The KiVa Anti-Bullying Program in the Netherlands

Waves 1-5

Location: Y:\staff\gmw\KiVa\001Data\001 Codebook
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1. RESEARCH CONTEXT: EVALUATING THE KIVA ANTI-BULLYING PROGRAM IN THE NETHERLANDS

The KiVa anti-bullying program (from here on referred to as ‘KiVa’) is a research-based anti-bullying intervention that aims to reduce bullying through both universal and indicated actions. KiVa has been developed by the University of Turku in Finland. A randomized controlled trial (2007-2009)\(^1\) showed that bullying decreased significantly in Finnish KiVa schools. KiVa is currently being implemented and evaluated in several countries, including the Netherlands.

The implementation and evaluation of KiVa in the Netherlands has been financed by grants from the Dutch Ministry of Education (Onderwijs Bewijs nr: ODB10025: http://www.onderwijsbewijs.nl/content/tweede-ronde), NWO PROO 411-12-027, and NWO VICI 453-14-006.

The Dutch version of KiVa was implemented in Dutch intervention schools in the Summer of 2012. Participating schools used the program at least two years and during this period data were collected among both students and teachers. Similar to the Finish research, the research design was a randomized controlled trial. In the Finish version of the program there were two conditions (i.e., control condition and KiVa condition), in the Dutch version there was one extra condition: KiVa+ condition. Schools in the KiVa+ condition received overviews of the networks of their students, with as goal to increase teachers’ awareness of students’ relations.

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KiVa consortium:
Members of the KiVa Consortium (as of November 2015):

- René Veenstra (Rijksuniversiteit Groningen)
- Gijs Huizing (Rijksuniversiteit Groningen)
- Beau Oldenburg (Rijksuniversiteit Groningen)
- Rozemarijn van der Ploeg (Rijksuniversiteit Groningen)
- Gerine Lodder (Rijksuniversiteit Groningen)
- Ashwin Rambaran (Rijksuniversiteit Groningen)
- Mariola Gremmen (Rijksuniversiteit Groningen)
- Tessa Kaufman (Rijksuniversiteit Groningen)
- Theo van der Zee (KiVa BV / SocioQuest BV)
- Veerle Rijntjes (KiVa BV)
- Freek Velthausz (Trainer)
- René Koens (Trainer)

For an up to date overview of the members of the KiVa consortium see:
https://www.kivaschool.nl/organisatie

Ownership data:
All KiVa data are owned by the KiVa research team of the Rijksuniversiteit Groningen.
2. DATA COLLECTION

The key data are 5 waves of data collected among Dutch primary school students in grades 2-5 (wave 1) and grades 3-6 (waves 2-5). In some (multi grade) classrooms students of different grades filled in the questionnaire as well. Table 1 shows the details of each wave.

Table 1

<table>
<thead>
<tr>
<th>Wave</th>
<th>Collected by</th>
<th>Students</th>
<th>Sample size</th>
<th>Location</th>
</tr>
</thead>
</table>
| T1   | René Gijs Rozemarijn Beau | NL: Grade 2-5 US: Grade 4-7 Total | 9434 10344 | • Y:\staff\gmw\KiVa\001 Data\002 Data Nederland\002 Mei 2012 - Voormeting\03 Final data\KiVa_wave1_inddyad_FINAL_gr4-7.sav  
  • Y:\staff\gmw\KiVa\001 Data\002 Data Nederland\002 Mei 2012 - Voormeting\03 Final data\KiVa_wave1_inddyad_FINAL_gr4-7.sav |
| T2   | René Gijs Rozemarijn Beau | NL: Grade 5-8 US: Grade 3-6 Total | 9445 9804 | • Y:\staff\gmw\KiVa\001 Data\002 Data Nederland\003 Okt 2012 - Tussenmeting\03. Final Data\ KiVa_wave2_inddyad_FINAL_gr5-8.sav  
  • Y:\staff\gmw\KiVa\001 Data\002 Data Nederland\003 Okt 2012 - Tussenmeting\03. Final Data\ KiVa_wave2_inddyad_FINAL_gr5-8.sav |
| T3   | René Gijs Rozemarijn Beau | NL: Grade 5-8 US: Grade 3-6 Total | 9453 9822 | • Y:\staff\gmw\KiVa\001 Data\002 Data Nederland\004 Mei 2013 - Eerste evaluatiemeting\03. Final Data\ KiVa_wave3_inddyad_FINAL_gr5-8.sav  
  • Y:\staff\gmw\KiVa\001 Data\002 Data Nederland\004 Mei 2013 - Eerste evaluatiemeting\03. Final Data\ KiVa_wave3_inddyad_FINAL_gr5-8.sav |
| T4   | René Gijs Rozemarijn Beau Ashwin | NL: Grade 5-8 US: Grade 3-6 Total | 9258 9604 | • Y:\staff\gmw\KiVa\001 Data\002 Data Nederland\005 Okt 2013 - Tussenmeting 2\03. Final Data\ KiVa_wave4_inddyad_FINAL_gr5-8  
  • Y:\staff\gmw\KiVa\001 Data\002 Data Nederland\005 Okt 2013 - Tussenmeting 2\03. Final Data\ KiVa_wave4_inddyad_FINAL_gr5-8 |
| T5   | René Gijs Rozemarijn Beau Ashwin | NL: Grade 5-8 US: Grade 3-6 Total | 9210 9539 | • Y:\staff\gmw\KiVa\001 Data\002 Data Nederland\006 Mei 2014 - Tweede evaluatiemeting\03. Final data\ KiVa_wave5_inddyad_FINAL_gr5-8.sav  
  • Y:\staff\gmw\KiVa\001 Data\002 Data Nederland\006 Mei 2014 - Tweede evaluatiemeting\03. Final data\ KiVa_wave5_inddyad_FINAL_gr5-8.sav |

Some additional (small-scale) data were collected among teachers and school directors. Please contact the principal investigator (d.r.veenstra@rug.nl) if you are interested in these data.
To recruit schools, letters describing the KiVa project were sent to all 6,966 Dutch elementary schools in the fall of 2011. The letter included information about the goals and content of KiVa, and an invitation to enroll by filling in an online application form. A total of 132 schools indicated they were willing to volunteer. They were invited to participate in the pre-assessment in May 2012 (school years in the Netherlands range from the end of August to the beginning of July). Some schools did not participate in the pre-assessment due to lack of serious commitment to implement an anti-bullying program, or lack of time or resources (i.e., computers) to make the children filling in online questionnaires. In total, 100 schools completed the pre-assessment among children in grades 2-5 (ages 7-11, Dutch grades 4-7).

When the pre-assessment was finished, schools were randomly assigned by the Netherlands Bureau for Economic Policy Analysis (CPB) to either the control condition (33 schools) or to one of the two intervention conditions (i.e., 34 schools in the KiVa condition and 33 schools in the KiVa+ condition—after the randomization, one KiVa+ school dropped out because they wanted to be in the control condition). A blocked stratified randomization procedure was used, based on the school averages for a combination of the revised Olweus Bully-Victim Questionnaire\(^3\) for self-reported victimization and bullying (both scales consist of eleven items with good reliability, Cronbach’s α’s > 0.85), anti-bullying attitudes (8 items, Cronbach’s α > 0.70\(^4\)), and well-being at school (10 items, Cronbach’s α > .75, see Kärnä et al., 2011). Every block (based on school size) in a stratum consisted of three schools with similar levels of bullying and victimization problems (i.e., the top three schools with bullying problems were in the first stratum, the next three schools in the next stratum, etc.), from which each school was assigned to one condition. As such, it was tried to minimize the differences between schools in the three conditions for bullying, victimization, anti-bullying attitudes, and school wellbeing.

The KiVa and KiVa+ schools received a two-day training in June 2012 and started with the intervention at the beginning of the new school year, in August 2012. Control schools were asked to continue their “care as usual” anti-bullying approach until their participation in the KiVa program in June 2014.

Prior to the pre-assessment in May 2012 (and for new students prior to the other assessments), schools sent passive consent forms to students’ parents. Students did not participate when parents objected to their participation or when they themselves did not want to fill in the questionnaire. For all waves, the participation rate exceeded 95%. The main reasons for this high response rate are that the data were collected online and teachers were involved in monitoring their students’ participation. Moreover, students who incidentally missed the scheduled day of data collection could participate at another day within a month. Also few parents objected participation, probably because they view bullying as a serious topic that needs to be addressed.

\(^3\) Olweus, D. (1996). *The revised olweus bully/victim questionnaire*. Bergen, Norway: Research Center for Health Promotion (HEMIL Center), University of Bergen.

Students of both control and intervention schools filled in web-based questionnaires in their schools’ computer labs during regular school hours. The data are collected using an online tool called ‘sociaal netwerkadvies’ (social network advice). This tool was developed by:

**Synion**  
*Arjan Geertsema*  
*Praediniussingel 41*  
*9711 AE Groningen*  
*0031 50 577 3273*  
*post@synion.nl*

In the winter of 2013 the following company took over the design and maintenance of the online tool:

**Ediso**  
*Hoofdstraat 154*  
*7811 EW Emmen*  
*0591 785 318*  
*robbin@ediso.nl*

The data collection was administered by students’ teachers, who were supplied with detailed instructions concerning the procedure prior to the data collection. In addition, teachers were offered support though phone or e-mail prior to and during the data collection. Teachers distributed individual passwords to the students, who used them to log in to the questionnaire. The classroom teachers were present to answer questions and to assist students when necessary.
3. DATA STORAGE, DATA CLEANING, AND LINKING THE 5 WAVES

3.1 Data storage
Students’ answers were stored continuously on the server (i.e., every answer was sent to the server immediately).

The KiVa research team downloaded these data and stored them on the digital secure environment of the University of Groningen: the Y drive. Only KiVa researchers have access to this drive. Automatic back-ups of the Y drive are stored in three different locations. The data will be stored permanently, unless the principal investigator decides differently.

3.2 Data cleaning
The raw datasets are saved in SPSS format and the metadata in Word and PDF format. The principal investigator will annually review existing formats for newer versions. During the data collection, schools contacted the research team about small corrections (some students for example changed schools or made typos while filling in the questionnaire). These corrections were registered in logbooks and adjusted in the data using SPSS syntax. The logbooks and syntax can be found in the following locations:

<table>
<thead>
<tr>
<th>Wave</th>
<th>Location logbook</th>
<th>Location syntax</th>
<th>Cleaning done by</th>
<th>Cleaning checked by</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1 May 2012</td>
<td>Y:\staff\gmw\KiVa\001 Data\005 Logboeken dataverzameling\01 logboek mei-meting 2012.docx</td>
<td>Y:\staff\gmw\KiVa\001 Data\002 Data Nederland\002 Mei 2012 - Voormeting\02 Syntaxen</td>
<td>Rozemarijn Beau Gijs</td>
<td>Rozemarijn Beau Gijs</td>
</tr>
<tr>
<td>T2 October 2012</td>
<td>Y:\staff\gmw\KiVa\001 Data\005 Logboeken dataverzameling\02 Logboek oktobermeting 2012.docx</td>
<td>Y:\staff\gmw\KiVa\001 Data\002 Data Nederland\003 Okt 2012 - Tussenmeting\02. Syntax</td>
<td>Rozemarijn Beau</td>
<td>Rozemarijn Beau</td>
</tr>
<tr>
<td>T3 May 2013</td>
<td>Y:\staff\gmw\KiVa\001 Data\005 Logboeken dataverzameling\03 Logboek mei 2013.docx</td>
<td>Y:\staff\gmw\KiVa\001 Data\002 Data Nederland\004 Mei 2013 - Eerste evaluatiemeting\02. Syntax</td>
<td>Rozemarijn Beau</td>
<td></td>
</tr>
<tr>
<td>T4 October 2013</td>
<td>Y:\staff\gmw\KiVa\001 Data\005 Logboeken dataverzameling\04 Logboek oktober 2013.docx</td>
<td>Y:\staff\gmw\KiVa\001 Data\002 Data Nederland\005 Okt 2013 - Tussenmeting 2\02. Syntax</td>
<td>Rozemarijn Beau Ashwin</td>
<td></td>
</tr>
<tr>
<td>T5 May 2014</td>
<td>Y:\staff\gmw\KiVa\001 Data\005 Logboeken dataverzameling\05 Logboek mei 2014.docx</td>
<td>Y:\staff\gmw\KiVa\001 Data\002 Data Nederland\006 Mei 2014 - Tweede evaluatiemeting\02. Syntax</td>
<td>Rozemarijn Beau</td>
<td></td>
</tr>
</tbody>
</table>
3.3 Combining the 5 waves
The data of the 5 different waves were combined using students’ first and last name, birth date, grade, and gender. A special program (Waverider) was designed by the faculty’s technical support center to link the data. Rozemarijn van der Ploeg and Beau Oldenburg combined the different waves of data using this program. All combined data were subsequently checked by Marianne Hooijsema (student-assistant). All files related to this procedure can be found on the following location:
\Y:\staff\gmw\KiVa\001 Data\002 Data Nederland\001 Gekoppelde metingen\Waverider

For each student a universal identification number (U_id) was constructed based on students’ school number, class number, and sequence number.

\textit{COMPUTE U\_id= (school \times 1000000) + (class \times 100) + student.}
\textit{EXECUTE.}

The final combined data file can be found on the following location:
\Y:\staff\gmw\KiVa\001 Data\002 Data Nederland\001 Gekoppelde metingen\Merged data\final.sav

In the final combined dataset there are 13483 unique students. Figure 1 provides an overview of the number of students per wave.
4. CHARACTERISTICS OF THE SAMPLE: WAVE 1

In the first wave (grades 4-7) there were 460 classrooms. The mean classroom size was 23.92 (SD=5.40). Figure 1 shows the distribution of the number of students per classroom.

Table 3 displays how the students in wave 1 were distributed over the different grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>2286</td>
<td>24.2</td>
</tr>
<tr>
<td>5</td>
<td>2396</td>
<td>25.4</td>
</tr>
<tr>
<td>6</td>
<td>2352</td>
<td>24.9</td>
</tr>
<tr>
<td>7</td>
<td>2400</td>
<td>25.4</td>
</tr>
<tr>
<td>Total</td>
<td>9434</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4 displays the number of students per condition:

<table>
<thead>
<tr>
<th>Condition</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control condition</td>
<td>3,142</td>
</tr>
<tr>
<td>KiVa condition</td>
<td>3,030</td>
</tr>
<tr>
<td>KiVa+ condition</td>
<td>3,262</td>
</tr>
</tbody>
</table>

Students’ age ranged from 7 to 13 years old. The mean age was 9.83 (SD=1.27). Approximately 50% of the students in the first wave were boys. About 93% of the students was born in the Netherlands.
5. DATA ACCESS

All described data are owned by the Kiva research team of the University of Groningen. Researchers who wish to use the Kiva data should submit a proposal to the principal investigator (d.r.veenstra@rug.nl). The proposal should clarify the goal of the study and it should be specified which waves and variables the researcher wants to use.

If the proposal is approved, the researcher has to sign a contract before the data can be accessed. In short, this contract contains the following agreements:

1. All data (including data from additional data collections) are owned by the Kiva research team of the University of Groningen.
2. The existing Kiva data will be provided to the researcher via the Y drive (researchers with a P-number) or Unishare (researchers without P-number).
3. Before the data are given to the researcher he or she needs to indicate which variables are needed. In principle, no access to the complete dataset will be given. The provided dataset will not contain names of schools, teachers, or students.
4. The Kiva data may only be used by the researcher who requested access. It is not allowed to give the data to others unless the Kiva research team has approved this.
5. The data may only be used for the following purpose: ... and need to be destroyed after a period of ... months.
6. The data are confidential. It is not allowed to share information from the data with others (other than the Kiva researchers). It is explicitly prohibited to give information to teachers, parents, or others.
7. Researchers with a P-number are requested to store the data in the secure digital environment of the University of Groningen (X or Y drive). It is not allowed to store the data on devices that can get lost easily, such as usb-sticks or external hard drives. It is also prohibited to store the data in clouds, including e-mail clouds – such as the RUG e-mail in Gmail. It is not allowed to send the data via e-mail.
8. If applicable: paper questionnaires of additional data collections may only be stored at the University of Groningen (it is not allowed to take them home). After digitalizing the paper questionnaires they should be stored at the Faculty’s archive.

Templates of contracts (English and Dutch) can be found on the following location:
Y:\staff\gmw\KiVa\002 Data uitgifte en toegang

The signed contract should be stored on the following location:
Y:\staff\gmw\KiVa\002 Data uitgifte en toegang\Getekende contracten

Researchers from the University of Groningen who have been granted access to the data will be able to access the data via the Y drive:
Y:\staff\gmw\KiVa_Scripties

Researchers outside the university will receive the data via Unishare (https://unishare.nl/). Researchers of the University of Groningen can consult the Unishare manual: https://myuniversity.rug.nl/infonet/medewerkers/ict/servicedesk/handleiding/unishare-en.pdf

The research team keeps track of who has access to the data on this form:
Y:\staff\gmw\KiVa\002 Data uitgifte en toegang\Overzicht toegang tot KiVa data.doc
### 6. OVERVIEW CONSTRUCTS PER WAVE

<table>
<thead>
<tr>
<th>Scale</th>
<th>T1 (May 12)</th>
<th>T2 (Oct 12)</th>
<th>T3 (May 13)</th>
<th>T4 (Oct 13)</th>
<th>T5 (May 14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three introduction movies</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Questions on bullying/victimization</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Olweus' Bully/Victim Questionnaire</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Victimization</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Location of the victimization</td>
<td>13</td>
<td></td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History of victimization</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informing others</td>
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<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Bullying</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Network questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Screening item (class- or schoolmates)</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Bullying (victim-reported; class &amp; school)</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Bullying (forms, victim-reported)</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Assisting (victim-reported)</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Victimization (bully-reported)</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Defending (victim-reported)</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Bully-related scales</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anti-bullying attitudes</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Self-efficacy in defending</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Empathy toward victims</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responsibility to intervene</td>
<td>4</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer nominations</td>
<td>8</td>
<td>8</td>
<td>8</td>
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<tr>
<td>Individual self-reported scales</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Wellbeing at school</td>
<td>10</td>
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<td>10</td>
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<tr>
<td>Social goals</td>
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<tr>
<td>abbreviated version</td>
<td>9</td>
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<tr>
<td>Self-esteem</td>
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</tr>
<tr>
<td>Anxiety</td>
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</tr>
<tr>
<td>Depressive symptoms</td>
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<tr>
<td>Self-control</td>
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<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Externalizing behavior</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questions on others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation of the teacher (per teacher)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation items</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Affection &amp; Behavioral confirmation</td>
<td>7</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>About the parents (per parent)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Screening items</td>
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<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>EMBU: Warmth &amp; Rejection</td>
<td>8 / 16</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disclosure</td>
<td>5 / 10</td>
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</tr>
<tr>
<td>General questions</td>
<td></td>
<td></td>
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<td>Date of birth</td>
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<td>Date of birth</td>
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<td>Brothers &amp; Sisters</td>
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<td>Grade</td>
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<td>Name</td>
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<td>137</td>
<td>137</td>
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7. ROUTING PER WAVE

7.1 T1 May 2012

Three introduction movies:
- Welcome
- Explanation
- Rules

Q. Wellbeing at school
   (10 items)

A. Peer nominations
   (6 items classmates)
   (2 items schoolmates)

M. Social goals
   (18 items)

B. Self-reported victimization
   (movie with definition)
   (1 global item)
   (10 specific items)

   If sum(B) = 0
   If sum(B) > 0

F. Self-reported bullying
   (1 global item)
   (10 specific items)

   If sum(F) = 0
   If sum(F) > 0

Victimization

B. Location victimization
   (13 items)

C. History victimization
   (1 item)

E. Told of victimization
   (2 items)

D. Who bullies you?
   (1 item)
   (7 items classmates)
   (1 item schoolmates)

I. Defending
   (1 item classmates)
   (1 item schoolmates)

Bullying

F. Who do you bully?
   (1 item)

Random part (next page)
Random Part

Random Part 1: Bully-related scales

J. Attitudes towards bullying, victimization, defending (8 items)

K. Self-efficacy in defending (5 items)

L. Empathy towards victims (5 items)

Random Part 2: General scales

N. Self-esteem (5 items)

P. Evaluation of the teacher (7 items) (4 items – evaluation)
Both are presented for each teacher separately

V. General characteristics (6 items; sex, home situation & place of birth) (Rest can be obtained by school)
3. Introduction movies:
- Welcome
- Explanation
- Rules

Q. Wellbeing at school
(10 items)

A. Peer nominations
(6 items classmates)
(2 items schoolmates)

M. Social goals
(9 items)

B. Self-reported victimization
(movie with definition)
(1 global item)
(10 specific items)

If sum(B) = 0
If sum(B) > 0

F. Self-reported bullying
(1 global item)
(10 specific items)

If sum(F) = 0
If sum(F) > 0

D. Who bullies you?
(1 item)
(7 items classmates)
(1 item schoolmates)

E. Told of victimization
(2 items)

I. Defending
(1 item classmates)
(1 item schoolmates)

F. Who do you bully?
(1 item)

Random part (next page)
Random Part 1: Bully-related scales

- J. Attitudes towards bullying, victimization, defending (8 items)
- K. Self-efficacy in defending (5 items)
- L. Responsibility to intervene (4 items)

Random Part 2: General scales

- N. Self-esteem (5 items)
- O. Externalizing behavior (13 items)
- R. Anxiety and Depression (7 items) (9 items)
- S. Self-control (8 items)

Random Part 3: Parent

- U. You and your parents (2 screening items) (8 randomized items EMBU) (5 items child disclosure) If two parents: 8*2 & 5*2

V. General characteristics (4 items; sex & place of birth) (Rest can be obtained by school)
Three introduction movies:
- Welcome
- Explanation
- Rules

Q. Wellbeing at school
(10 items)

A. Peer nominations
(6 items classmates)
(2 items schoolmates)

M. Social goals
(9 items)

B. Self-reported victimization
(movie with definition)
(1 global item)
(10 specific items)

If sum(B) = 0
If sum(B) > 0

F. Self-reported bullying
(1 global item)
(10 specific items)

If sum(F) = 0
If sum(F) > 0

Victimization

B. Location victimization
(13 items)

E. Told of victimization
(2 items)

D. Who bullies you?
(1 item)
(7 items classmates)
(1 item schoolmates)

I. Defending
(1 item classmates)
(1 item schoolmates)

Bullying

F. Who do you bully?
(1 item)

Random part (next page)
Random Part

Random Part 1: Bully-related scales

J. Attitudes towards bullying, victimization, defending
(8 items)

K. Self-efficacy in defending
(5 items)

L. Empathy towards victims
(5 items)

M. Responsibility to intervene
(4 items)

Random Part 2: General scales

N. Self-esteem
(5 items)

P. Evaluation of the teacher
(7 items)
(4 items – evaluation)

R. Anxiety and Depression
(7 items)
(9 items)

V. General characteristics
(7 items; sex, birthday & place of birth; with whom child lives)
Three introduction movies:
- Welcome
- Explanation
- Rules

Q. Wellbeing at school
(10 items)

A. Peer nominations
(6 items classmates)
(2 items schoolmates)

M. Social goals
(9 items)

B. Self-reported victimization
(movie with definition)
(1 global item)
(10 specific items)

If sum(B) = 0
If sum(B) > 0

F. Self-reported bullying
(1 global item)
(10 specific items)

If sum(F) = 0
If sum(F) > 0

Victimization

E. Told of victimization
(2 items)

D. Who bullies you?
(1 item)
(7 items classmates)
(1 item schoolmates)

I. Defending
(1 item classmates)
(1 item schoolmates)

Bullying

F. Who do you bully?
(1 item)

Random part (next page)
Part 1: Bully-related scales

J. Attitudes towards bullying, victimization, defending
(8 items)

Random Part 2: General scales

N. Self-esteem
(5 items)

O. Externalizing behavior
(13 items)

R. Anxiety and Depression
(7 items)
(9 items)

S. Self-control
(8 items)

Random Part 3: Parent

U. You and your parents
(2 screening items)
(8*2 randomized items EMBU)
(5*2 items child disclosure)

V. General characteristics
(7 items; sex, date of birth, grade, place of birth of self, father, & mother, & brothers & sisters (4 questions per sibling)
Three introduction movies:
- Welcome
- Explanation
- Rules

Q. Wellbeing at school
   (10 items)

A. Peer nominations
   (6 items classmates)
   (2 items schoolmates)

M. Social goals
   (9 items)

B. Self-reported victimization
   (movie with definition)
   (1 global item)
   (10 specific items)

If sum(B) = 0
If sum(B) > 0

F. Self-reported bullying
   (1 global item)
   (10 specific items)

If sum(F) = 0
If sum(F) > 0

Victimization

B. Location victimization
   (13 items)

E. Told of victimization
   (2 items)

D. Who bullies you?
   (1 item)
   (7 items classmates)
   (1 item schoolmates)

I. Defending
   (1 item classmates)
   (1 item schoolmates)

Bullying

F. Who do you bully?
   (1 item)

Random part (next page)
Random Part

Random Part 1: Bully-related scales

J. Attitudes towards bullying, victimization, defending
   (8 items)

L. Empathy towards victims
   (5 items)

Random Part 2: General scales

N. Self-esteem
   (5 items)

P. Evaluation of the teacher
   (7 items)
   (4 items – evaluation)

R. Anxiety and Depression
   (7 items)
   (9 items)

V. General characteristics
   (7 items; 2 parent items, sex, date of birth, grade, place of birth of self, father, & mother, name (2x), brothers & sisters (4 questions per sibling))