



Self-blaming attributions and peer victimization: properties of the scale and relations with bullying roles

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INTRODUCTION

Attributions have gained **considerable attention** in the literature.

Attributional processes are key mediating mechanisms for reactions of targets of harassment and peers (Juvonen & Graham, 2001).

Research is missing on **differences in attribution styles** between the groups involved in bullying, using a **validated scale** with the three-dimensional taxonomy of attributions (*locus; stability and controllability*).

AIMS

1. Evaluate the **psychometric properties** of a revised version of self-blaming attributions scale
2. **Explore differences** among roles in the level of self-blaming attributions by means of testing invariance

METHOD

Participants

1207 students (M=14.89; SD=1.39) of middle and high school between 11 and 19 years old.

Measure

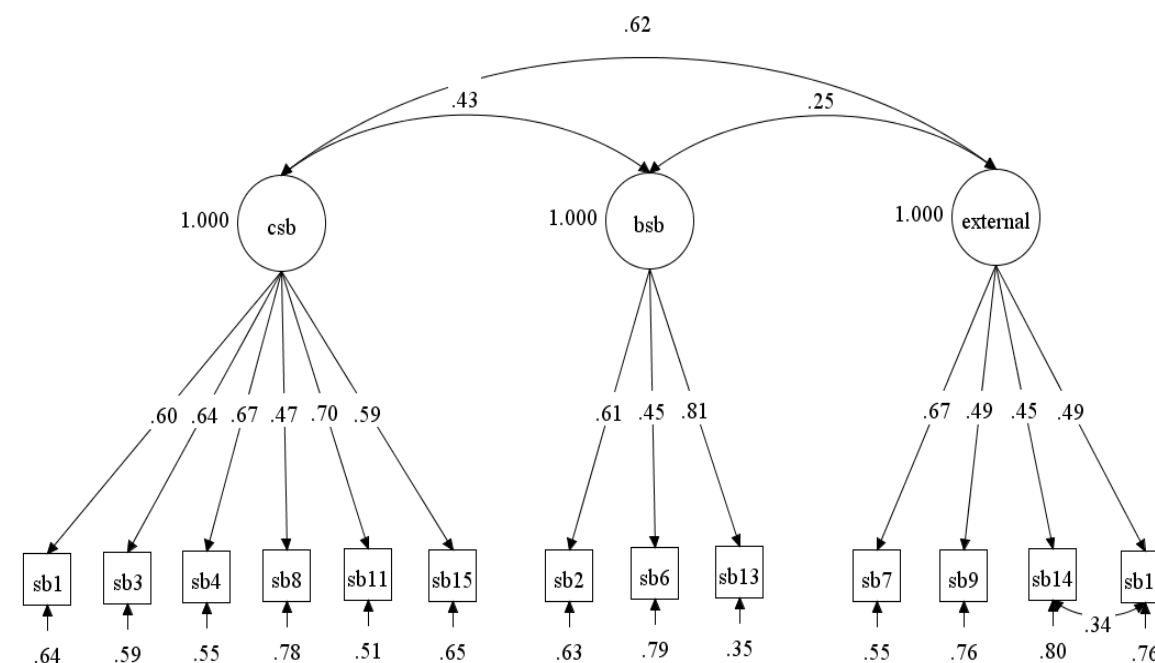
- **Attributions:** Attributions of victimization experiences (Schacter & Juvonen, 2015);
- **Bullying:** Global key question for victimization (Olweus, 1996).

Data analysis

- Confirmatory factor analysis (CFA)
- Measurement invariance with MPLUS

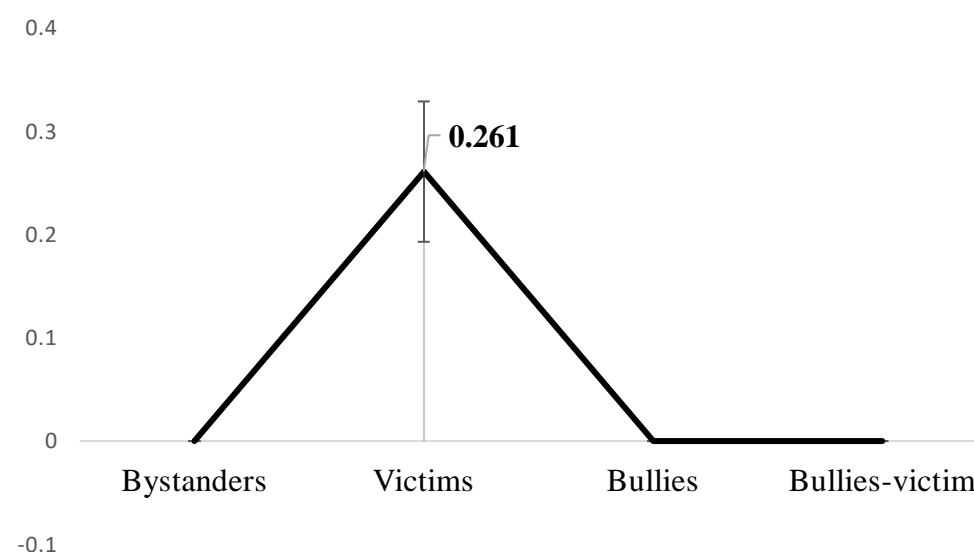
RESULTS

Confirmatory Factor Analysis (CFA)



	χ^2	df	P	CFI	RMSEA	SRMR
Final model	305.025	61	.0000	.916	.058	.049

Measurement Invariance – CSB Latent Means



DISCUSSION AND CONCLUSION

Multidimensional structure of the scale was confirmed.

- Thirteen items from the original seventeen
- Three factors (characterological self-blame, behavioral self-blame and external attribution)

Partial invariance was demonstrated across different roles at the level of latent means.

- **Characterological attribution** was higher in **victims** than in the other roles: victims tend to attribute negative experiences to **internal, stable and uncontrollable causes**.

Future interventions may target the maladaptive responses and internalizing problems in order to contain specific psychological and behavioral consequences.

REFERENCES

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- Olweus, D. (1996). Revised Olweus bully/victim questionnaire. *British Journal of Educational Psychology*.
- Schacter, H. L., & Juvonen, J. (2015). The effects of school-level victimization on self-blame: Evidence for contextualized social cognitions. *Developmental Psychology*, 51(6), 841–847.