher interrupts your conversation saying he/she does not have time to listen right now.

6) Your girlfriend / boyfriend breaks up with you.

7) One of the school athletes makes fun of your (physical) size and stature.

8) A classmate whom you are attracted to belittles you in front of others.

9) When carrying your lunch tray back to your seat in the cafeteria, you slip and fall, spilling tomato soup all over your shirt. The entire cafeteria erupts in laughter.

10) One of the school athletes sees what you are wearing one day and calls you a "homo."

11) You tell one of your teachers about a racially-charged remark that one of your classmates made towards you, and the teacher says, "ok" and does nothing about it.

12) You have been sending e-mails to someone you idolize, and find out that that person has been sharing your e-mail messages with other students at school and laughing about them.

13) One of the "popular" kids at school spreads a sexual rumor about you.

14) Your teacher gets frustrated with you because you are having difficulty with the material in class.