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Universidad de Sevilla



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Editorial

Following the appearance of the publication *Anuario de Psicología Clínica y de la Salud / Annuary of Clinical and Health Psychology*, we completed the edition of the second volume which also focuses on the subject of violence in a very specific manner, as it is in this case, localized in the school context.

We will not discuss here the most appropriate concept to designate a concrete form of school violence, whether it be intimidation, school harassment, peer abuse, or more often, bullying (an Anglicism widely used as keyword in the publications), because what really matters is that this is a frequent problem that causes such a serious impact, both on the individual and collective levels that, as pointed out by Núñez, Herrero and Aires in this volume, several requests were made to include these conducts within the concept of criminal conducts under the Law of minor.

In the Editorial of the former volume we emphasized the need to address the modality of extreme violence which was analysed at that moment (terrorism) not only from the viewpoint of the victims, but also from the perpetrators' standpoint. In the case we are dealing with now, probably because they are immediate and daily life situations, this aspect a little more known. Also, the field explored in this topic is also extensive, because the characteristics of the bullying victims and the aggressors (or bullies) have been circumscribed, the typologies of the acting roles of the protagonists have been outlined, treatment programs have been developed and information access resources have been designed to open the possibilities of intervention (i.e., the use do Internet.) Nevertheless, as stated by Cerezo in this volume, there is not sufficient evidence in the analysis and intervention of victims and aggressors concerning this problem. It is worth adding that, at the moment of the development of the study of this subject, considering the outstanding level of the publications, we should develop a higher level of analysis to describe the degree of efficiency of such interventions and define the useful tools to be included in such interventions.

An aspect that we have considered at the time of choosing the main issue of the second volume was to attempt to present it, mainly, from the clinical (and psychopathological) point of view. Nobody fails to consider that the main contributions to bullying are provided by the educational area, which evidences that the context of appearance has mediated its analysis, even if the consequences, especially for the victims, may transcend the school environment and cause, occasionally very serious and/or long-term psychopathological sequelae. Moreover, if several of the best known Psychopathology handbooks devoted to the formation of the prospective Psychology practitioners are analysed, it become noticeable that school harassment is an absent content, and, nevertheless, a remarkable space is devoted to other forms of abuse, for example, family violence. From the point of view of psychopathological analysis, we find no reason why any of these concepts should be excluded, because, both family violence and peer abuse correspond to well known clinical phenomena.

Probably, this difficulty is related to a current problem that consists of focusing the psychopathological analysis from the diagnosis, this is, from the international classifications (of illnesses or mental disorders statistical handbooks), instead of doing that for such final diagnostic process. Recently, de la Gándara and Álvarez (2005), when dealing with the terms burnout, mobbing and bullying, make an effort to elucidate that such concepts cannot refer to disorders, even though they may trigger a psychopathological disorder; emphasis is placed on the "diagnosis" of such situations and it is highlighted that, for example on page 84, this "pathology" should be consider when the habitual treatments are ineffective. It is therefore evident that this issue deserves further clarification: on the one hand, it is recognized that the situation is pathological in itself; on the other hand, it is obviated because it cannot be assimilated to the classification of illnesses. In this sense, the relational perspective supported by Guimón (2002) seems more appropriate in our opinion. We will refer to this point in the future.

A common consideration is to refer to adjustment disorders when there are outstanding manifestations in the bullying. Nevertheless, this idea clashes with the long-term duration of the effects in many of these cases, as it was previously stated, and because the symptomatic expression may go from the interference with school performance to mood disorders and even suicide which does not accurately correspond to the definition of "adjustment". De la Gándara and Álvarez (2005) reject other possibility, which was considered occasionally: the Post-Traumatic Stress Disorder. Nevertheless, we should notice the similarity with the fact of being exposed to

situations in which there is a perception of life threatening (or a real situation), where the intentionality of the human and violent act are worth mentioning (as opposed to the acts of nature) and where physiological activation symptoms, disorders in the interpersonal relationships and avoidance conducts, among others, may be expressed. Perhaps, as pointed out by Vázquez (2005) in the former volume of this Publication, it is true that we overestimate the vulnerability of the human being, and, even the initial intensity of the response to a traumatic event is not a good reference; moreover, as pointed out by the author, it is more useful to analyse the degree of disturbance and the long-term consequences that may be caused. Nevertheless, in many cases, bullying manifestations may not be equal to the well-reported long-term effects (Schäfer, 2005).

As it was criticized before, the question is not to place a label of the current classification systems that may fit in a real problem, rather, it should be the other way around. Far from a typification of conducts with diagnostic labels that may increase the number of considered disorders (Phillips, First and Pincus, 2005) what is evidenced is the insensitiveness of these diagnostic systems to define certain kind of problems. The absence of a diagnosis does not imply the absence of a problem. If a biopsychosocial perspective is accepted in the analysis of the human conduct psychopathology should not only refer to localized (or individual) clinical consequences; relational-related disorders should also be considered.

In this sense, Kupfer, First and Regier (2004) developed the concept of Relational Psychopathology although they circumscribed it to the intra-familial environment. They claim that those are manifestations with a recognizable symptomatic pattern and identifiable course; they analyse the characteristic comorbidity, the possible biological and psychosocial aetiology and even an observable family tendency among the individuals that present that type of disorders. They point out that this pathology, clearly framed, should not have a marginal location in the international diagnostic classifications, that is to say: among the problems that may be the object of clinical attention both in the axis I (main cause of the consultation) and in the axis IV (stressors) (DSM-IV-TR; APA, 2000), or among the factors influencing health conditions (in the CIE-10, chapter XXI; OMS, 1992), as suggested by us.

Following this rationale and classification effort, the above mentioned authors point out several types of clinical conditions, as a matter of fact, they are under study for the prospective DSM-V: marital relationship disorder, non-violent marital conflict disorder, marital abuse disorder and relationships disorders that fall within adolescent and infant syndromes (Kupfer et al., 2004; Phillips et al., 2005). Finally, reference is made to the violence transmission patterns among those who had been formerly victims and their relationship with mood disorders.

Going back to the conceptual field of bullying, we refer to a relational style that seeks asymmetry and dominance as a manner of acquiring social and personal esteem (Olweus, 1998), in typically structured situations (as it was previously described for the Army or Prisons) but that is pointless outside the dynamics of social relations. The study of relationship-related disorders may account for many personal factors (i.e. anxious pattern having difficulties with relationships) and social (the group on which the dominance is imposed) which makes possible the analysis of the manner in which such factors alter the adaptation process in certain situations, thus causing a pathology, whether it be an adjustment disorder, post-traumatic stress, or later, mood disorder. Briefly, a complete psychopathological analysis should include social and/or relational aspects among its aetiological considerations, without this analysis diminishing the Scientism, as pointed out by Houts (2002). This perspective should lead to the consideration that peer environment at school could also be included within the altered relational pattern types. Perhaps, it is not redundant to remember that this relationship disorder is so extensive and relevant in the development of youngsters as the family context, to which we have made a brief reference.

In the present volume we may find a series of works that analyse the phenomenon of bullying deeply and from different perspectives. The paper of Jordi Llovel and Carme Escudé provides a useful introduction of this monographic section because they develop a contribution from a psychopathological point of view. The authors define clearly and precisely the main concepts involved in this framework and underline the group nature of this phenomenon both for its understanding and intervention. As a matter of fact, in the last paragraph of the work, the authors emphasize that the clinical approach should be directed, precisely, to the analysis of the relational pathology.

The paper of Fuensanta Cerezo, author of the test Bull-S for the detection of bullying, carries out a comparative research and shows a clinical case for its analysis. This paper evidences the increased incidence of schoolchildren involved in bullying situations, mainly in the case of boys. She highlights the importance of the differences that the protagonists of such situations have of the perception or awareness of the problem, as well as the different facilitating aspects of bullying.

The third invited paper for the analysis of bullying, of Joaquín Mora-Merchán, is based on the wide background of the research in this subject. The introduction of this paper is actually a useful summary of several current research lines and the recent findings involved. It also emphasizes the long term effects of this type of violence by finding a relevant issue: the strategies commonly used by the students when dealing with these difficulties fail to provide a protecting factor as regards the long term disturbance caused by such experiences.

In the paper of Núñez, Herrero and Aires, the bibliography about bullying is reviewed: meta-analytical papers, historical perspective, centered on the intervention, on the evaluation, as well as transversal and longitudinal

studies. We consider that this may be a complete and detailed work that may provide an approach to the bullying phenomenon.

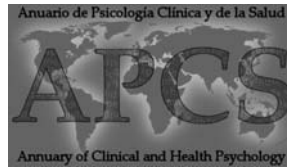
The paper of Carmen Morán is highly attractive. Apart from describing the process of an intervention, from its individual application to the need of extending it to the environment in which these conducts take place, it evidences, as properly stated by the author, that the accuracy of an intervention design is one matter, and another different one, is to achieve, by means of such intervention, the modification of the more or less established motivations and attitudes of a collective against something or somebody.

Consistently with a complete biopsychosocial perspective, we should undoubtedly refer to a dimension that, perhaps, may go beyond our discipline, and makes some edges of this problem unavailable, because it involves social, ethical or even political decisions, that have a decisive impact on the behaviour of the groups (Magris, 2001). The question of Schäfer (2005): are they unpopular because they are bullied, or are they bullied because they are unpopular? does not seem rhetorical to us. To make matters worse, it is implied that one of the distinct characteristics of bullying that causes a bad prognosis, refers to the difficulties in the socialization process of many people, precisely in one species, the human one, which is definitely social. Cerezo, in his work, pointed out to low seriousness perception and cohesion indicators in the studied population, which reveals that socializing youngsters may develop social insensitiveness, as it was early indicated by Pinillos (1977) in his analysis on the big urban environments: the dehumanisation of our times, as said by the illustrious professor.

If these comments are true, the agents and procedures that may cause an adequate socialization of the human being are yet to be defined: who is in charge of this action and how should it be carried out?

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School harassment: a psychopathological approach

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INTRODUCTION

Even though the phenomenon of school harassment (bullying) has recently acquired an important mass-media diffusion, its approach is focused, in most of the cases, on purely educational point of view, thus implying precise actions such as the application of a Discipline Code or the relocation to another centre of any of the involved parties, generally the victim.

Besides, from some of the educational structures, convincing manifestations of zero tolerance have taken place, which rather aimed at the mitigation of the social alarm of the fact itself, with punishments to the supposed aggressor or aggressors, than responding to a real will to face the problem in its widest dimension.

Leaving aside the discussion about the adequacy or the opportunity of such actions, we deem it necessary to provide a point of view that comprises the phenomenon from a wider point of view. School harassment is a social phenomenon in its nature, which takes place in relatively stable groups, where the victim has little chances of escaping. This group dimension should not be neglected when approaching the phenomenon or planning the intervention.

The recurrence of abusive conducts implies a psychosocial risk, both for the aggressor or aggressors and the victim, but also for the schoolmates and for the environment that is subject to a process of moral degradation. Abusive conducts are related to the psychosocial adjustment of the involved parties and have a strong impact on the atmosphere of the coexistence in the centre and in the general community.

It is worth mentioning that school harassment, probably because of the mass media diffusion acquired by certain events occurred at school, is associated to the so-called school violence, a questionable construct

under which umbrella are encompassed all the events involving more or less violence carried out by young people, even with little relation with the educational system (disruption, indiscipline, vandalism, criminal conducts, etc.) even though such conducts may be associated, they show distinct characteristics.

Therefore, we consider it necessary to define which conducts we are referring to and which are the consequences for the involved parties, thus evidencing the need for an intervention that may include the promotion of health as defined by the WHO, conceived not as a mere absence of illness, but as a state of social, psychic and physical well-being.

Finally, we would like to highlight the importance that the classrooms may be safe environments where the resilience of the pupils is promoted as well as the emotional well being of the educational community.

SCHOOL HARASSMENT: DEFINITION

Before we continue, it is convenient to outline clearly what is the extent of the school harassment or bullying. Dan Olweus (1983), one of the pioneers in the research, defines it as a conduct of physical or psychological persecution, carried out by a student (male or female) against other student (male or female) chosen as the victim of repeated attacks. This action, negative and intentional, places the victim in a position from which he or she would hardly escape with their own resources. He adds that the recurrence of these relationships causes in the victims clearly negative effects: decrease of self-esteem, states of anxiety or even depressive conditions, which makes their integration difficult in the school environment and the normal development of learning.

Starting from this definition we will highlight several relevant elements: (1) the repetition of the actions, (2) the intentionality of the aggressor, (3) the helplessness of the victim in determinate relationships because of the abuse of power, and, finally (4) the

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serious consequences of living in an environment that tolerates abuse may cause in all the involved parties.

Which conducts are we referring to?

Bullying is usually associated to the sporadic confrontations or other more or less violent conflicting situations that may occur in educational centres, but really refers to a more complex process that implies the disruption of the symmetry that should rule peer relationships, and the restructure of such relationships under a scheme of dominance-submission that remains stable throughout the time.

Adults are likely to expect that bullying is a transient problem, but this is not the case: bullying is persisting by definition and it is related to problems in many environments of the current and future life of the children (Kumpulainen, Räsänen, Entonen, Almqvist, Kresanov *et al.*, 1998).

For the purposes of the intervention, it is useful to classify the different forms that peer abuse may adopt. We collect them in the following table:

	<i>Direct</i>	<i>Indirect</i>
<i>Physical</i>	<div style="border: 2px solid black; border-radius: 15px; padding: 5px; display: inline-block;"> -Pushing -Hitting Threaten with weapons ... </div>	-Taking of personal belongings Breaking of personal belongings - Hiding of personal belongings ...
<i>Verbal</i>	-Insult -Mocking -Name calling	-Defamation -Spreading rumours ...
<i>Social Exclusion</i>	-Exclude from the group Shunning/do not let the participation ...	-Ignore -Shunning...

Table 1: Classification of peer abuse forms. We distinguish between open (in a continuous line) and relational (in dot lines).

It is also essential to point out that little attention is paid to verbal aggression and especially, to social exclusion. These forms are given less consideration and may be tolerated by their own mates or even adults, who usually assimilate abuse to physical violence.

Contrary to what may be expected, verbal aggression conducts and social exclusion have a worse long-term prognosis for the victim than open aggression ones.

Indirect aggression deserves a reflection/consideration, in these cases the aggressor does not face up, does not identify himself, he remains in the shadows and that generates doubts in the victim about his own perception: Am I being attacked or am I imagining it? Is it unintentional or wilful? These aggressions destabilize the victim and finally undermine his self-esteem. Besides, the victim introjects guilty feelings when he is not able to identify the aggressor or aggressors clearly.

The so-called cyberbullying, that consists of using new technologies (chats, internet, e-mail, SMS...) to perform conduct intimidating conducts, may amplify such effect and increase fear and insecurity in the victim that may feel harassed even in his own house. This generates a very important feeling of vulnerability.

ROLES IN A BULLYING SITUATION

It is important to consider for a second, even briefly, the different roles played by the students in a bullying situation. We have mentioned before that school violence occurs within a group context, where each one of the students plays a role (Salmivalli, 1999).

In a severe situation of harassment we find three types of protagonists: the aggressor, the victim and the observers that witness to the aggressions.

The aggressor: he rarely acts alone, he generally seeks support from the group. In this category we may distinguish two typologies (1) the predominant dominant one with the tendency to antisocial personality, related to proactive aggressiveness, related to reactive aggressiveness and (2) the predominantly anxious, with a low self-esteem and high anxiety levels, related to the reactive aggressiveness.

Children from the second group that may exhibit a deficit in social information processing and may exhibit a tendency to over assign hostility to the others (hostile attributional bias). This makes them more vulnerable to suffering from the systematic rejection of their peers and may become aggressor/victim or victims, according to the circumstances.

The victim: he is generally isolated. There are also several types of victims (1) the classical victim, anxious, insecure, weak, with little social competence, (2) the provocative victim that presents a behavioural pattern similar to the reactive aggressors, having lack of emotional control and that, according to the contextual factors, may assume the role of aggressor-victim and (3) the unspecific victim who is the person that is considered as different from the group and this difference makes him a target. The latter is the commonest typology.

The observers: sometimes, they observe without intervening, but frequently they participate in the aggressions and amplify the process. This is explained by the phenomenon of social contagion that promotes the participation in intimidation episodes or, also for fear of suffering the same consequences if they offer support to the victim.

Olweus (2001) describes the different roles that may occur in a group of students in a harassment situation as the "bullying circle". He defines the possible positions that range from aggressor to

defender of the victim, along with those who endorse the aggressions, those who show their support but do not engage actively, passive observers, possible defenders, etc.

We should carefully consider the psychological characteristics because they do not explain by themselves the phenomenon, from the psychopathological point of view, they should be considered as risk factors. As a matter of fact, the contextual factors play a determining role in the attribution that may change with the passing of time. It is "what happens" that makes the victim weak and that makes those who attack him strong (Del Barrio, Gutierrez, Barrios, van der Meulen y Granizo, 2005).

The role of peers

Contrary to the relationships that children and young people establish with adults, in the relationships among the same children and adolescents, the equal status rules, in other words their relationships are of a non hierarchical nature, they move in the structure background of horizontal symmetry, thus they are considered as "equals".

Almost anyone dares to deny peer influence on learning processes, especially on rules and social relationships. Contrary to a linear model of learning represented by the figures of the professor that teaches and the student that learns, learning among peers reveals a more ecological environment. Thus, peer relationships facilitate learning of a broader scope of abilities and attitudes and contribute to a greater extent to the emotional, cognitive and social development, but they may also cause a negative influence.

Farrington (1993) points out that, in its most general form, the phenomenon of abuse consist of a recurrent oppression, both physical or psychological, of a person with less power, by a person with higher power. This unbalance may be very evident (more physical strength, a group against one person alone ...) or else, to be excluded, specially when the difference possesses a more psychological trait.

Bullying is a social and group problem, and it is within the group where it should be solved, without this excluding possible interventions at an individual level. We should take into account that over dimensioning of specific bullying conducts may only lead us to intervene in the relationships aggressor/victim and to ignore the social context in which they arise (Salmivalli, Lagerspetz, Björkqvist, Osterman y Kaukiainen, 1996).

IMPLICATION IN BULLYING AND PSYCHOPATHOLOGY

Recurrent involvement in abuse conducts and its relationship with psychopathological disorders in youth and adulthood, has been the object of recent research, especially in the northern countries which are pioneer in this subject.

Research conducted by Kumpulainen, Rasanen y Puura (2001) evidences that all the students involved in abuse situations in any of the roles are in a greater risk of suffering psychosocial maladjustment and psychopathological disorders in adolescence and adulthood that the non involved

males and females, and are more prone to be clients of psychiatric consult.

Another analysed aspect are the differences between the different roles Kumpulainen, Rasanen y Heinttonen (1999) point out that boys and girls involved in the role of **aggressor** exhibit externalised conduct disorders and hyperactivity whereas the involvement in the role of **victim** is more likely to be correlated to internalised-type problems. Boys and girls involved in the role of **aggressor-victim** are at a greater risk of having more psychiatric symptoms and to be more show more psychologically disturbed.

Other study carried out in Finland (Kaltiala-Heino, Rimpela, Rantanen y Rimpela, 2000) with a sample of more than 17,000 adolescents aged between 14 and 16 years old, correlate the involvement in abuse conducts with different psychopathological disorders (psychosomatic symptoms, depression, anxieties, substance intake and eating disorders) and confirm that the group aggressor/victim is the one that exhibits a higher rate of disorders, followed by the aggressors and finally the victims.

Anxiety, depression and psychosomatic symptoms are the most frequent among the group of aggressors/victims but are equally common among the aggressors and the victims. The excessive drink use and substance abuse is more common among the aggressors and in the second place among the aggressors/victims. Among the girls, eating disorders are involved in all the roles, whereas that in the boys we only find them in the aggressor/victim role.

Finally, we would like to point out that the observers suffer the consequences of living in an environment ruled by abuse and violence, insensibleness in face of the suffering of the victim or the belief in the unavailability of violence, are some of these consequences.

Aggression and Psychopathology

Even if an spontaneous tendency for the protection of the victim we may think that only him needs help, we should consider that really exists a higher risk of suffering psychosocial disorders in adolescence or adulthood in boys and girls often involved in the role of aggressors.

Thus, a more detailed analysis shows us that children that use open aggression exhibit externalised conduct problems (impulsiveness, blaming and challenging conducts) whereas the relational aggressives also exhibit internalised problems (sadness, anxiety, somatic complaints) (Crick y Grotpeter, 1995).

From a gender-focused perspective, the open aggression has been related to boys and relational aggression to girls. The involvement in non normative gender aggression (relational aggressive boys and openly aggressive girls) is related to higher levels of psychosocial maladjustment. This may be partially caused because they are conducts associated to a higher rejection both from the peers and the adults (Crick, 1997).

It is also interesting the relationship between the different types of aggressors and the specific conducts disorders.

Attention Deficit Disorder (ADD) is the most common psychiatric disorder among the group of

aggressors, especially in the subgroup of aggressors/victims, those are frequently rejected by their peers because they are irritating and annoying, may exhibit a poor academic performance and show an stable and rather extreme conduct (Kumpulainen y otros, 1998; Schwarz, 2000).

Another group would be represented by the students who exhibit Conduct Disorders characterized by an early onset of aggressive conducts that would share some traits with the aggressors/victims (lack of self regulation and emotional control) as well as a tendency to develop an antisocial personality in adulthood (Olweus, 2001).

Kumpulainen *et al* (1998) find that among reactive aggressor boys and girls Conduct Disorder and Defying Disorder are two-fold more habitual that among proactive aggressors and three-fold higher that among classical victims.

As regards sociometric status, Asher and Dodge (1986) indicate that children rejected by their peers are more likely to develop aggressive and disruptive conducts.

Victimization and psychopathology

Systematic abuse by peers may have a persistent impact on victims. It is known that victims are in a lasting situation that includes may be repeated in new environments (Salmivalli, Lappalainen y Lagerpetz, 1998).

If we examine this involvement in victimization experiences we should distinguish between the effects that reflect a functioning below what is expected (feeling of unhappiness, low confidence level, and self esteem, social maladjustment, low school performance, etc.) and other more stressing psychological status such as high anxiety levels, depression or suicidal ideation.

In this sense, studies corroborate that the duration of the situation of abuse is an important variable in the seriousness of psychosocial maladjustment.

As regards the type of victimization, it is pointed out that the physical victimization may develop externalised attributions whereas the verbal victimization sends messages to the children that may cause the internalisation of negative aspects assigned by mates ("you are stupid, silly, ugly...").

Effects of relational victimization could even be more harmful by transmitting to the victim the rejection of their mates and lack of social support that potentiates the idea of being invisible to the eyes of the others, denying its own existence as a person. In this sense, research of Bushs and Ladd (2001), and of Parker and Asher (1993) are very interesting and highlight the importance of sociometric status and reputation among peers for the emotional and school adjustment of the children and his adaptation in adolescence and provide us with relevant elements for intervention.

Finally we should consider that the different forms of victimization may contribute independently to psychosocial maladjustment of the child and surely have cumulative effects.

THE INTERVENTION

Defining the problem

Bullying situations have many elements in common and it could be thought that intervention may be very similar in all the cases. This is not true, although several general guidelines may be established, intervention may be adapted to each reality. Success obtained may be proportional to an adjusted definition of each situation that may be very different according to the cases and the context.

In order to plan the intervention accurately with possibilities of success it would be very useful to know where such things happen, which boys and girls and involved and to what extent, the strong points, and the weak points of each one, the time that elapsed, and the solutions attempted, the beliefs and attributions as regards the use of violence, also in adults, etc. Besides, we should know the atmosphere of the centre, the dynamics of the group, the tutorial work carried out...

The multi-informant approach is the most complete one to make an accurate diagnosis of the situation. The reports of the professors and parents may be useful but the students are the best informants of the reality that occurs in their group and they are the ones that we should interrogate.

Nomination among peers has proved to be the most useful and efficient ones to determine the involved students in several abuse situations.

In our research (Collell and Escudé, 2005a and b) we have used this procedure to determine the involved students in several abuse situations (physical, verbal and social exclusion). We have added the pro-sociality item to know the students that help and encourage the others and also the sociometric technique of Coie, Dodge y Coppotelli (1982) that allows the classification of the students in popular rejected, ignored or controversial and correlate the sociometric status with the nominations and victimization.

The results allow us to outline the relational map of the classroom, very useful to adjust the intervention to the concrete reality of the moment.

Plan of intervention

About 10% of children and youth could suffer from disorders as a result of the involvement in harassment situations in school. Unfortunately, little attention is paid to the stability of these conducts during childhood, and, when intervention occurs, response arrives late and is usually focused on the mitigation of the symptomatic individual effects that neglect the coping of the problem in a global manner.

An intervention based exclusively on the aggressor and or victim produces undesired effects. Blames the protagonists, at the same time releases the responsibility from the other boys and girls from the groups, thus neglecting that they are precisely the ones who are able to maintain or inhibit such situations.

When dealing with a relational phenomenon, any intervention may be construed around a systemic approach, it should go beyond the aggressor and the victim, it should include the mates and the environment (other students not directly involved, teachers, parents and also school staff).

For example, when approaching the phenomenon, together with the students, to think and discuss among all, what can each one of them do to improve the interpersonal relations, establish peer support system, coping and victim support strategies, and, intervention protocols, etc.

Those interventions encompassed in the Project of Cohabitation of the Centre, will acquire sense and more efficiency.

Without discarding a therapeutic intervention with the aggressor or aggressors and /or the victim when it's necessary, we understand that the phenomenon should be approached from a psychosocial point of view that promotes health and emotional well being of all the people that are part of the educational community (Cowie, Boardman, Dawkins y Jennifer, 2004).

Promotion of health and well being

Mental health in children and adolescents is one of the important concerns of the healthcare authorities in developed countries. Unfortunately, in our country, indicators related to mental health in children and adolescent are not precisely very optimistic, thus correlating with the rates of school poor achievement, substance abuse and conduct disorders, that show an increasingly higher onset in their appearance.

Violence in general and abuse among peers in particular, constitute an impediment for the development of boys and girls in the educational centres and in society in general, as well as an important risk factor to suffer from disorders in adolescence and adulthood.

Thus the need of tackling the phenomenon early and from a rigorous point of view, without maximizing or denying it either, or turning a blind eye, with arguments such as "those are kids' affairs" "in our centre there are no conflicts, or the well known "bullying abuse always existed" that justifies non intervention. As well very well states professor Sanmartín (2005), although there have been practices even millenary in this sense -as hitting minors or women- this does not justify that they should continue.

The need of a holistic approach becomes more evident, from several environments that also include the psychopathological one. This implies the identification of the risk factors (as peer rejection, or early aggression) and the redefinition in a changing society as ours that suffers accelerated transformations in all the fields including the psychopathological one, with the emergence of new psychosocial pathologies.

It involves also working for the improvement of interpersonal relationships and the recovery of community relationships.

Our society and school should not continue talking about aggressive kids, unmotivated, identified many times -and labelled- even from elementary or primary school without an attentive look at the underlying causes, being only limited to many cases of contention. It is not an easy task and should not be assumed only by the educational centre. An ecological vision and unanimous commitment is required from several agents.

Several reasons exist why the educational centres in close collaboration with families and social agents, should be implied involved in social emotional well being of their pupils students, among them:

- 1) Peer relationships are important indicators of mental health of students and predict future adjustment and personal success including more than academic performance.
- 2) There exist an important relationship between psychosocial adjustment and academic success.
- 3) Rates of psychosocial disorders have increased and are increasingly common as highlighted by the WHO.
- 4) School centres should be environments where all may be moderately happy an feel, at least, moderately well. Attractive working environments and learning for professors and students (Salomäki, 2001).

A more clinical approach from the point of view of pathology of the relationships that performs an intervention for the improvement of individual and community mental health represents a more coherent and necessary approach. We are heading, or should be in such direction.

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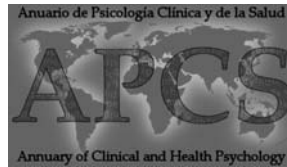
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Coping strategies: mediators of long-term effects in victims of bullying?

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ABSTRACT

Concerning the growing interest arising from bullying related issues, one of the most appealing aspects which is drawing more attention is the study of the effects of victimization experiences. In this study we will analyse, using a retrospective methodology, long-term effects of the participation as a victim of bullying episodes, specially stress manifestations in adult life. Likewise, the mediating role of coping strategies used against bullying in such manifestations is studied. For such purpose, a modified version of the Retrospective Bullying Questionnaire (RBQ; Schäfer *et al.*, 2004), that includes a stress scale (Rivers, 1999), was applied to 219 college students between 18 and 40 years who were then evaluated. Results suggest that, adult life stress levels are more likely to be conditioned by conflict appraisal than by coping strategies. The strategies perceived as being more efficient are also highlighted. Possible explanations are discussed.

Keywords: coping strategies, long-term effects, bullying, victimization

INTRODUCTION

In the last years, school violence or bullying related issues have become increasingly relevant within the school community and the general society. The presence in the media of news related to this phenomenon has increased significantly, because of a greater social awareness and interest, but also, undoubtedly, because of the occurrence of extreme victimisation cases that unfortunately have ended with the suicide of several adolescents. Even if it is true that the bullying issues affect all the students of the school in which they arise (Janson and Hazler, 2004; Ortega, 1998), it is also valid that the harassed victims suffer the most serious effects. (Hawker and Boulton, 2000).

Consistently, studies purporting to explore, which are the immediate and long-term consequences of the school victimization experiences have been carried out, because, as from the first manifestations, the welfare and correct development of the involved parties are clearly affected. Thus, Slee (1995) found that the students, who are frequently victimized by other scholars, used to play alone, considered themselves as being the unhappiest, and felt unsure during playtime. Those results agree with the findings of other studies on the problems of the victims within the school environment: unhappiness at school (Boulton and Smith, 1994), the development of less

favourable attitudes towards school and the wish to avoid the school context (Kochenderfer and Ladd, 1996). Likewise, several authors (Hésela, Menesini, Morita, O'Moore, Mora-Merchán *et al.*, 2004; Smith, 1989) point out that among the consequences of being a victim we can identify the lack of friends and the loss of confidence and self-esteem, even long after the occurrence of bullying episodes.

It has also been consistently found a causal relationship between victimization experiences and the occurrence of personality related problems such as loneliness (Newman, Holden and Delville, 2005), anxiety and insecurity (Cammack-Barry, 2005), depression (Roland, 2002) or low self-esteem (Alsaker and Olweus, 1993). Sato, Ito, Morita, Akaboshi *et al.* (1987), in a study carried out in Japanese children and adolescents identified as victims, several manifestations of neuroses were found as well as, rejection to school, transient symptoms of hysteria, and troubled interpersonal relationships. Also Callaghan and Joseph (1995) found in bullying victims serious depressive traits, together with extremely low scores in global self-concept, self-perception of academic performance, conduct and physical appearance. Hoover, Oliver and Hazler (1992), by means of the interview to 200 American High School students, found that 14.15% of the males and 14.43% of females identified as victims self-assessed the effects of the intimidation they suffered as severe in the social, emotional, academic, somatic, and family dimensions. At the same time, important evidences were also found that the condition of victim is associated to psychosomatic

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disorders and suicidal ideation. (Kaltiala-Heino, Rimpela, Marttunen, Rimpela and Rantanen, 1999; Mills, Guerin, Lynch, Daly and Fitzpatrick, 2004).

All these effects are even worse, because of the stability of the relationships of intimidation-victimization and for the continuation of the status of the involved parties throughout their educational history (Olweus, 1978). Besides, all these manifestations imply, in certain students, an exaggeration of the traits that make them the object of the attacks of their fellows, which circumstance undoubtedly establishes a vicious circle which is very difficult to break without external help.

Nevertheless, generally, these studies do not indicate if those traits or disorders suffered by the victims are a cause or effect of the abusive experiences they suffer, but there are evidences from a reduced number of longitudinal studies that allow us to think about the influence of the victimization experiences on the outcome of these characteristics. Kochenderfer and Ladd (1996) studied during a year elementary school students in the United States and found that the experiences as victims of their fellows was a cause of isolation and desire of being absent from school. Kochenderfer-Ladd and Wardrop (2001) with 388 elementary school students that were studied until third grade in Elementary School pointed out that the association among victimization and the isolation and satisfaction with social life. Another way that emphasizes the idea that those traits are an effect of the victimization are the information offered retrospectively by the adults that have been victims of their fellow students during their schooling process. An important number of adults experience intense and painful memories about these experiences at school, by their fellow students, and, sometimes by their professors (Smith, 1991). Together with those memories, many adults feel that the experience they lived has caused them consequences that last through the years, such as, for example, the loss of confidence in the relationships they establish with others (Gilmartin, 1987).

Two more arguments are involved in the presence of long-term effects of victimization experiences (Schäfer, Korn, Smith, Hunter, Mora-Merchán et al., 2004). The first one refers to the own nature of violence among fellow students, defined as a social phenomenon (Salmivalli, Lagerspetz, Björkqvist, Österman and Kaukiainen, 1996). Given the importance of the peer relationships, it would be surprising if the continued and prolonged rejection and negative experiences caused by fellows had no effect on the sociocognitive and social development of the individual. The second argument is focused on the evolutionary stage underwent by the students who suffer this kind of problem (Schäfer et al., 2004). One of the main objectives in the males and females at schooling ages is to develop and maintain their self-esteem in the relationship with others, especially with the most significant others. This is a bi-directional process, because the relationships established help to build self-perception, but at the same time, self-perception affects the success of the relationships established. (Cillessen and Bellmore, 1999; Harter, 1998). The development of social expectations, that include the beliefs in the resources that each one possesses within the context of social relationships,

as well as the capacity of the others to offer support and welfare (Bowlby, 1973), is a fundamental tool for the process. In the case of the students victimized by their fellows, the perception of loss of support of their peers, and the development of negative expectations on the conducts that one may expect from the others in the relationship they establish with them, probably stress an internal model of relationships characterized by insecurity, as well as a decreased self-esteem. As social expectations are organized around general interaction styles during adolescence (Bowlby, 1973; Crook, 2000), it would be likely to find different effects caused by the participation in harassment episodes among fellows in function of the moment in which such experiences occur. Specifically, we may expect a negative impact on global self-esteem and friendship relationships, regardless of the moment in which bullying occurs, but a specially intense effect on the relationships with the other sex, as well as on any relationship that requires the establishment of intimate relations, in the cases of bullying experienced during high School, because it is during adolescence that those processes acquire more relevance and importance.

Together with purely longitudinal studies, a second option are the studies based on a retrospective methodology. Up to date, research focused on bullying based on this methodology has been scarce and focused usually on specific populations. Because of these studies, there has been an advance on the long-term effects of victimization experiences suffered at school. Gilmartin (1987) found the possible influence of such experiences at the moment of establishing intimate relationships with other people. In a sample of men having problems when relating to women with the intention of forming a couple, a significantly high number of them (80%) admitted having been bullied at school.

Matsui, Tsuzuki, Kakuyama and Onglatco (1996), with a sample of 134 male students from universities near Tokio, found that the victimization experiences suffered during school were associated to lower levels of self-esteem in College Students. Hugh-Jones and Smith (1999), with a sample of adults with stammering disorders, pointed out that most of them had suffered from a considerable number of violent episodes with their fellows, among which, a very high number of them exhibited long-term effects, specially lack of confidence in others, and in social relationships. Rivers (1999) found the presence of intense imprints caused by the victimization in a sample of homosexual adults. Smith, Singer, Hoel and Cooper (2003), out of a sample of 5,288 adults from different working environments, reported a significant relationship between the experiences and bullying roles that occurred among fellows during school and recent victimization episodes at labour places. Within this collective, those who show a greater risk of suffering victimization episodes are those who, during school adopted the role of aggressors and victims at the same time, followed by those who had only participated as victims.

In order to increase our understanding of the occurrence of the effects in the bullying victims it is necessary to seek for variables that, in a certain way, may mediate in this process, because the

presence of such consequences may vary with the students. One of the variables that are more relevantly appearing within this analysis are the coping strategies that the students use when they attempt to figure out their involvement in bullying situations. (Kristensen and Smith, 2003).

To understand the use of such strategies we will start with the stress coping transactional model proposed by Lazarus and some of his colleagues (Lazarus and Folkman, 1984; Lazarus and Launier, 1978), because, given the characteristics of victimization process we believe that it may be an efficient tool in view of the interpretation and analysis of such situations. This model is focused on the interaction established between the subject and the environment in which they interact, as well as the alterations that these interactions suffer along the time, such aspects, as we have stated mentioned before, would be essential to understand the bullying phenomenon. This theory has proven useful in studies related to the general stress management (for the corresponding review please refer to Frydenberg, 2002).

According to this model, strategies used to cope with stressing situations depend on the perception or appraisal of the subject about any given situation in a double sense (Lazarus and Folkman, 1984): the meaning that oneself gives to the situation (primary evaluation) and on the other hand, the appraisal of the available coping options (secondary evaluation). The first appraisal has, in turn an appraisal of the results that one expects to receive in any given situation. Thus, if an episode was assessed as stressing, this would indicate that negative consequences are expected for personal welfare and that efforts should be directed to cope with the situation well, and the emotions arising from the contact with such situation (Lazarus and Launier, 1978). Within this model, when a situation is considered stressing, it is then classified within one of these three dimensions: damage or loss, threat and challenge (Lazarus and Launier, *Op. cit.*). The first one of these dimensions refers to situations that already happened, and which consequences need to be faced. When the assessment is focused on the category of threat, it is because it is understood that such situation may ultimately cause damage or loss. Finally, when the episode that will be coped is assessed as a challenge, the positive results to be achieved are highlighted, in spite of the existence of the possibility that some negative results may occur.

Hunter and Boyle (2004) analysed in a research with 459 Elementary and High School, which were the evaluations that the students made about the consequences of the involvement in bullying situations, with the object of identifying if such episodes were appraised challenges or threats. Such results exhibit that 44 % of the responses consider that bullying experiences were an opportunity to learn or master any important aspect for interpersonal relationships (19% considers that he will learn to cope better in the future, 13% considers that, at the end, it is a positive experience, and 12% thinks that those experiences will enable them to learn never to bully any fellow) which corresponds to the concept of challenge (Lazarus and Launier, 1978). In this study, also the negative consequences implied

in the participation of bullying situations were studied which point out to the concept of damage or loss, and therefore, the concept of threaten. The following ones are worth mentioning among the most outstanding psychological sequelae (38%) and physical (28%) fear of continuous/continued suffering the problem (15%) isolation (11%) or the possibility of becoming an aggressor for the fellows (4%).

The concept of secondary appraisal involves the assessment of the coping strategies that each one possesses, as well as the success or failure options available when such strategies are applied (Lazarus and Folkman, 1984). In this sense, Folkman (1984) states that the perceived control that any person shows when facing concrete situations are a consequence of secondary appraisal, because it is related to the belief that each one possesses about its own abilities to control a particular episode, and therefore, reflects judgment values that we make about how well do we appraise our resources at the moment of coping with the problems that may arise. With samples of adults, Folkman, Lazarus, Dunkel-Schetter, DeLongis and Gruen (1986) found that when a situation is perceived as transformable, coping strategies directly focused on the problem are more likely to be applied. Nevertheless, when the conflicting situation is appraised as inalterable, that should be accepted without question, avoidance strategies are the most used ones. Similar results were also found in samples from School children (Ingledeu, Hardy y Cooper, 1997; Klierer, Fearnou and Walton, 1998).

In order to finish the outline of this model, specially when referring to long-term effects of the use of coping strategies (Fournet, Wilson y Wallander, 1998), it is necessary to introduce the concepts of adaptation or adjustment level between the appraisal of the situation and the nature of the used strategy, and of coping strategies vs. avoidance strategies. In the case of adjustment, we understand that this is higher when the situation is perceived as manageable and we use strategies directed to change the environment or oneself. On the contrary, it would be lower if we used such strategies in a situation that is appraised as unchangeable. When we refer to the type of strategy, coping or avoiding, the first ones would be directly associated to more adaptational coping competences. (Fournet et al., 1998), whereas the second ones may be correlated to a higher incidence of psychosocial adjustment problems. (Bruder-Mattson and Hovanitz, 1990; Dumont and Provost, 1999).

The study of coping strategies in the case of bullying victims is nowadays an area of increasing interest however, up to this moment, the number of papers developed about this subject are not comparable to the research devoted to this topic is not comparable to the research devoted to other aspects of the bullying problem (as, for example, the intervention and prevention models, for a review consult Smith, Pepler and Rigby, 2004). Nevertheless the information available so far emphasize the need for further studies in this direction.

Studies focused on the victims have adopted several perspectives. The first one that we should mention refers to the differentiated use of

coping strategies when facing different bullying situations. In a study where the different uses of coping strategies by bullying victims were analysed, Hunter and Boyle (2004) found that females were more likely to use used more significantly social support strategies than males, whereas no differences were found between genders in the use of problem-focused strategies, avoidance or naive thinking. Nevertheless, in the same work, Hunter and Boyle (*Op. cit.*) also found that the use of the same social support seeking strategies decreased with the ages (between 9 and 14 years old) when they had to face bullying situations. Finally, they highlighted that the appraisal done by the students about the nature of the conflicting situation, both as a challenge, or as a threaten, influenced on the choice of the coping strategy. The students that appraised the problem as a challenge were likely to choose more frequently problem-focused strategies or social support seeking strategies. Strategies based on the use of naive thoughts were also used on more occasions when the students considered that the victimization experience could offer positive results.

Eslea (2001) studied the problem with a sample of 198 males and females between the ages of 11 and 15 years old. His results show that the main responses of the students to the insults were to confront, resist verbally (31%), doing nothing (21%), ignore the situation (20%) and tell somebody else (16%). Besides, at the moment of threatening, and also within the context of what is considered as verbal aggression, the main strategies used were telling somebody else (22%), ignore the situation (18%), avoid the aggressor (18%), or confronting the aggression verbally (16%) Eslea (*Op. cit.*) also collected the responses from the students upon the episodes of indirect victimization. In the presence of rumours the most common responses were to confront verbally and ignore the situation (both with 27%) tell somebody else (19%) and doing nothing (15%). When the aggression consisted of isolating the victim, the most used strategies were doing nothing (33%), ignore the situation (27%) and telling somebody else (18%). Finally, the responses to direct intimidation forms were observed. Almost one half of the students (49%) told somebody else what happened when any of their belongings were taken, whereas 13% argued with the person who stole them. In the cases of physical aggression, 42% fought with the aggressor, 25% told somebody else, and 11% avoided meeting the aggressors.

Owens, Shute and Slee (2000) also analysed the strategies with which the bullying victims respond to different forms of aggression. In this case a sample of 15-year old 54 Australian females was selected, to which a comic describing a bullying episode (by means of an indirect aggression) was shown. The students answered that the most probable response of the victim would be, in the beginning, to try to deny that the problem occurred and pretending that it did not affect them. After the initial episode, the most probable responses would be directed to escape from the situation, for example to join other groups, avoid going to School and in extreme cases, suicide. Also, he asked them about the effects that they appraised that other strategies would have. When they were asked if they thought that it

was efficient to fight the aggressor, they answered that this strategy would possibly make matters worse. Besides, they appraised that at the time of solving the conflict it would be a good response to talk to the aggressor.

In a third study, Rivers and Smith (1994) found that the students were more likely to resort to telling the problem to an adult in the case of direct aggression episodes (verbal or physical), although this was a more habitual type of aggression among males than females (as we have mentioned before, this is a type of resource more used among female students than males).

A second line of research, is focused on the analysis of psychological effects that the different strategies cause in the students (Cassidy and Taylor, 2001; Kochenderfer-Ladd and Skinner, 2002). Cassidy and Taylor (2001) explored the psychosocial effects of the different coping styles in the adolescents aged between 12 and 16 years old, who had been bullied by their fellows. Therefore, they used a questionnaire that included several dimensions (for example perceived control of the situation, confidence, tendency to approach/avoidance of the problem as a coping strategy) which combined provided a coping style score focused on problem solving. High scores in these scales were associated to low stress levels, therefore some authors suggest that coping strategies based on low scores in helplessness feelings, perception of high control, creative use of strategies, high confidence in their own abilities and the increased use of problem-centered strategies rather than avoiding ones are adaptatives. Nevertheless, the results obtained do not provide much information about the manner in which adolescents face victimization situations.

In the study of Kochenderfer-Ladd and Skinner (2002) results showed some differences between males and females (with a sample of students aged between 9 and 10 years old). Children that used more problem-solving strategies and less social support were likely to be isolated. In the case of the females, however, social isolation was associated to high levels of detachment from the problem. In the case of student females, no relationship was found between coping strategies, depression and anxiety. In the case of student males, however, high levels of detachment and externalisation used as coping strategies were associated to depression and anxiety when the boy suffered severe victimization experiences, but when victimization experiences were not very intense, the same coping style was associated to low intensity depression and anxiety traits. Kochenderfer-Ladd and Skinner (*Op. cit.*) also analysed the evaluations of the professors. Children that used more problem-centered strategies showed, according to the appraisal of the professors, less behavioural problems. Besides, females that suffered from frequent victimization episodes received poorer appraisals from their professors when they internalised their problems and sought little social support as a coping style.

Therefore, the results concerning psychological consequences of the use of different coping styles are not concluding. When long-term results are analysed, there appears to be no direct relationship between the choice of one strategy or

another and the possible effects. If, on the contrary, we refer to short-term results, it seems that more assertive and problem-oriented strategies would be more adjusting, thus enabling a better psychosocial adjustment than those who emphasize in problem-avoiding or the emotional regulation of the situation.

The third line focuses on the analysis of the efficiency of such strategies at the moment of preventing bullying episodes. McLean (1994) evaluated the effectiveness of coping strategies in 200 bullied students, therefore they were asked it, after using each one of the strategies the problem had finished, or, conversely, it continued. The most effective ones appeared to be: doing the same to the bullies (13% used it and it proved to be effective as compared to 5% that used it and the problem continued), become friends with the bullies (19% vs. 9%) and fighting the bullies (29% vs. 25%). The less effective ones were ignore the bullies (33% vs. 61%), threaten them with telling the School authorities (11% vs. 19%), hitting threats (10% vs. 17%), reporting to School (18% vs. 28%), threaten to tell the parents (10% vs. 15%), making new friends (24% vs. 35%), avoid the bullies (47% vs. 64%), tell the friends (42% vs. 54%) and tell the brothers (20% vs. 25%). In addition, other strategies were identified in which no great differences were found with relation to its effectiveness: respond to the bullies (53% vs. 58%), confront the bullies (49% vs. 53%) and showed the bullies that they were not bothered (50% vs. 46%). If we analyse the results of McLean (1994) we may observe that the most effective strategies appear to be those in which the victim actively faces the bullies, even if they are not the most used ones. Besides, the less effective ones are those that are based on threatening to the bully, avoidance and telling somebody what happens. Moreover, we may appreciate that assertive strategies as confronting the bully do not seem to be specially effective.

Following a similar methodology, Eslea (2001) assessed the effectiveness of the strategies used by bullied students between the ages of 11 and 15 years old. Eslea found that in function of the bullying forms that were used there were differences in the magnitude of the strategies. Thus, fighting with the bullies turned out to be rather efficient against name calling and threatens, and also rather efficient against, rumours, taking of personal belongings, and physical aggression. Ignoring the aggressors was the most effective against taking of personal belongings, yet it also proved effective with physical aggressions, insults and rumors. Telling what is happening to somebody else was the best strategy in cases of physical aggression, although it was also effective to prevent taking of personal belongings, threatens, name calling and rumours. Confronting the bully, as in the case of McLean's study (1994) did not prove especially successful.

Similar results were exposed by Salmivalli, Kaukianen and Lagerspetz (1996). In this case, strategies used by bullying victims aged between 12 and 13 years old were grouped in clusters. Owing to this organization three main dimensions were identified: helplessness, that included strategies like doing nothing when being bullied, telling the teacher and running away from school, counterattack, with

strategies such as verbally confronting the bully, bully others or provoke the bullies, and the indifference, where strategies such as staying calm or trying not to be affected by what is happening. Among the males, an elevated use of counterattack was associated to poorer levels of confidence in the end of the aggression. Given that in this dimension assertive and provoking strategies are included, this result, consistently with former research, could be the expected ones. Nevertheless, it would not explain why the same trend did not appear in the case of females. Besides, indifference was associated to higher expectations that the bullying problem would finish, although, this situation again was also significant for males. The explanation is not clear, although it could be partially explained by the most frequent types of aggression among males and females. Thus, the combination of more indifference and less confrontation could turn out to be very effective when facing direct forms of aggression, the most frequent ones among males (Crick y Grotpeter, 1996; Green, Richardson and Lago, 1996), therefore, in this case, males that used this coping style were perceived as more capable to cope with aggressions. Finally, helplessness appears as a set of strategies of limited use only for girls (Salmivalli et al, 1996). It would seem, therefore that they are inefficient conducts mainly when facing verbal and indirect aggressions, which are the most frequently suffered by females (Bijttebier and Vertommen, 1998; Olweus, 1994).

Smith, Talamelli, Cowie, Naylor and Chauhan (2004) in a new research, in this case focused on the self-perceived effectiveness of the strategy used by students aged between 13 and 16 years old, found that the best appraised strategies were telling somebody else what happened and making more or new friends. Both were used mainly by students who had been bullied, but did manage to stop the situation (as compared to those who were still bullied by other students). There were no differences in the use of strategies such as ignoring what happened, confront the situation, or avoiding the bully.

Finally, Wilton, Craig and Pepler (2000), following an observational methodology with 120 students between the first and sixth grade during playtime, found that coping styles used by bullied victims could be grouped in two main categories: problem-solving focused strategies or aggressive strategies. In the first group were included conducts such as: ignoring, avoiding the aggressor, consenting to the aggression or facing the situation instrumentally, that helped to reduce or solve the problem. On the contrary, the second type of strategies, where physical and verbal aggression or allowing the expression of the emotions after the aggression, used to prolong the problem.

In our work, using a retrospective type of proposition, we will try to analyse the influence of coping strategies on the long-term effects of victimization, focusing specially on a variable of psychosocial adjustment that so far has not been conveniently considered in cases associated to bullying: stress manifestation in adult life.

OBJECTIVES AND HYPOTHESIS

The first objective of our research is to evaluate the influence of different type of coping strategies used by the bullied victims on the stress experiences in adult life. In consistence with the studied quoted before, the hypothesis is that those persons who use more assertive strategies, based on problem-focusing, exhibited lower stress levels at the long-term. On the contrary, those who used avoidance strategies showed higher stress levels in adult life.

The second objective is to analyse the adjustment between the assessment of bullying situations and the used strategies, as well as the long-term effects of such combination. Our hypothesis is that the victims that showed high adjustment levels between the appraisal of the situation and the strategy used exhibited lower long-term stress levels than those who did not exhibit that adjustment.

Our third objective is to evaluate the perceptions of the adults' sample, college students, in relation with the efficiency of the coping strategies used to fight bullying situations during elementary and High School. In this case, our hypothesis is that coping strategies used for the conflicting situation will be perceived more effectively that avoiding ones.

METHOD

Participants

219 college students from the University of Seville (73 males and 146 females) of five different schools: Psychology, N=61; Journalism, N=50; Chemistry, N=22; Economics, N=38 and Architecture, N=48). The centres were randomly chosen among those included within the different fields of knowledge. Once the centres were chosen, the choice of classes was equally done at random, with he students present at that moment the classes being surveyed. The ages of the participants were between 18 and 40 years old (M=21.28; SD=2.49).

Instruments

The adaptation of Retrospective Bullying Questionnaire (RBQ, Schäfer et al., 2004) was used. The anonymous questionnaire has 46 questions divided in different sections. In the first place, they were asked about their experiences in bullying situations during primary school: forms of the received aggression, identification of the aggressors, and duration of the experiences. The second section has a structure identical to the first one, but, in this case, centered on the experiences gathered during high school.

The third section explores the experiences during Schooling, especially how the subjects fought bullying situations. Together with the identification of the main coping strategies, a question was added to gather the appraisal of the subjects about the effectiveness of their strategies ("which one of the former strategies was the most effective one to solve the situation?"). The students were allowed to choose more than one strategy for this question. In this section also a question was added to explore how the subjects appraised the bullying situations ("if you were bullied, which consequences did that cause in

your personality), as well as another one to evaluate the appraisal that the students made, including their perception of control I ("If you were bullied, did you feel that you could do something about it?"). The possible responses to these answers were taken from the tool used by Hunter and Boyle (2004) in former studies that exhibited high validation (Hunter and Boyle, 2002; 2004).

In this third section, also appears a question purporting to assess the presence of suicidal ideation associated to bullying situations. Finally, a scale was included to analyse the experiences associated to stress (adapted from Rivers, 1999): anguishing memories, nightmares, flashbacks, feeling of living again similar situations to those who were lived at school, and stress under similar situations. In a last section, the continuation of bullying experiences was explored under working conditions, which aspect had not been considered in this study owing to the low number of students with working experiences.

Most part of the answers were multiple choice among which only one answer may be chosen. In those cases where this is not the procedure it is conveniently explained in the same instrument.

Procedure

The students were administered the test during a session in a class where they were explained about the contents of the research and they were made sure about the confidential nature of their responses. Together with this information they were explained about how to fill the instrument. Those students who did not want to participate abandoned the class, yet in all the classes where the evaluation was performed only 4 students refused to answer the questions, which does not allow us to think in the presence of some undesirable effect on the data. The application of the tool only took 30 minutes.

In the coding process it was considered to eliminate those instruments in which there were no data that enabled us to identify among them with any of the involvement roles in the bullying problem.(observers, aggressors, victims, or bullied victims), but it was not necessary to eliminate anyone from the analysis. In those cases in which any option was left unanswered, that questionnaire was omitted for the joint analysis of this variable, even if that did not affect the main variables of the analysis exhibited in this study.

Data analysis

In the first place, data were analysed from a descriptive proposition in order to know the direct responses given by the students. Later on, regression models and variance analysis were performed to see the weight of different variables in the efficiency of coping strategies. This last analysis is completed with non parametrical tests to complete the analysis of the differences existing among groups. In all the analysis it was accepted, at least one $p < 0.05$ and were performed with the statistical package Spss Win 12.01.

RESULTS

The first task in the analysis of the results was to assign the students within four main

involvement roles in the bullying problem: victims, aggressors, aggressive/bullying victims, and observers (Mora-Merchán, 2001). For the identification of the victims students who were involved with certain frequency in bullying situations were recruited (at least “sometimes”, cut point established in previous studies to consider the situation as real bullying (Whitney and Smith, 1993), both in Elementary and High School, and that had perceived that the participation had “quite serious” effects. The aggressors were those students that bullied their fellows with certain frequency (the same answer choice than the victims had), again, during Elementary or High School, and that had not been chosen as victims. A third part of involved parties was the aggressive victims that fulfilled the requirements to be considered both victims and aggressors. Finally, the observers were those subjects that could not be considered as victims or aggressors in any case.

Once this identification was made, we analysed the distribution of different roles throughout the sample. The most frequent profile of the student was observed (43.69%), followed by victim (30.58%), aggressive victim (15.05%) and aggressor (10.68%). No significant differences were found between the different roles when considering the gender issue on the subjects, neither in victims nor in aggressive victims when considering their distribution in elementary, high or both schools (see table 1).

Profile	Educational Stage		
	Elementary	High	Both
Victims	33	11	19
Aggressive Victims	9	6	16
Total	42	17	35

Table 1. Distribution of the victims based on the educative stage.

Concerning the perceived use and efficiency of the different coping strategies, the two most effective appraised responses were talking to the aggressor or aggressors or ignoring the problem followed by three different ways of seeking help from others. Nevertheless, the strategies appraised as less effective were missing classes, fighting the aggressor, kidding with the situation, and avoiding conflicting situations. No significant differences were found between males and females in the sample in function of the gender when considering the responses to that question. When considering the period in which the victimization occurred (see table 2), at the moment of assessing possible influences caused by age in the use and satisfaction with the different coping strategies, we only considered the responses of those who had been victims during elementary school or high, thus eliminating in this analysis those who had suffered this experience continuously, because it was not possible to by their responses if the strategy was used in a moment, or the other, or in both of them (likewise, it was not possible to measure in those cases

if any kind of change occurred in the satisfaction for the use). In this case, some interesting differences were found (statistic could not be applied in this case owing to the low frequency reported in the cells). Seeking help from the family was considered among the most effective by all the students that used it in high school, although less than a third part of the elementary school victims had the same opinion. Ignoring the problem was appraised by more than half of the elementary school victims as a good strategy to cope with the problem. On the contrary, only 17% of high school victims considered it to be efficient. It is also worth mentioning that the responses from elementary school victims were more scattered, in other words, the students involved in bullying problems in this stage had used more strategies and all of them were considered, in general terms, as equally effective, whereas those in High School tended to appraise as efficient almost exclusively, to seek help from the others, such as friends, family or professors.

A new analysis we wanted to perform was to see if the coping strategies used in the past had any weight on the present stress experiences in our sample. Therefore, we performed a multiple regression standard analysis where we used the mean punctuation in the stress scale as the criterion variable and each one of the coping strategies as predictor variables. Results indicated that even if the use of coping strategies as a whole explained 9.8% of total variance of the criterion variable ($F_{9, 65} = 0.79; p > 0.05$), none of them separately behaved as an efficient predictor.

The possible relationship between the appraisal of the subjects about the bullying episodes according to their gender was valued. Square-chi tests did not show any type of significant variation. No significant differences were found when assessing the global appraisal of the situation with the educational stage during which bullying took place. Nevertheless, differences in perception of control experienced by the victims were found. In this case, the victims that were bullied during elementary school perceived higher control or mastering on the bullying episodes than the high school victims ($\chi^2(1, N = 45) = 4.14; p < 0.05$). Appraisal of the bullying situation and perception of control was also compared to the stress lived in adult life. Subjects that perceived higher control on bullying episodes exhibited in adult life lower levels of stress than the students with low perception control levels ($t(68, N = 70) = 3.43; p < 0.01$). When performing a one tail ANOVA to assess the effect of appraising a bullying situation on the experiences of adult stress also significant results appeared ($F_{2, 73} = 4.80; p < 0.05$). Analyses performed using the Tukey HSD test to determine the meaning of this influence, determined that the subjects in which the feeling of threatening prevailed over the challenge showed higher stress levels than those who exhibited an appraisal mainly of challenge than threaten.

A last analysis was focused on the concept of adjustment between the appraisal of the situation and the coping strategy used. The results indicated that both those who showed good adjustment and those who exhibited maladjustment did not differ

significantly in the levels of stress as adults, $t(18, N20) = -0.71; p > 0.05$.

Coping	Educational Stage				Total	
	Elementary		High School			
	Frecuency	% Effectiveness	Frecuency	% Effectiveness	Frecuency	% Effectiveness
Ignor the problem	21	57	6	17	27	48
Avoid the situation	15	27	5	0	20	20
Help from the friends	12	58	5	60	17	59
Kidding	10	20	4	0	14	14
Help from family	7	29	4	100	11	55
Talk to the aggressor	7	43	-	-	7	43
Help form the teachers	2	50	2	50	4	50
Fight the bully	2	0	1	0	3	0
Avoid going to school	1	0	-	-	1	0

Table 2. Use of strategies and valuation of the same ones according to the educative stage.

DISCUSSION AND CONCLUSIONS

The first objective of this study was to examine if the coping strategies used against bullying that the subjects used during elementary and high school had an influence on their stress experiences in adult life. Results indicated that even if as a whole they showed a certain influence, the strategies that were considered in this study did not explain the stress experiences suffered as adults. Our second objective attempted to assess if the adjustment between the evaluation of bullying situations and the strategies used affected stress manifestations in adult life. In this case, significant variations were not appreciated either. Nevertheless an initially unexpected effect was found that related the appraisal of the subjects of bullying situations and stress experiences. Thus, the subjects that perceived more control of the situation exhibited lower stress levels. The same occurred with those who perceived the conflict as a challenge and not as a threaten. Our last objective was focused on the effectiveness perceived in the different strategies. Those who attempted to cope with the problem in an active manner were assessed as the most satisfactory ones, on the contrary those who consisted of aggressive responses or avoidance ones were considered as the less efficient ones.

Contrary to what as expected, none of the measured coping strategies in this research worked as a predictor of the stress levels suffered by the subjects of our sample. This fact suggests that strategies normally used by students when solving bullying problems do not possess a protective nature, at least

concerning stress prevention of stress associated to those experiences. The same result was found by Kochenderfer-Ladd and Skinner (2002), in this case related to the apparition of anxiety and depressive traits. Nevertheless, in the same study, the same coping strategies did behave as effective predictors of psychosocial adjustment (higher social competence and less isolation).

These results are poorly conclusive as regards the design of specific intervention programs, because, even if as a whole they have proved to be effective to predict stress levels, none of the coping strategies examined in our study turned out to be efficient in terms of the protection against the long term effects of victimization. Nevertheless, given the fact that in our study we only analysed the effects on stress experiences, we understand that it is necessary to explore deeply in further studies about the possible influence of those strategies on other possible consequences as it appears on other studies (Cassidy and Taylor, 2001; Kochenderfer-Ladd and Skinner, 2002).

The importance of the adjustment of the assessment of the situation and strategies used to cope with the situation did not behave either as it was expected, because it did not show influence on the stress levels. Those results, nevertheless, should be interpreted carefully because of the small number or students that participated in the analysis. The assessment of the subjects of the bullying episodes in a double sense was relevant. On one hand, when we considered the perception of control, the victims with less perception of control on bullying episodes showed higher stress levels. On the other had,

students who considered the conflict more as a challenge than a threaten experienced lower levels of stress in adult life. Those results are coincidental with those found by Pape and Arias (1995) in women victims of domestic violence where the perception of control predicted lower stress levels associated to abuse experiences. These authors suggested that, even if the perception of control was imaginary, the stress buffering finally reinforces it. Even if the study of Pape and Arias (1995) differs from our study in the nature of the sample, the coincidence of the results invites us to think that the perception of control may be considered an efficient protector in victim populations. A possible explanation for the relationship between situation appraisal and stress levels in adult life, as challenge or threaten, would be related to the emotions of the victims when they are bullied. Hunter, Boyle and Warden (2004) pointed out that the feeling of threaten is accompanied by other emotions associated to a damage to personal image (shame, guilt, etc.), whereas this did not appear in those who perceived bullying as a challenge. It is possible therefore that those negative emotions would be the causes of subsequent stress.

A new aspect that needs to be discussed refers to coping strategies that were appraised as effective by the subjects against bullying situation. Generally, the best-appraised strategies had been those who involve facing the problem rather than avoiding (talking to the bully, seeking help from the peers, family or teachers) which reinforces the hypothesis that we stated at the beginning of the research. Nevertheless among the most valued strategies also were found ignoring the situation, an avoidance strategy. For some authors (Roth and Cohen, 1986) this type of strategy avoiding may be understood, nevertheless as an active manner of facing the problems because it supposes involves, moreover mainly in the cases of verbal aggression, so as to show the bully that bullying had little effect on him, hoping that it would stop. In the group of less appraised strategies we may also find a confronting strategy such as fighting with the aggressor. Nevertheless, this strategy is at the same time an aggressive type strategy which is associated, in the case of continued use, to the creation of more problems, than he could handle at a given time. (Fournet et al., 1998; Olafsen and Viernerö, 2000).

A last aspect that we may highlight are the possible limitations that the retrospective methodology may have caused when exploring bullying experiences it is evident than the memories of conducts and ideas about event that took place between 10 and 20 years ago may not be as precise as we may like desired. Nevertheless there is evidence from previous research (Brewin, Andrews and Gotlieb, 1993; Schäfer et al., 2004) that the retrospective cut studies should not be considered as less reliable. Besides, in absence of longitudinal design studies research as this one are an efficient way to study victimization effects in psychosocial adjustment during adult life.

It seems clear that the results obtained in this research where some variables as for example the assessment of bullying episodes have shown influence on adult life stress, that deserve needs to be continued in this line by enlarging the studied

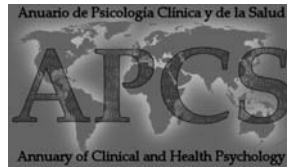
samples, as well as analysing the influence of the factors included in this study, or other so the same relevance, have on other key aspects for the psychosocial adjustment of bullied victims in adult life such (as for example, friendship relations, affective bonds, self esteem etc.).

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Comparative analysis of differential socioemotional variables among those involved in bullying. Study of a bully-victim case

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ABSTRACT

The assessment of bullying must include both actors, the doer of the acts of aggression or bully, and the recipient of such acts, or victim, with all personal, social and environmental elements of the subjects involved being taken into account, but also, we must include socioemotional aspects of the group of peers (Sutton and Smith, 1999). This paper is focused on the assessment of aspects regarding the perception of these situations by members of school groups, especially by the participants involved, as well as on the analysis of the socioemotional differences between these behaviours, establishing comparisons between those who are not involved and each of the subgroups affected: bully, victim and bully-victim, through the Bull-S test (Cerezo, 2000). The sample consists of five Primary Education classroom groups, aged between 7 and 13 years; 52.3% of the subjects are boys and 47.7% girls. The results revealed that 34.6% of students were directly involved in bullying situations (43% of the boys and 25.5% of the girls), as well as significant differences between non-involved students, bullies, victims and bully-victim (B-V) – those who participate as bullies and also as victims – in social evaluation in the classroom group, the B-Vs being the worst regarded of the entire student body. In general, they stand out for being the most rejected and disliked, followed by victim students. In the perception of social evaluation, only the B-Vs are aware of the social rejection they provoke, which does not occur among victims or bullies. As regards the perception of dangerousness and security in the Centre, there are no differences in general, and the whole sample regards these situations as not very dangerous. This way of perceiving the maltreatment problem along with the helplessness of the bullied subjects may be interpreted as elements conducive to bullying within a school context. The paper includes an approach to the assessment and intervention in a B-V case.

Key words: Bullying, Socialization, Social Perception. *Palabras Clave:* Bullying, Socialización, Percepción social.

INTRODUCTION

Within a school context, aggressiveness is punctuated by of episodes that occur almost every day in more than 50 per cent of Centres and, nearly half the students are involved in situations of abuse, according to the Ombudsman's Report (AA.VV. 2000), being this a generalized phenomenon in industrialized countries (Clémence, 2001).

Situations of violence among school-children go beyond the specific episodes of aggression and victimization, since whenever a subject suffers someone else's acts of aggression on a systematic basis, he/she generalizes the hostile perception to the whole school group, which results in severe states of anxiety, isolation and loss of interest in learning (Cerezo, 2002; Rigby, 2000). On the other hand, the aggressor gradually consolidates his/her anti-social behaviour, whose consequences usually provoke social exclusion and pre-criminality. Besides, the emotional atmosphere of the group of

peers experiences a significant loss of pro-social attitudes, which is conducive to the lack of consideration for the others (Cerezo, Calvo and Sánchez 2004; Roland and Galloway, 2002).

We define bullying (Olweus, 1998) as a way of maltreatment, typically deliberate and harmful, inflicted by one student on another classmate who is generally weaker and whom the bully turns into his usual and permanent victim. Bullies or aggressors act that way, abusing their power, and moved by the desire of intimidating and dominating, while the victim student is helpless. Bullying does not necessarily express itself as physical aggression, but can manifest itself as verbal aggression (in fact, the most frequent type), and as exclusion, being this the way most used by girls and in general by students in higher forms (Díaz-Aguado, Martínez and Martín, 2004).

A first explanatory approach must assume that, though the existence of certain personality components is undeniable, the great transcendence of social and environmental components in the acquisition of aggressive behaviour patterns is

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evident. The most prominent of these components is the social model provided by the family, experiences of maltreatment and family (Barudy, 1998) and school violence, the subject's perception of support or rejection in the reference groups and the position he/she occupies in the network of interpersonal relations (Bemak and Keys, 1999). On the other hand, we have been witnessing for the last few years a phenomenon arising out of behaviour and which derives from models explicitly suggested by the media, especially videogames and other passive entertainment systems. Therefore, an explanatory approach to violence among peers involves understanding that we are in the presence of a set of "causes" conducive to its development, and we will have to present it as the result of social learning mediated by temperament (Leary, Kowalski, Smith and Phillis, 2003).

Although research has already provided a basic scientific corpus (Smith, 2004), still, there are scarce publications focused on analysis and treatment of the subjects directly involved: the aggressor (bully) and the victim. The immediate explanation to this lack of special attention to the issue is, undoubtedly, that we are in the presence of a phenomenon of disguised activity that does not usually become manifest in front of adults, and only becomes known when the situation reaches huge proportions for both persons involved. The aggressor or bully, the victim and the observers keep silence because there is the belief that whoever talks about it will be considered an informer, and besides, the fear of being the next person attacked inhibits either of them from speaking; in addition to this, the victim subject feels so embarrassed and degraded that he/she will not admit to his/her situation before the group. However, maybe the most obvious reason is that adults are not very aware of the real problem; we believe that children must learn to solve their own conflicts without the need to resort to adults, and we do not give them the chance to pose the social interaction issues that are present in the classroom.

We understand bullying as group behaviour, i.e., it emerges from the conflict generated within the classroom group (Salmivalli, 1999; Sutton and Smith, 1999), thus, it is essential to include in its analysis the study of socioemotional relations, environmental conditions and the individual perception of severity attributed to situations. The analysis of the classroom group as a social system places each student between two poles: the well-adjusted and the maladjusted. The behaviour that well-adjusted children have towards their schoolmates is characterized by a high level of participation in the group and the frequency with which they treat their classmates in a friendly way, pay attention to, and support them. On the contrary, the behaviour of rejected children is characterized by a much higher frequency of aggressive contact, their demands for attention, by receiving a high number of disagreement expressions, and by the absence of positive reinforcement towards the others.

The bullying phenomenon requires two clearly differentiated subjects that constitute "two sides of the same coin": the aggressor and the victim. Bullies, in general, are children physically strong and somewhat older than their classmates. They

frequently display aggressive behaviour and are generally violent towards those they consider weak and cowardly. They rate themselves leaders, honest, as having a considerable degree of self-esteem, and they exercise low self-control in their social relationships. They show a medium-high level of psychoticism, neuroticism and extraversion. They perceive their family environment with a certain degree of conflict. Their attitude towards school is negative, therefore, they often exhibit challenging behaviour, and their school performance is low (Cerezo, 2001b).

Victim subjects, in general, are children somewhat younger than bullies; they are physically weak and are usually the target of bullies' acts of aggression. Their schoolmates perceive them as weak and cowardly. They regard themselves as shy, withdrawn, having very low social evaluation and a tendency towards diffidence. They exhibit low self-control in their social relationships. They get medium-high scores for neuroticism, introversion and anxiety. They perceive their family environment as extremely protective and their attitude towards school is passive (Cerezo, 2001b; Ortega, 1994). Besides, occasionally, we find subjects having both profiles, they are called bully-victims (Salmivalli and Nieminen, 2002).

The assessment of bullying behaviour must cover both actors, the doer of the acts of aggression, or bully, and the recipient of such acts, or victim, but also, we must include socioemotional aspects of the group of peers. The assessment must be aimed at getting information about the personal aspects of the subject, academic aspects, level of helplessness, and behavioural assessment, aspects concerning his/her group relationships, about the family and school environments (Stevens, De Bourdeaudhuij and Van Oost, 2002).

Based on observation, we can introduce more specific assessment tools. We propose the use of the Bull-S test (Cerezo, 2000) for the measurement of aggressiveness among peers within school premises. This questionnaire was conceived so that we can have a specific assessment tool of social aggressiveness among schoolchildren. Since our first pieces of research (Cerezo, 1997) we have been searching for techniques for the early detection of bullying, and which, in turn, may serve as a basis to develop intervention programs focused on the subjects involved. We designed the questionnaire as an instrument that reports on the social and emotional reality of the classroom group and the involvement of its members in bullying, as well as on the students' personal, social and school interaction characteristics (Gifford-Smith y Brownell, 2003).

The instrument, following the methodological line of Sociometry, and through the direct domination technique, analyzes the internal structure of the classroom, which is defined under the following criteria: acceptance-rejection, aggressiveness-victimization and the assessment of certain characteristics in the students directly involved. The test pursues three main objectives: contributing elements for the analysis of the socioemotional characteristics of the group of peers, facilitating the detection of situations of abuse among schoolchildren and contributing information relevant to the

intervention. It is presented in two forms: Form P for teachers and Form A for students. The publication comes with a CD-ROM for computerized handling of data.

Form A (Students) consists of 15 grouped items and is arranged into three categories. The first, with four items, informs about the socioemotional structure of the group, which includes the analysis of the cohesion level; the second, with six items, informs about the bullying dynamics, specifying the level of incidence and characteristics of students involved, and, lastly, the third category with five items, gathers descriptive elements such as form of aggression, frequency, place where it occurs, and the degree of severity that students attach to it. Form P (Teachers), is made up of ten items, similar to the first ten items for students, and it is aimed at obtaining information about the degree of coincidence between the group of teachers and the group of students.

The analysis of the Bull-S questionnaire enables not only the detection of situations of maltreatment among schoolchildren, but also provides further insight into the characteristics associated with the bully's, the victim's and the bully-victim's profile, as well as into the social representation of the subjects involved in the bullying dynamics that the group of peers have, assessing how much they justify and/or approve their acts, and, finally, it facilitates knowledge of situational and formal aspects of this dynamics. Recent research endorses the usefulness of the Bull-S Test as an instrument for the measurement of the bullying dynamics in a group, even for comparative purposes (Cerezo and Ato, 2005). The reliability of the test has been substantiated by the test-retest technique. So that, from the pilot group, values were obtained for the variables involved, and later for the control group. These values remain within an acceptable range, i.e., with an associated probability greater than 95 per cent.

The present study forms part of a more extensive piece of research, intended to analyze the incidence of bullying in a school centre so that specific action plans can be formulated. This paper is aimed at deepening our knowledge of two main goals: inquiring into the social and emotional structure of the group of schoolchildren, highlighting how the subjects perceived as bullies, victims and bully-victims are positioned, as well as certain characteristics of social evaluation, in addition to establishing the possible differences between these subgroups and the well-adjusted or neutral subjects. In addition, it will seek to analyze the attitudes towards the bullying situations of the group of students. Finally, based on this knowledge of the group, it will draw the possible lines for the case study of the subjects involved.

Taking the aforementioned studies as reference, this research puts forward a general hypothesis: We understand that bullying is the manifestation of strained socioemotional relations among the members of a group of peers, which is generalized in all classrooms and, therefore, will appear in all the groups of the sample. This first statement is specified as follows:

- In the network of interpersonal relationships, subjects involved in bullying are worse positioned than non-involved subjects, and among the former, especially the victimized subjects.

- As regards perception of social reality, since bullies are in general more realistic than victim subjects, they will get better results regarding the prospect of being chosen and rejected among the subjects involved.

- We explained that the classroom group would regard these aggression-victimization relationships as having a significant degree of dangerousness or severity.

- Lastly, we understand that the detailed analysis of the subjects involved will help us develop the specific intervention programs, where social support will act as a decisive factor.

METHOD

Participants

The sample consisted of Primary Education students from five classroom groups (2^o, 3^o, 4^o, 5^o, and 6^o forms) in the same school centre (N=107), whose ages ranged from 7 to 13 years (56 boys and 51 girls).

Procedure

The application of the Bull-S test was made after family consent was obtained and the teaching staff informed. Two persons, with a Degree in Psychology, and having been specifically trained, cooperated in this task, while form teachers were absent from the classroom.

Before conducting the test, each subject was assigned to the different subgroups: Student not involved in bullying (Other), Aggressor (Bully), Victim (Victim), and Bully-Victim (B-V). For that, we followed the indications of the Bull-S test, which considers that a student forms part of any of the two Bullying categories (Aggressive or Victim) if he/she receives at least 25% of peer nominations, and the subject who receives at least 25% of the nominations in both two categories simultaneously will be regarded as a Bully-Victim. Furthermore, dimensions were analyzed: Sociometric Situation, Situational Variables and Degree of School Satisfaction.

RESULTS AND DISCUSSION

Following the formulation of the objectives, results are established in three aspects: description of the sample and characteristics associated with the subjects involved; in the second place, establishing the differences in the perception of personal, social and situational variables associated with the subjects involved in bullying, and finally, obtaining information for the psycho-social assessment of a bully-victim case.

A study of frequency was conducted in each classroom-group and in the whole sample in order to know the incidence of the bullying dynamics. For the study of differences between subgroups, we conducted the T-Test for the significance of the difference between the means of two independent samples, establishing "two-to-two" comparisons (Others/Bullies; Others/Victims; Bullies/Victims;

Others/BV). On the basis of the specific analysis of the features associated with subjects involved, the study of one case was determined.

1. Frequency Study

The sample was analyzed according to the age and gender groups for each of the subgroups into

which it was divided, i.e., for Other, Bully, Victim and B-V. The results are displayed in Tables I and II.

Situations of interpersonal violence were detected in all classrooms. In forms 2°, 4° and 5°, students in the four categories were detected, and in forms 3° and 5° no B-V case was present.

	CLASS-ROOM 2	CLASS-ROOM 3	CLASS-ROOM 4	CLASS-ROOM 5	CLASS-ROOM 6
OTHER	13	14	14	12	17
BULLY	2	2	5	4	2
VÍCTIM	3	4	2	5	2
V-P	2	-	2	-	2
TOTALS	20	20	23	21	23

Table1. Incidence by classroom

From the analysis of frequency, it can be seen that:

- The greatest percentage of students is well adjusted to the school Centre.
- In the five classroom groups we have found students involved in the bullying dynamics as bullies and as victims, and bully-victims appear in only three of them (which confirms our general hypothesis). They represent more than 34% of the sample. 14% are Bullies, 15% Victims, and 5.6% Bully-victim.

- The greatest incidence among forms is seen in forms 4° and 5°, both with 9 cases, followed by 2° form with 7 cases and by forms 3° and 6° with six cases.
- The age group having the greatest incidence in absolute values is between 9-10 years with 21 cases (51.3%), of which 9 are bullies, 10 are victims and 2 are bully-victims.
- The only subject of 13 years of age (a girl) appears as a bully-victim.

	ADGE			SEX	
	7-8	9-10	11-13	M	F
OTHER	71.9 (23)	48.8 (20)	76.6 (23)	57.1 (32)	74.5 (38)
BULLY	9.4 (3)	21.9 (9)	10 (3)	26.8 (15)	-
VÍCTIM	12.5 (4)	24.4 (10)	6.6 (2)	8.9 (5)	21.5 (11)
V-P	6.2 (2)	4.9 (2)	6.6 (2)	7.2 (4)	4 (2)
Total Bullying	28.1 (9)	51.3 (21)	23.3 (7)	43 (24)	25.5 (13)
TOTAL	32	41	30	56	51

Table 2. Incidence by Age and Gender. Absolute percentages and values

- As regards gender, it is surprising that all subjects involved as bullies are boys. While as regards victims, in absolute values, girls double boys, and as a percentage they represent almost 22% against 9% of boys.
- Subjects considered bully-victims represent 7.2% of the boys and 4% of the girls.
- All the girls acting as aggressors (bullies) are victims at the same time; therefore, we can gather that they use aggressiveness as a way to respond to the aggression they receive.

2. Differences between the means of subgroups

In the second place, differences in the perception of personal, social and situational variables associated with bullying were analyzed. For that, "two-to-two" comparisons were established between subgroups and for each of the variables analyzed, so that differences between the means of the scores obtained by the subjects not involved (Other), aggressors (Bully), victims and bully-victims

(B-Vs) could be obtained. The following tables display the significant results of the different T-Tests through the SPSS program, for comparative studies of means.

From the analysis of differences between means, we find that:

- Between the Others and the Bullies, there are significant differences as regards gender, since all the aggressors in the sample are boys ($p < 0.001$). As regards the Rejection variable, a certain tendency towards Bullies can be observed ($p = 0.06$).
- Between Others and Victims there are differences in the gender variable, since most of the victims are girls.
- Between Bullies and Victims statistically significant differences are observed in Physical Strength and Aggressor; the values obtained for the bullies being the highest ($p < 0.001$). In the variables Cowardice and Dislike ($p < 0.001$) it is the victims who show the highest values.

Variables	Other/Bully			Other/Víctim			Bully/Víctim		
	t	g.l	Differ. between Means	t	g.l	Differ. between Means	t	g.l.	Differ. between Means
Gender	9.05***	83	.54	-			5.74***	29	.69
Rejection	-			-2.99**	14	-5.76	-		
Strength	-3.34***	83	23.05	2.87*	14	9.17	3.61***	29	32.22
Cowardice				-4.39***	14	-15.98	-2.22**	29	-13.18
Aggressor	-12.23***	83	-30.10	-4.02***	14	-8.70	4.77***	29	21.41
Dislike	-1.99*	83	-4.77	-5.11***	14	-13.63	-1.9(.06)	29	-8.86

Associated Probability (P value): * = 0.05 > α < 0.03; ** = 0.03 > α < 0.01; *** = α <= 0.01

Table 3. T-Test Differences in Bull-S between Other/Bully/Victim

- As regards the Rejection variable, there is a marked difference between Victims and Others, the values obtained for the victims being higher (p < 0.001).

This group of variables confirms that aggressor students have higher social evaluation and, therefore, are better regarded by at least a considerable part of their schoolmates, while certain aspects are attributed to victim subjects, as well as

bully-victims, which to a certain extent make them more liable to find themselves in situations of helplessness, since they are considered cowardly and are isolated from play, games and activities.

The comparative analysis between the Bully-Victim subjects and the rest of the subgroups produced the following results:

Variables	Other/V-Aggressor			Bully/ V-Aggressor			Víctima/ V-Aggressor		
	t	g.l.	Dif .M	t	g.l.	Dif .M	t	g.l	Dif. M
Gender	-			-2.60**	19	.33	-		
Acceptance	3.49**	74	4.17	-			-		
Rejection	-6.94***	74	-21.53	-3.53**	19	-20.23	-2.72**	20	-15.77
Prospect of being chosen	2.01*	74	2.61	-			-		
Prospect of being rejected	-2.98**	74	-5.88	-2.06*	19	2.70	-		
Physical Strength	3.37***	74	9.65	3.59***	19	32.70	-		
Cowardice	-3.93***	74	-19.67	-2.52**	19	-16.87	-		
Aggressor	-7.54***	74	-36.74	-			-2.93***	20	-28.04
Dislike	-6.20***	74	-25.50	-2.92***	19	-20.73	-		
Form	-2.61**	72	-1.00	-2.50**	19	-1.00	-1.98 (.06)	18	-.93

Associated Probability (P value): * = 0.05 > α < 0.03; ** = 0.03 > α < 0.01; *** = α <= 0.01.

Table 4. T-Test Differences in Bull-S between Other/Bully/Victim and Bully-Victim

- Between Others and B-Vs, differences can be observed in the variables “acceptance” and “prospect of being chosen”, the values obtained for “Others” being the highest; in the variables “rejection” and “prospect of being rejected”, values are considerable higher in B-VS;
- As compared with the Bullies, they are characterized by being considered more cowardly and by being disliked, and there are no differences in the “bully” ide between both subgroups.
- As compared with Others and Bullies, they are physically weaker.
- As compared with the Victims, the B-Vs are more rejected and considered more aggressive (p < 0.001), and they are usually more disliked (p = 0.06).

These analyses clearly show that between the three subgroups there are significant differences in sociometric values and in the assessment of

characteristics associated with the aggressor and the victim.

The comparative study of situational variables reveals that only the B-Vs find that the forms of aggression are specifically different. For these subjects, rejection is the main way of being attacked while for bullies and victims, acts of aggression are usually insults and physical violence.

As regards the severity attached to the acts of aggression and the feelings of security in the Centre, it was surprising that in no case these situations were considered sufficiently serious, maybe because aggressiveness became part of the usual treatment among peers.

3. Identification of subjects involved.

This issue focuses on the study of the case of one of the Bully-Victim students of fourth form. In this group of 23 students, 5 bullies, 2 victims and 2 bully-victims were detected.

Presentation of a clinical case

Tomás G. C. is a boy of 9 years of age, foreign, and has been enrolled in this centre for two years so far. His academic record, in general, shows learning difficulties and adaptation issues. He has been reprimanded on several occasions because of his lack of interest, and lately he has exhibited challenging behaviour towards teachers.

History of the problem

The victimization problem suffered by Tomás comes in part from the negative he receives from a considerable number of schoolmates and partly from his provoking attitude, in addition to the lack of academic interest. This situation gets complicated due to the absence of support in the group; it is meaningful that he chose three girls as schoolmates and no boy. Although last year he was involved in victimization situations, especially with insults and contemptuous treatment by some of the boys of the group, maltreatment has been systematic for six months, and has been worse for three months now, and he says now that he is going through such maltreatment every day, and its effects go beyond the merely academic framework. His state of tension and helplessness has been generalized to many areas of behaviour, times of the day and places, and he has developed aggressive attitudes by way of compensation.

Topographic and functional analysis

The Bull-S test analysis has detected the following particular characteristics in Tomás:

- Sociability: Very low, although he chooses three girl classmates, nobody chooses him. Besides, his prospect of being chosen does not match reality. While he stands out as a rejected student (weighed score 40), and with a high probability of being rejected, his perception in this aspect is quite well-adjusted to reality.
- Variables of the bullying dynamics: Perception of Tomás by the group positions him within the following parameters: Cowardice (31%), Aggressiveness (35%), Victimization (40%), Bully (18%), and Dislike (61%). He is a child with a strong tendency towards being a victim and a bully at the same time, i.e., he suffers the aggression of some of his schoolmates and at the same time displays aggression against others. Besides, he has a quite realistic self-perception of the situation, since he recognizes himself as a subject of both victimization and rejection by his schoolmates.
- Situational values: Among the forms of aggression he usually receives, insults and threats are the most prominent, followed by physical aggression and rejection. The classroom, followed by the schoolyard, are the places where the acts of aggression usually occur, they take place almost every day; he finds that these situations are serious and does not feel very secure in the school centre.

Interviews have revealed that Tomás is in a helplessness and exclusion situation among his schoolmates and has no coping strategies to ask for help, express annoyance in a positive way or make friends. From a different perspective, we find that his

shy and somewhat childish temperament makes him a good target for attacks, and that he lacks effective coping strategies.

To complete the information, an assessment of the following areas was made: personal and social relationship, family environment and school environment. Results showed that Tomás was in a clear situation of helplessness and social exclusion, and he was also victimized by three schoolmates who used to insult him and even attacked him physically by kicking and pushing him. His response was ineffective and occasionally aggressive. His level of helplessness was high.

As regards social skills, values were low in: Social Withdrawal (Isolation), Asking for favours, Requesting change in behaviour and Assertive Behaviour.

By means of the EPQ-J (Eysenck and Eysenck, 1989), high levels of psychoticism and neuroticism and medium levels of extraversion and honesty were detected.

The BAS-3 socialization battery (Silva and Martorell, 2001) provided some elements to be taken into account, thus, values were very low in social sensitivity and self-confidence, against very high values in social seclusion and isolation, and also in anxiety and shyness.

The study of the family environment confirmed the necessity of the social inclusion of the family group, made up of the father, a casual worker, the mother, and three children, all of them of school age, Tomás being the second child. The social and family environment as measured by the FES (Family Environment Scale) (Moos, Moos and Tricket, 1995) shows difficulty as regards Expressiveness and a high level of Conflict. The questionnaire about educational and socialization styles "ESPA" (Musitu and García, 2004) revealed a significant divergence between the paternal and the maternal styles, the mother being the one who tried to overprotect the child, while the father exerted greater control in addition to his low acceptance of, and his low involvement in, the child's problems.

The school environment, as assessed by the classroom environment scale (CES) (Moos, Moos and Tricket, 1995) and the form teacher's opinion, confirmed very low levels in interpersonal relations, both in Involvement, Affiliation and Help. As regards the areas of school self-realization, the little importance he attached to the completion of work and the scant organization of work by the teacher were noticeable; finally, it should be pointed out that students participated very little in the planning of school activities and that students' creativity was hardly stimulated.

From the point of view of the form teacher, the kid had school adjustment issues, and had very few friends; he used to get angry very easily when he did not get what he wanted, and was always complaining about teachers and schoolmates. Concerning his school performance, the form teacher found that he did not work hard enough and that his basic learning level was deficient, that is why he received tuition twice a week.

Treatment techniques

Intervention was established at three levels: the classroom, the subject and his aggressors. The therapeutic goals proposed were focused on providing self-protection strategies, improving self-esteem and self-confidence, developing deficient social skills and assertive behaviour.

From the classroom, after informing the form teacher, we introduced a weekly session in order to improve empathy and the knowledge of the social and emotional reality of the group members, as well as to develop more socializing behaviour.

Nine sessions were scheduled for Tomás, organized into three phases: assessment, treatment and examination, and follow-up. A mixed program was chosen; first we worked on self-esteem and self-confidence along with the training in social skills, introducing at the same time and gradually a program for anger management. Relaxation and self-records for home were used to consolidate the therapeutic tasks. In parallel with that, interviews with the parents were held.

The work strategy for aggressors (bullies) was based on making them conscious of the problem and on the recognition of its severity, the analysis of bullying situations lived, and the aggressors' level of involvement in such situations, and on the development of anger management programs.

After eight weeks of implementation of the program, a significant change was observed in the classroom atmosphere (environment). Tomás interacted more easily with his schoolmates and did more successfully his school activities. In addition, the conflictual atmosphere of the classroom was attenuated considerably.

Later contact with the mother and the form teacher confirmed that the child kept making progress. One fact corroborated the appreciable improvement: Tomás was pleased to go to school and he increasingly integrated into the group of peers. His final academic results improved appreciably, although he required academic reinforcement.

CONCLUSIONS

Results are established at two levels: Interpersonal relations among peers and the perception of aspects concerning the social atmosphere of the classroom and the differences between the students involved. As regards the first issue, a clear effect of the sociometric position on the perception of violence among peers is observed (Gallardo and Jiménez, 1997), favoring aggressors (bullies) whom, in addition to having some personal peer support, physical strength and leadership qualities are attributed to. On the other hand, victims are isolated or rejected and are considered cowardly by a considerable percentage of their classmates. In this respect, bully-victims get the highest sociometric values. As regards the social atmosphere, two dimensions stand out: the perception of the degree of security in the school centre, where most of the members of the sample feel quite or very secure in the centre, and the level of severity attributed to violence situations is insignificant. Therefore, sociometric aspects, in addition to socialization and

social school atmosphere (environment), appear as elements conducive to bullying.

Furthermore, these results confirm not only that bullying is present in the Educational Centres, but also that the incidence rates are increasing with respect to previous studies (AA.VV. 2000; Cerezo, 1997; 2001a; Ortega, 1994). One aspect may contribute to that, and it is that in general cohesion rates in groups are low. Another remarkable aspect is the clear difference in certain aspects of group life between each subject involved (Bullies, Victims and Bully-Victim), especially in the perception of their own social status and adjustment to the group. Among bullies, it is observed that they are shown certain consideration by the group and that they adjust better to social reality as compared with victims who are unable to see peer support, and therefore it is difficult for them to find it, because they do not have a real perception of their situation of isolation (Salmivalli and Nieminen, 2002). Finally, the bully-victims are those with higher rates in perception of rejection by their schoolmates, and therefore, they better adjust to and perceive their social reality.

According to our data, aggressors have a specific profile as compared with victims in general, their physical strength, aggression and certain leadership characteristics standing out against the cowardice and anxiety of victims, and the feelings of antipathy that victims arouse.

Regarding the perception of the social atmosphere of the classroom, in terms of security and severity attributed to aggressions, there are very few differences between the well-adjusted, the aggressors and the victims, which indicates the minor importance that subjects as a whole attach to violence in classrooms. If we add to this the clear situation of isolation and helplessness of victim subjects and the manifest indifference of the rest of the group to maltreatment situations, we can understand that the relational structure in classrooms operates as an element that is conducive to the bullying dynamics.

The case presented as an example of a victim student who also exhibits aggressive features confirms that we are faced with a problem with clear symptoms of depression and social rejection (Rigby, 2000), where the prevalence factor makes us confuse the victim with the aggressor (Cerezo, Calvo and Sánchez, 2004). Treatment, based on training in systematic desensitization and on training in conflict resolution and assertiveness development strategies, in conjunction with the school sensitization work in the classroom group and the presence of external support, provided a substantial improvement in the short term and in the maintenance of the advances achieved by treatment over time.

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TEN OUTSTANDING REFERENCES ABOUT:

Bullying

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INTRODUCTION

Aggressive behaviours among pupils do not occur only in the contemporary society, they are the fruit or the consequence of human relations and, therefore, practically as old as such relations. Nevertheless, the level of social alarm is elevated nowadays, which could be caused by the outreach of the mass media.

As regards bullying, and contrary to the situation of other social issues, the alarm seems to be justified by two reasons. In the first place the disclosure, of the unfortunately informed cases, of the suffering that other kids who are under the same circumstances may undergo, and among the consequences thereof, we may mention unhappiness at school, difficulties in concentration and learning, anxiety symptoms, physical symptoms, such as stomach and headaches, as well as nightmares. The second reason, that originates from the aforementioned one, is the possibility of an intervention and avoid a situation that causes the suffering of the victim and that, in a more or less short term, will also cause the suffering of the aggressors, because the rate of bullying children that develop a criminal career with the subsequent imprisonment is very elevated (Rutter, Giller and Hagell, 2000). Another motive, yet of another nature, refers to the manner in which the democratic principles are compromised, because as Olweus (1998) states, all the persons have the right not to be oppressed or humiliated in any manner whatsoever in any social environment, thus including the school.

Bullying is, in the words of Cerezo (2001), a manner of deliberate and prejudicial abuse, which persistence in time makes it very dangerous; and even if the main involved actors are the victim and the aggressor the impact is negative for all the group, given the interdependent character of social relationships.

Nevertheless, the interest of researchers in this subject is relatively recent, studies aimed at the evaluation of this type of violent behaviour began approximately in the 70's, although they were limited to a determinate geographical zone: Northern Europe, specially, Scandinavia (Olweus, 1998). As from the 90's the scientific interest appeared in other countries, such as the United States, England, Canada, Australia or Japan. In Spain, an increase in the interest in this issue, this interest being not exclusively scientific, as we have mentioned before, accompanied by the gradual increase of the incidence rate, according to the latest epidemiological researches (Cerezo and Ato, 2005). The average numbers of children, aged between 7 and 11 years old, which have participated in any form of bullying, has been established, according to Kumpulainen, Räsänen and Henttonen (1999) between 15 and 20%.

What is really worth mentioning is that the interest in this issue has always been triggered in the same manner in all countries: by the information offered in the mass media of the suicide of one or several children as a consequence of the bullying of their own schoolmates at school, this extreme conduct evidences the psychopathological consequences that a situation of continuous abuse causes to the victim. At the same time, and owing precisely to the crudeness of the results of their actions, there appears a disorder in the aggressors, at least at the behavioural level.

The abovementioned concepts justify, therefore, the objective of this article that may be summarized in an attempt to provide an approach to the

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scientific study of bullying from the different perspectives that may encompass the phenomenon in its entirety, thus enabling to establish a preventive framework for such situation. Therefore, in the first place, it was deemed necessary to elucidate the concept of bullying, what is understood and what is implied by the term in the different countries in which the study is conducted, at the same time the different terms that refer to the said phenomenon of bullying are considered, taking into account the cultural differences. In the second place the knowledge of the effects provoked by the bullying situations both on the victims and the aggressors, as well as the group environment is included because of its relevance and impact for the intervention, including the preventive intervention. Such consequences are analysed at a psychopathological level, physical and social, at short and long term, and concerning the persistence of such behaviours. This allows, therefore to consider the existence of a series of risk factors and, therefore, of protection factors. In the third place, the need of including the information about the situation in Spain, as compared to other countries, as well as the available possibilities to evaluate the phenomenon were considered. Finally, the main objective of this article is focused on the possibilities of intervention.

The mentioned objectives directed the search of the articles reviewed herein, including as selection criteria the time framework; thus, it was considered of utmost importance to include the information provided by a pioneer author, both in the study and intervention in mobbing related situations, such as Dan Olweus, as well as the most recent research and contributions. And, in order to amalgamate all the information it was essential to include transcultural and longitudinal research, which would make it possible to know the evolution of the phenomenon.

Olweus, D. (1998) *Conductas de acoso y amenaza entre escolares*. Madrid: Ediciones Morata.

The selection of the paper is based on two specific criteria: the analysis of the current phenomenon by a pioneer author in this subject, such as Dan Olweus and, on the other hand, the analysis of an intervention program, also pioneer, which positive and negative aspects have served as a basis for the development of other intervention programs. To elaborate the first part of his book, Olweus used the information provided by three complementary researches carried out by the author. The method of assessment used in all of them was the Bully/Victim Questionnaire (Olweus, 1986) and, in all the cases the sample was composed of individuals aged between 8 and 16 years old.

The first one of the studies comprised a sample of 130.000 students belonging to 715 Norwegian Schools (which would imply approximately the inclusion of nearly 25% of the children's school population in Norway); and in a second study a sample of 17.000 Swedish students belonging to three cities which populations ranged from 120.000 to 420.000 inhabitants was used, which made such sample comparable to the sample used in a former study. The third study deals with a longitudinal analysis that comprised a period of approximately ten years and that includes the follow up of 900 students in Stockholm.

In this paper, Olweus makes a conceptual

explanation of the circumstances, characteristics and factors that should be taken into account when referring to bullying, such information was considered both in the elaboration of his questionnaire and to carry out the investigation. Thus, he proposes a definition of the phenomenon by defining which type of situations, in function of the time framework, would be a case of bullying or not; in this manner, the author defines bullying as the " exposure of a student repeatedly and during a determinate time to negative actions performed by other student or several of them" (page. 9).

The concept of negative actions includes the intention to do harm, either physically (hitting, pushing, etc.) or verbally (threatening, name calling, mocking), or gesturally (making fun of somebody, offensive gestures, etc.), and even by omission (excluding somebody from a group, etc.), an important condition being the unbalance of forces, both physical and psychological. Aggression may be caused by an individual or several individuals, and likewise, the victim may be only one student or several of them, although the results of the studies conducted by Olweus suggest the conclusion that the victim usually suffers the bullying of a group of two or three students. It is also worth making the distinction between direct bullying (open attacks to the victim) or indirect (social isolation of the victim and deliberate exclusion from a group).

General conclusions that may be extracted from the research conducted by Olweus provide the description of the bullying phenomenon with the aim of performing an accurate intervention. It is worth adding, before dealing with the presentation of such conclusions, that most of them are results corroborated in further studies, nevertheless there is a lack of analysis from a psychopathological perspective.

Thus, and considering the results obtained, the mobbing problems in School, mainly in the Elementary School centres, proved to be more serious than expected so far; even if the data collected are not enough to assess if these problems worsened by the end of the eighties or at the beginning of the nineties, do not allow the assessment, it is true that some indirect signs indicate an increase in the seriousness of school harassment as compared to 10 or 15 years ago, which conclusion was supported by other researchers (Cerezo, 2001).

Nevertheless, the rate of bullied students decreases when they become older, with an overt tendency to the decrease of the use of physical aggression. There is also a different with reference to the sex, because girls suffer from a more indirect type of bullying while boys suffer, moreover, a direct abuse, in the manner of physical violence.

An important conclusion of the Olweus' work refers to the lack of involvement of the teachers in the solution or mediation of the problem, which aspect would be essential in their intervention program, in other words, the attitudes of the professors in face of the problems suffered both by the victims and the aggressors, as well as their conducts in the bullying and intimidating situations are absolutely relevant in the dimension that the problem may acquire. In the same sense, the participation of the parents is evaluated, that are practically unaware of is going on with their children at school, in the case of the victims; in the case of the parents of the aggressors, awareness is even

lower: parents do not talk at all with their children about this circumstance, or they seldom do it.

As regards the place where the attacks are more frequent, it is confirmed, contrary to the general belief, that it is not the way to or back from school, but inside the same school, the size of the same being irrelevant as a risk factor. Finally, as regards the institutional framework, it is not in the big cities where the bullying rates are higher, but in smaller ones and in rural areas.

Once the problem is described, Olweus states which are the characteristics that are most frequently associated to the problem situation, this is, what characterizes, in a general way, the aggressor, the victim and the contextual situation. This would enable to identify potential risk situations with the possibility to prevent them or rather by modifying some of such characteristics, to intervene in a positive way by minimizing the negative effects.

The first of the important conclusions to this effect refers to the temporal stability of the condition of aggressor or victim. The importance of this affirmation is obvious as from the moment in which the intervention is necessary to change such situation. If nothing is done to prevent this, the boy that is aggressive with his schoolmates will continue doing that for a relatively long time, whereas the boy that has been a bullied victim once, will very probably become a victim again, with all the negative psychosocial consequences implied and that may worsen with the passing of time. Thus it is even more necessary to know which the conditions are or risk factors present in the situations of bullying to modify those who are more likely to be modified.

In the first place, what makes the bullying victims so vulnerable is investigated, thus the author concludes that in spite of the existence of certain external deviations that may be important in certain individual cases, its influence, in a general manner, is less than expected, excepting the situation of physical strength (for the aggressor) or the lack thereof (for the victim).

The characterization of the victims depends on the fact of being passive victims or submissive or rather provoking victims. In the first place, they are anxious and insecure children, sensitive and quiet, with a low self-esteem and that usually have a negative attitude towards violence and the use of aggressive methods. The provoking victims, in turn, are anxious and react aggressively, they are usually restless, have trouble concentrating, and their behaviour is irritating for those who surround him.

In the case of the aggressors the main characteristics are summarized in the aggressive behaviour that is exhibited not only with the schoolmates, but, often with the adults and the impulsiveness, as well as a lack of empathy with the victims. It is worth mentioning the low levels of anxiety and insecurity in the bullying kids and their relatively high self-esteem. In them, it is combined generally an aggressive form of reaction with a physical strength above average, and a benefit derived from their bullying behaviour, as may be money, cigarettes, etc. from the victim.

The long term consequences of the mobbing situation in the case of the victims is related to the presence of mood disorders and a low self esteem

whereas in the aggressors such consequences would be the addictive disorders and criminal conduct; in the bullying group there is a four-fold increase of the justice infringement problems in a serious and reiterated manner.

As regards the educational environment excessive permissiveness in the presence of violent behaviour accompanied by a lack of affection in the case of aggressors are risk factors; among the victims insecurity in the relations was frequent owing to the existence of conflicts between the parents.

Socio-economic conditions are not related to bullying (including economical income, cultural level of the parents and kind of household) according to Olweus, who points out that the explanation for these results is the relative social homogeneity of the Scandinavian countries, whereas in those countries where the social unbalance is higher results may be different.

The importance of the group is also relevant so that, among the causes of the group bullying behaviour we may include the influence of the social contagion as well as the weakening of the control of the aggressive tendencies, this being provoked, in part by the passive attitude of the adults in the face of violence situations.

Taking into account the overall of the described situations, Olweus develops a guide that aims at the identification both of the bullying victims and of the aggressors, where he points out a series of primary clues that keep a direct relationship with the situation and several secondary clues.

Considering all these explanations, the author elaborates an intervention program that intends to eliminate, or at least, reduce at the minimum possible, the mobbing problems at school and to prevent the outcome of new problems. This program is characterized by general prerequisites of orientation and involvement, so that the adults may be aware of the existence of a problem and decide to intervene. The program is based, mainly in the use of the social environment, in other words, of the professors and other staff of the school, students and parents. The essential function of the non-experts is directly related to the restructuring of the social environment, whereas the experts, as well as the psychologists of the centres, the counsellors, and social workers perform planning, coordination and advisory functions, etc. From this point on, a series of measures are developed to be applied in the school, mainly directed at the development of attitudes contrary to the abuse and involving all the school team as well as the parents, measures to be applied in the classroom, with similar objectives than the previous ones but adapted for direct work with the pupils, focusing mainly on the elaboration of rules against the aggressions, and individual measures that would enable to change the conduct or situation of the individual students.

To assess the results of this intervention program, Olweus carried out a fourth study with a sample of 2.500 students belonging to 28 Elementary School and to 14 High Schools, boys and girls, aged between 10 and 15 years old. Besides, data was collected from 400 deans and teachers as well as 1.000 parents approximately. Data was collected from all of them at different moments during two years and a half.

Among the main results of this study after two years of application of the intervention program it is worth mentioning the reduction of the bullying conducts, both direct and indirect, and both in boys and girls, in a 50% approximately, although the effects were more evident in the second year than in the first year; the aggressions did not occur outside the school whereas a general decrease of the general antisocial conduct occurred (vandalism, taking of personal belongings, absenteeism, etc.). Improvement of the social climate has been observed in the classroom, such as a better order, discipline, more positive social relationships and a better attitude towards school and academic work.

Briefly, the interest in the work exposed is based, as it was previously stated, in its pioneering nature. Besides, the greatest part of the results exhibited has been confirmed by subsequent studies, which provide the article with updated information. Nevertheless, it is worth taking into account, when approaching this paper, that the author does not expose the methodology used in the research carried out which conclusions are the basis of the paper, the author directs the reader to a specific bibliography about the subject.

Smith, P.K., Cowie, H., Olafsson, R.F. y Liefvooghe, P.D. (2002). Definitions of bullying: A comparison of terms used, and age and gender differences, in a fourteen-country international comparison. *Child Development*, 73 (4), 1119 – 1133.

Since Olweus (1978) published his book about “aggression in school”, an increase of the research on the aggressiveness in school centres took place in most of the countries. The internationalisation of this phenomenon has been so great that the authors of the paper evidence the need of determining the similarities and differences of the term “bullying “ in different countries.

Starting from the historic evolution of the concept and the difficulty entailed in translating the English word bully to other language, the authors attempt to determine the possibility of finding a global concept that may define exactly what is meant by bullying in each country. An approach between the terms would be ideal to understand the extent of the studied phenomenon, although it is necessary to compare previously the concepts to determine the similar or different dimensions or criteria (physical/psychological, direct/indirect, group/individual, among others) that facilitate a common definition that would provide more clearness to the research and, therefore, to the intervention.

Therefore, the aim of this study is to compare the meaning of several terms in 14 countries and 13 main languages, not to give more privilege to a concept or language above other, but to determine the situations associated to each term and to differentiate the groups of ages and genders as regards the understanding and perception of the violent conducts. In order to present the concepts, 25 cartoons were used that showed situations that may be considered bullying or not. Comics are elaborated using elements included in the definition accepted for the term bullying that is characterized by an aggressive conduct, or, at least, the intention of doing harm, persistent along the time, where there exists a relationship of abuse of one subject

by another, that appears without an apparent provocations and that includes conducts of verbal and psychological aggression and social exclusion (Farrington, 1993). All the comics were used identically in all the 14 countries and the general procedure was carried out in three steps: in the first place the concepts that best described bullying and social exclusion were enumerated and selected, in the second place, the groups of terms selected were used with the schoolchildren to prove the use and understanding of the concepts and, finally, and in the third place, the comics were classified according to the tasks to define the manner in which such terms are used. This last classification was administered to a minimum of 20 boys and 20 girls aged between 8 and 14 years old in each country (the total sample was composed of N = 1.245 subjects, of which n1 = 604 aged approximately 8 years old and n2 = 641 aged approximately 14 years old). All the selected participants belonged to representative schools of the educational system of each country.

The results show that the schoolchildren in Elementary School (8 years old) make a clear distinction between aggressive situations and non-aggressive situations, even if they do not distinguish clearly the kind of aggression (physical, harassment, verbal or social exclusion), physical aggression from harassment or verbal aggression from social exclusion. Nevertheless, schoolchildren in High School (14 years old) do make such distinctions. The authors suggest that this result is the consequence of the experience, in the Elementary School children; that is more directly related to physical school harassment rather than verbal aggression or social exclusion, probably due to cognitive type limitations. As regards the difference in the concept grouping according to the gender, results show that there are no significant differences as regards the social situation described by the terms associated to bullying. Data show that such results are consistent in most part of the countries that participate in the study.

As regards the comparison of the terms in the participant countries, the authors observe that the term bullying (Anglo-Saxon) shows a strong meaning correlation with the conglomerate that defines verbal and physical harassment, a moderate one with social exclusion, and to a lesser extent with arguments or provocative relations, whereas they do not correlate with the grouping of comics of a non-aggressive nature. This result is consistent with the definition of bullying given by the general population when considering it as a form of aggression (generally physical or verbal) but leave aside any kind of aggression of a psychological nature. This evidence is confirmed in several studies that exhibit how most part of the teachers and students of educational centres do not include psychological or emotional abuse as a form of bullying. The result found by the authors shows a disagreement between what is understood as bullying by the students and by the researchers and most part of the scientific community, specifically with reference to the psychological aggression and social exclusion involved in the term.

Authors highlight the importance of understanding the term used to refer to bullying, because different words suggest different interpretations according to the countries. Thus, the Japanese word *ijime* has less violent connotations, and emphasizes a higher social relevance or the Italian terms *prepotenza*

or violencia involve conducts which are highly related to physical violence thus leaving aside verbal violence and social exclusion.

Briefly, the authors of this work understand that these differences prevent the correct understanding of the concept, instead of making it clear, thus it would be advisable to group criteria around the concept of bullying. This conclusion is interesting because reaching a global consensus would be useful to apply assessment tools or tests adapted to all the countries, because, as it has been demonstrated so far, according to the use or concept utilized to describe bullying the students interpret and decide which situations are clear examples of bullying and which are not. Therefore, it is necessary that the researchers include members of the general population in the process of construction of the social and historical meaning of bullying because the results obtained show a clear generalization as regards the distinction of the concepts associated to bullying according to different age groups and different genders in the different countries that participate in this work depending on the term used.

Kumpulainen, K.; Räsänen, E. y Henttonen, I. (1999). Children involved in bullying: psychological disturbance and the persistence of the involvement. *Child Abuse & Neglect*, 23 (12), 1253-1262.

The criterion that guided the selection of this paper is based on the need of understanding the persistence of the bullying phenomenon. Thus, this article analyses the stability of bullying during a four-year period. Nevertheless, it also provides a series of conclusions that, even if they had been stated in former selected papers (Olweus, 1998), are now corroborated with a more exhaustive methodology.

Thus, the objective of the work was to study the impact and stability of the bullying conducts, as evaluated by the children, parents, and teachers. The information provided by parents and teachers could be considered as biased, because children do not often talk about bullying problems; nevertheless the rate of students that does talk is likely to be elevated with the increase of the frequency of bullying conducts. At the same time the rate of recurrence of psychopathological disorders that affected children involved in bullying conducts was analysed, as well as the possible relationship among bullying, gender and other secondary factors.

Therefore, two studies were used in two different time moments. The Study (E1) was performed in 1989 whereas the Study (E2) was performed in 1993, using the same subjects. Therefore, it is a design of repeated measurements which sample was selected at random in a population of 11.518 children of the area of the University of Knopio (Sweden). The number of subjects of the sample corresponds to 1.316 children which average ages are of 8'5 years old in E1 and of 12'5 years old in E2. In this second study there was an experimental mortality of 17% with respect of the children, of 11% as regards the parents and of 13'4% with respect of the teachers.

The sample was divided in three groups according to the role played by the children in the dynamics of bullying: aggressor, victim, aggressor/victim, with the rate of each one of the groups in both studies being the following: in E1 8'5%

were only aggressors (108 children), 6'8% shared the condition of aggressor and victim (86 children) whereas 11% were only victims (139 children); in E2 7'9% were aggressive children (100 children), 10'3% were aggressors/victims (130 children) and 5'3% were victims (67 children).

The following assessment tools were used Rutter Scale A2 (Rutter, Tizard and Whitmore, 1970) and the Rutter Scale B2 (Rutter, 1967) as well as the Children's Depression Scale (CDI) (Kovacs, 1992). The question concerning the suicide in the first group of study was deleted of the last scale because the authors considered that it could be anguishing for 8-year-old children. When the scales were presented to the parents a question about their awareness of the involvement of their children in any type of bullying related behaviour as well as a series of questions concerning the socio-economic characteristics of the family. Information concerning the level of school performance of the children and the existence of special gifts as regards to music, painting or literature was collected from the teachers.

Data obtained with the indicated assessment tools were analysed with the statistical tests Kruskal-Wallis and Pearson's Chi square as well as the unidirectional variance and the results obtained could be summarized as follows:

The number of involved children in any type of bullying behaviour decreased (little, approximately by 8%) during a 4-year-period, in other words, in the second study, so that all the children involved in bullying (333 children) in the E1 42% (140 children) remained in the E2, whereas the numbers of boys exceeded at all times the number of girls, the difference of the genders was lower in the groups of victims in both studies. For the authors, this is difficult to explain, but they suggest that it would be easier for girls to find support from the adults, specially the teachers, that would intervene more easily in the case of female victims than in the case of male victims.

An important rate of children changed their role in the dynamics of bullying between both studies; thus most part of the children that in E1 were part of the aggressors/victims groups in the E2 their status had significantly changed, so that 25% of them were still aggressors/victims, other 25% were only aggressors, and a little percentage were only victims after four years.

In all the scales and in both studies children involved in bullying showed a larger number of psychopathological symptoms than the control group children. The number of children with psychopathological disorders was formed by those who exceeded the percentile 90 of the evaluation scales, so that in the E1 group, the most altered group was the one formed by aggressors/victims because more than two thirds scored above the 90 percentile in any of the scales. Nevertheless, after four years the most pathological groups was the one formed by the victims. In the case of the aggressors the rates were similar. According to the authors, there exists a clear relationship between bullying behaviours and psychopathological disorder; nevertheless, it is not possible to determine the cause-effect relationship.

In order to analyse which circumstances would be involved in mobbing, the authors performed a logistic regression analysis by comparing the children

involved in bullying behaviours in both studies with those who did not participate in them, in any manner whatsoever, as regards a series of factors which interaction in a previous analysis proved to be very significant and, therefore, were included in the model. Such interactions were: gender and area of residence, gender and level of development; gender and month of birth of the children; age of the mother and level of development of the children at school, age of the father and level of development; age of the father and special gifts as regards to music, painting and literature, area of residence (urban, semi-rural, or rural) number of siblings, socio-economic situation of the family and number of siblings, number of siblings and month of birth.

As regards the results obtained, sex, place of residence and the existence of gifts or special attitudes had a significant impact in the model so that children that lived in semi rural areas and specially in the rural areas had a higher probability of being involved in bullying conducts than in urban areas. As an explanation the authors propose the existence of a higher number of advantages in the city given the fact that children could find more easily other children to share likes, interests, etc. Nevertheless, in this work, the study does not include Metropolitan Zones, so that the former conclusions should be examined cautiously.

Besides, special attitudes as regards Music, Painting, and Literature served as protective factors in the case of bullying conducts.

The level of development appeared to be an important condition and nevertheless had no impact in the model; there are also evidences that suggest that children who have several siblings are more likely to be involved in bullying behaviours than only children; nevertheless, the confidence interval of this last condition was very wide, which makes such result very questionable.

Another logistic regression analysis was performed to compare children who had been involved in bullying in E1 but not in E2 with those who were still involved after four years. In this analysis only two main factors proved to be predictive: boys were more likely to be implied in bullying than girls in the same manner that children whose families belonged to a lower socio-economic level. In this relation, it can be inferred that children from different socio-economic situation have the same risk of being involved in bullying behaviours in the same moment, but this behaviour would be more stable along the time with a higher probability for those children with a lower socio-economic level.

The authors of this paper highlight the importance of the results referred to the stability of the behaviours investigated because they corroborate partially the affirmation stated by Olweus (1998) concerning that the antisocial behaviours exhibited in adult life could have appeared as bullying during childhood, nevertheless it would be necessary to carry out longitudinal studies from childhood to adulthood in order to corroborate this statement. In the same manner, in order to gain more insight in the psychopathology related to bullying it would be very advisable to perform a greater number of research using general samples and clinical samples.

Kumpulainen, K. y Räsänen, E. (2000). Children involved in bullying at Elementary School age: their

psychiatric symptoms and deviance in adolescence: an epidemiological sample. *Child Abuse & Neglect*, 24 (12), 1567-1577.

The work performed by these authors aims at the determination of the presence of psychiatric symptomatology in early adolescence (15 years old) in children involved in bullying situation aged between 8 and 13 years old. Thus, it is the objective to perform by means of a longitudinal design an assessment of the children in three periods of time (8, 12 and 15 years old) to understand if the involvement in bullying situations at early ages (Elementary School) has a negative effect in their mental health as assessed further at 12 and 15 years old (High School education).

Authors start from the generalized consensus among researchers that the participation in bullying situations, at early ages, causes psychological problems in the future. Research show that victims are more likely to develop more depressive symptoms, have a lower self-concept and great difficulties in sexual relationships in adolescence. On the contrary, the aggressors exhibit more violent conducts and are more easily involved in criminal situations.

Likewise, other studies suggest that children are especially vulnerable since early adolescence to suffer psychological damages associated to bullying, especially if the bullying experience is produced in the stages of the vital cycle that occur before adolescence. Nevertheless, and in spite of the results of several papers, authors suggest that the results found about psychiatric symptomatology and further development of disorders are not determinant, particularly if we take into account that most of them do not use longitudinal designs when they plan the research¹. The work presented by Kumpulainen and Räsänen is performed in three different time moments

(at 8, 12 and 15 years old) with the purpose of assessing the same children from the period of Elementary School to High School and to observe the evolutionary changes directly associated to development. For the assessment the

Rutter Scale was used for parents, teachers and pupils (Rutter, 1967; Rutter, Tizard and Whitmore, 1970), and the Children's Depression Inventory (CDI) (Kovacs, 1992). The original sample was formed by 1.1316 children and the final (at 15 years old), was collected from protocols completed by 1.111 children, which represents 87'6% of the original sample. The low mortality rate is one of the strong elements of this paper, because as it is well argued by the researchers it is strange to find so many answers after the beginning of the research 7 years ago. With this sample, four groups were formed in function of the involvement or not in the process of bullying that would be the

¹ As regards the harmful and destructive effects of bullying y children, it is recommended to review the works of by Berthold and Hoover, 1999; Craig, 1998 and Slee and Rigby, 1993 that suggest that the intimidation victims have low levels of self-esteem, are more depressive, unsure, anxious, hypersensitive, cautious, and introverted, appear to be closed in themselves, and have more difficulties in adapting to new situations. The work of Kumpulainen et al. (1998) that finds a higher number of psychosomatic symptoms, depression and more psychiatric interventions in children involved in bullying. Also, the works of Kaltiala-Heino et al. (1999) and Rigby and Slee (1999) about the high risk of suicidal ideation and consummated suicide related to bullying situations are also important.

subsequent object of statistical analysis necessary to answer the main objective of the study. Those groups were: (1) intimidators; (2) intimidators-victims; (3) victims; and (4) control (non-involved).

Results show that children involved in bullying between the ages of 8 and 12 years old are more likely to develop psychiatric symptoms in subsequent years than those who did not suffer the experience of bullying. Specifically, intimidating children that start their bullying behaviour at early ages (8 and 12 years old) are more likely to develop psychiatric symptoms at 15 years old and the happens with the group of early bullying victims. As regards the group of intimidators-victims, the results show that those children are more hyperactive, have more difficulties with relationships and externalise their behaviours more easily. This group, during elementary education exhibit more psychiatric symptoms than the rest of the groups (intimidators, victims and control). Data also show that the victims exhibit a higher number of depressive symptoms, psychosomatic symptoms and a behaviour characterized by the internalisation of conducts, specially if the victimization experience takes place at early ages (8 years old).

Authors state in the paper that the results obtained emphasize the vulnerability of the children aged between 8 and 12 years old in bullying situations, that the victims exhibit throughout the process of school development an overt difficulty in affective personal relations when they internalise their behaviours and feelings and that the intimidators appear to be more hyperactive and with a clear tendency to externalise their conducts in the course of time.

Finally, and as a conclusion, we think that the value of this work is two-fold. In the first place, it highlights that early experiences in bullying situations have a direct relationship with the occurrence and further persistence of psychiatric symptoms and, therefore, the increase of the development of psychiatric diseases. And, in the second place, as pointed out by the same authors, because the results obtained highlight the need of intervening in any bullying related problem that may appear within the school environment and that it should not be taken as a temporary phenomenon, harmless or even normal, and necessary in the process of evolutionary development of children.

Baldry, A.C. y Farrington, D. (2005). Protective factors as moderators of risk factors in adolescence bullying. *Social Psychology of Education*, 8, 263-284.

Bullying is such a complex phenomenon that several studies have attempted to find the risk factors associated to it. Nevertheless the authors of this work illustrate that, even if it is important to know these factors, it is even more important to know the protective factors (personal, social and familiar) that may reduce or even eliminate the effect of such risk factors, and therefore, decrease the possibility of becoming bullying victims or aggressors. From this consideration, the authors wish to find, with this study, the risk and protection factors that may predict the occurrence of bullying and victimization. Likewise, they want to demonstrate the manner in which risk factors may be counterbalanced by protective factors associated to family context and the use of positive coping strategies

at the moment in which the aggressor or the victim face stressing situations, (thus considering bullying as a stressor).

Therefore, Baldry and Farrington make a revision of the works elaborated about the risk and protective factors (associated to upbringing styles) and coping strategies in adolescents. As regards the first ones, the studies have demonstrated how certain characteristics of the socialization process (low control and family supervision, family disintegration, lack of parental involvement in children's education) are good predictors of the incidence of problematic behaviours in youngsters. It seems clear, therefore, that there exists a clear relationship between the familiar context and precisely, upbringing styles² and the development of bullying behaviours in the school context. The works show that totalitarian or permissive upbringing styles are risk factors whereas a democratic upbringing is a protective factor. Therefore, the parents of the bullying children are likely to base their education in relationships of power and violence (physical and verbal) and the parents of the victims in dependant and overprotecting relationships that make the youngsters feel more vulnerable to be victims or aggressors depending on their family background.

As regards coping strategies, most of the researchers agree that there exist, at least, three main different coping strategies³: problem centred coping (behavioural or cognitive strategies tending to eliminate stress by modifying the situation that causes it); emotional centred coping (strategies tending to reduce or eliminate negative feelings provoked by the stressing situation); and avoidant coping (strategies that include denial and avoidance of thoughts or behaviours related to the stressing situation). Likewise, research with adolescents has found a fourth type of strategies defined as acceptance coping that consist of a psychological dissociation of the situation thus provoking a cognitive redesign of the same situation by forcing the subject to accept the stressing event as it is. In this sense, if we consider bullying as a stressing event, research show that youngsters which are not involved in bullying develop coping strategies which are useful to solve problems constructively, and victims adopt emotional internalisation strategies whereas intimidators use strategies centred on the externalisation of the aggressiveness, thus avoiding to find a constructive solution of the problem.

From this theoretical review that focuses on the objective of the study the authors selected a sample of 702 students from two main schools in Rome (Italy) to determine if the democratic upbringing style and problem centred coping are protective factors that may reduce risk factors associated to authoritarian or permissive education and the negative coping (avoiding and emotional centred) of bullying. Results show that 37'4% of the students admit having intimidated others and 17'1% admit being a victim of intimidation. As

² Studies conducted mainly by Baldwin and Baumrind, during the decades of the fifties, sixties and seventies of the XX century, have shown a series of characteristics in the educational practice of the parents. The analysis of the upbringing styles (authoritarian, permissive and democratic) may be consulted in Moreno and Cubero (1990) and (Santrock, 2001).

³ For more information about coping styles, it is recommended to review the work of Lazarus and Folkman (1984)

regards correlation analysis between risk factors and protection, data show that there exists a positive correlation between an authoritarian upbringing style (based on aggressive and violent conducts) and emotional centred coping and intimidation conducts among schoolchildren. Likewise, a negative correlation appears between protective factors associated to a type of democratic and problem centred coping strategies and intimidating behaviours. As regards the victims, results show a positive correlation between an authoritarian and emotional centred focusing and a negative correlation in problem centred focusing.

Further, a multiple regression analysis was made for each one of the criterion variables (intimidation and victimization) and the rest of the predictor variables that defined risk and protective factors associated to bullying and victimization. As regards the first criterion variable (intimidation) the model explains about 10% of the variance, whereas for the second criterion variable (victimization) the model explains about 11% of the variance. By analysing such models, authors confirm that in order to understand intimidation and victimization process it is necessary to know the risk and protective factors separately as well as their possible interactions. In this manner, results show that authoritarian upbringing styles, age and emotional centred coping contribute to the increase of victimization, whereas a permissive upbringing style contributes to the decrease of victimization. The authors express that the results are logical and predictable, nevertheless, this is not so true, as regards intimidation, and because the regression model shows that a democratic upbringing style and a low level of authoritarian upbringing contribute to the increase of an intimidating conduct. This result, that is contradictory as a whole, needs to be studied carefully in order to be globally understood, even if the authors try to provide an explanation when considering that democratic upbringings are associated to high levels of tolerance and educational permissiveness, that, together with a clear lack, in many cases, of supervision, may increase the risk of deviated conducts and, therefore, of bullying. Authors conclude the study by making a criticism on the limitations of their results when considering that the relation between risk and protective factors (upbringing styles and coping strategies) used to predict bullying are only some of the influential factors, therefore subsequent studies should include individual, school or even social variables that may be useful to predict more exactly the factors involved in bullying. Nevertheless, and in spite of such limitations, authors consider that the results are valid to design intervention programs at school aimed at providing social abilities among schoolmates, because youngsters are not able to control or change individual upbringing styles, and increase problem centred coping strategies so that students may face stressing situations associated to family and school context and thus reduce the risk of becoming bullying victims.

Pellegrini, A.D. y Long, J.D. (2002). A longitudinal study of bullying, dominant and victimization during the transition from primary school through secondary school. *British Journal of Developmental Psychology*, 20, 259-280.

The work of Pellegrini and Long may be considered as worth reviewing because they provide a study characterized by the presentation of a longitudinal study, the use of different methodological procedures to obtain scores and, above all, because this study takes into account evolutionary normality criteria to measure bullying among students. All these characteristics are necessary tools to examine the incidence and background of bullying among schoolboys and schoolgirls during the transition from elementary education (childhood) to High School education (early adolescence).

As regards the evolutionary normality rules, the authors start with the definition of bullying as a form of proactive aggression (that serves as a tool for self-affirmation and self-determination) that is in no way related to the reactive aggression used as a consequence of a provocation. It seems clear that during early adolescence aggression is considered as a less negative conduct by the social group and that may be associated, in many cases to changes in the hierarchy of social dominance. If, to those social changes, we add the transition from a type of primary education (typically small, personal and with a solid social group to a High School Education (based on more impersonal relations and with a system characterized by a lower supervision of the student as a necessary tool for the development of minimum levels of responsibility and independence in youngsters) where peer relations are so important, aggressiveness is used to establish social status with respect to the new group, as a necessary tool for dominance. Therefore, bullying may be understood as a new strategy to join a new social group and be accepted. Thus, it seems clear that the dominant position is acquired, during this transition, as a result of a new series of exchanges of aggressions and reconciliations among individuals. This social position is renegotiated during the transition from elementary to High School when the group is not formed yet, so that in the initial stage intimidation strategies prevail over the reconciliation and cooperation ones, so that subsequently, and once the hierarchical systems of social dominance are established, the system of strategies is changed, by the increase of the reconciliation strategies and the decrease of the bullying strategies. As regards victimization, research has shown that it is likely to decrease when the children grow older; because youngsters learn with the passing of time to handle a repertoire of coping strategies that will be useful to ignore or face bullying situations.

Another of the studied elements in this work is the peer affiliation variable, because it seems clear that having many friends and being highly popular in the social group is an essential element to be taken into account as a protective factor against bullying threatenings.

Taking into account these variables authors try to determine if bullying and victimization conducts are modified during the transition from elementary education to High School. Likewise, and according to the theory of dominance, it is postulated that bullying increases with the transition and finally decreases, so that the dominant position is a mediator during school transition. Finally, it is considered that victimization decreases during such transition. For such purpose, a longitudinal study was carried out for three years (evaluations are conducted in 5th, 6th and 7th Grade).

The initial sample was formed by 154 students and after three years 129 students were evaluated which represents 83% of the initial sample. The evaluation tools used in 5th Grade were: Olweus' Senior Bully Victim Questionnaire (1989) and the information collected by the procedure of name-calling of the schoolmates. The professors completed the Teacher Check List de Dodge y Coie (1987). The evaluation in 6th and 7th Grade was based on the same questionnaires and besides direct observation was used (during 11 weeks, in which aggression, victimization, cooperation and non-social conduct was evaluated) and the evaluation of journals completed by the students.

The results obtained show changes with the passing of time of proactive aggression, bullying and dominance. It is suggested that these constructs are interrelated as natural and instrumental elements that may be used to establish dominance scales between the individuals to belong to a new peer group. This information is significant, particularly in boys who are more likely to be involved in bullying behaviours than girls. It seems clear that boys use more forms of aggression than girls, so that boys use bullying and aggression as something positive and respected by the peers and a way of advancing through the early stages of adolescence. These conducts possibly represent a way of individual self-affirmation and an exhibition of true adult behaviours.

As regards educational transition and dominance hierarchy among students, results show that bullying increases from elementary education to High School as an attempt to establish a dominant position among the peers of the new social group, so that later on, and once the social position is established, bullying may decrease. Nevertheless, these results are not consistent with the ones found by others authors, although it is suggested that in many of them the same results do not appear because the longitudinal studies performed are carried out after the application for several years of an anti-bullying program or, basically, transition is not taken into account because there are no changes of school during the transition from elementary to High School. Anyway, it seems clear that these data should be confirmed by further studies because the role played by the hierarchical power structure in the increase and decrease of bullying is not clear. Yet, it appears that, according to the results obtained, aggression is an strategy used during the initial phases of the school transition for the establishment of dominance position among peers. Once the dominance systems are established, pro-social and cooperative strategies appear as elements of consolidation of the social position acquired. Thus, a larger number of bullying episodes and a lower dominance scale was reported among schoolmates between 5th and 6th Grade, contrary to the situation reported between 6th and 7th Grade.

As regards the other two variables victimization and peer affiliation, results show in the first place, that victimization decreases with age while an increase of bullying occurs, owing to early experiences of the victim at early stage of education that produce an internalisation of coping strategies associated to ignoring, avoiding or facing the aggressors. As regards the second place, and youth affiliation, results show a decrease of the affiliation by the end of elementary education and an increase by 7th

Grade, this is likely to occur because during the transition aggressive self-affirmation prevails over affiliation as a way to maintain the acquired social position and the reputation within the new social group.

Finally, we believe that the work presented by Pellegrini and Long demonstrate how the transition from an educational system to another exerts an influence on early adolescence because it is an evolutionary period that should be taken into account, because several needs of social affiliation appear and the use of aggression is increased as a tool of self-affirmation of social position. In this transition, bullying appears as an element of dominance over the peers and social affiliation as an inhibitor of victimization. Likewise, we believe that, methodologically speaking, the work presented provides a large number of contributions that go from the longitudinal design to the use of different evaluation methods to collect information from the different constructs used as criterion variables. Briefly, we think that it is advisable to review this work, because, in spite of its limitations, it does emphasize on the need of taking into account, at the time of developing research with adolescents, normative and evolutionary criteria, because in many cases bullying is nothing more than a necessary event for the social and psychological development of the individual and that would be useful as an element of individual and social self-affirmation both for the reference and the peer group.

Salmivalli, C., Kaukiainen, A. y Voeten, M. (2005). Anti-bullying intervention: Implementation and outcome. *British Journal of Educational Psychology*, 75, 465-487.

The development of intervention programs associated, in this particular case, to bullying problems is the essential tool to measure up to what extent the scientific community developed a degree of knowledge about social phenomena. In this sense, a dozen of programs have been developed that have yielded contradictory results and, therefore, demonstrate that there are some elements that had not been taken into account at the time of designing such programs. From this criticism authors propose an intervention program that consists of three basic hypotheses and that are used for the first time in an intervention program of this type: (1) the allocation of roles associated to bullying during within the social structure established at school It seems clear that the role played by the individuals in bullying behaviours should be taken into account at the time of the design of anti-bullying intervention programs. (2) A multi-level longitudinal design is proposed, thus a program based in three steps is designed: the first one is called acquiring knowledge about bullying (based on discussion groups); the second step of critical self-reflection (also about discussion groups and role-playing); and a third step called anti-bullying commitment (based on the promotion of positive conducts associated to anti-bullying by means of role-playing and psychodrama). All these steps are programmed in three levels: individual, class, and complete school. (3) And, finally the need of evaluating the degree of effective execution of the intervention program is proposed.

To develop the designed program, 48 classes from 16 schools from Finland were selected. The total

number of evaluated students was of 1.220 (600 girls and 620 boys) that attended school and belonged to 4th, 5th and 6th Grades. The need of intervention was proposed for the three above-mentioned levels and the degree of execution was measured during the period that the professors devoted to school activities associated to the intervention program and that were obtained by means of reports prepared by the same teachers. The evaluation of the program was performed in two different moments, the first one that served as a baseline (before the beginning of the program) and another 12 months after the application of the Program to validate the real effect of the intervention and the degree of implementation.

The results obtained show a positive impact of the intervention program in several variables. Thus, as regards bullying problem perception at School, significant differences are obtained in the 4th Grade. Nevertheless, and as regards the decrease of victimization, it is observed that data are moderated in such Schools where the degrees of execution is low (between 15% and 29%) and very high in such Schools in which the execution rates appear to be very high (between 46% and 57%); this information, that might be considered as positive, is taken cautiously by the authors, because, as evidenced by the studies, victimization decreases with age, therefore it is not possible for us to know if these data actually account for the degree of execution of the program or, else, if it is an expected result when assessing the subjects after a 12-month program.

Another significant variable refers to the attitudes and efficiency of the beliefs about bullying, because a substantial change of attitudes is shown in all the evaluated Classes. The most outstanding result in this sense is the found in the so-called observers (in the 4th Grade such subjects maintain or reinforce less the conducts of the intimidators and in the 5th Grade they are more likely to defend the victims).

Resides, results show that the effect of the intervention program is associated to the degree of execution of the program. Important changes are observed in the pre- and post-test, mainly in such School that have a high level of execution and especially in the 4th Grade and dramatically less in the 5th Grade. Nevertheless, and in spite of these results, the rest of the variables do not appear to be significant and a high level of change is not shown in the attitudes of the subjects with respect to bullying, which situation is analyzed by the authors, who attempt to provide an explanation for it, with relatively little success, because in most of the cases they do not provide a clear reason why negative effects are produced or the expected changes do not take place.

In spite of this criticism, we believe that this work provides a clear explanation for an essential element: intervention programs are likely to be more effective in the lower Grades, therefore it is necessary to execute intervention programs from the educational bases, because in this ways changes will be produced as well as really positive results about bullying and we will develop attitudes against any type of aggressive conduct in schoolchildren that would be more easily applied to other contexts.

Cerezo, F. y Ato, M. (2005). Bullying in Spanish and English pupils: A sociometric perspective using the

BULL-S questionnaire. *Educational Psychology*, 25 (4), 353-367.

The evaluation of bullying has triggered, in the last decade, the researchers' interest in discovering the social and personal factors involved in the aggressive behaviours between peer groups in the school context. This is, generally speaking, the main objective that the authors purport to achieve in this paper.

Cerezo and Ato have prepared a review of the methodological procedures used to obtain information about bullying: by classifying them in two types indirect (using reports obtained from teachers or peer groups) and direct (by means of direct observation). From the indirect methods, the most used tools are the questionnaires that, in turn, may be classified in two categories: those who identify the aggressor or the victims by means of self-reports, and those who use the procedure of name-calling of the peer group that may belong to the group of aggressors or victims. Of all the existing tools, the most used one in most part of the countries is the Olweus Student Questionnaire (Olweus, 1986). This questionnaire was adapted for the first time by Ortega (1994a) and subsequently used in further studies by Ortega (1994b, 1997) and Ortega and Mora-Merchán (1995). The adapted questionnaire, by means of 27 multiple choice items, evaluates three categories: friendship, aggressor and victim. In spite of its utilization, this tool is not free from criticism because its scoring process is very complex and elements showing information about a possible intervention are missing, as well as a lack of items that evaluate social and affective cohesion of the group in a Class situation.

From this review, the intention of the authors is to build a tool that may assess bullying, study group cohesion and that may be easy to administer and correct. With those purposes in mind, the Cuestionario BULL-S (BULL-S Questionnaire) (Cerezo, 2000; 2002) was elaborated. This tool seeks organized groups based on the analysis of the position that each member has within the class group by using the acceptance-rejection criteria. The dynamics of bullying is evaluated by the perception of the subject of being aggressor or victim. The definitive version of the Questionnaire has two forms: Form A (for students) that consists of 15 items that evaluate three general aspects of bullying: social position (item 1 - 4); bullying characteristics (item 5-10); and bullying facilitating situations (item 11-15); and the Forma P (Professors) that consists of 10 items that include the first two aspects of Form A. The objective of the questionnaire for Professors is to compare the observations with those of the students in order to establish the correlations between them. The reliability analysis of the global questionnaire show an elevated internal consistency ($\alpha = .73$) and the factorial analysis yields a trifactorial structure that account for 76.8% of the variance.

Taking into account these results on the reliability and validity of the BULL-S Questionnaire in its Spanish version, authors were determined to prove if the tool provided the same results in other European country, precisely England. Therefore a total sample of 212 students was selected, out of which 120 subjects belonged to the Spanish sample (51 girls and 69 boys) and 92 students belonged to the English sample (39 girls

and 53 boys). All of them had equal educational levels (between 5th and 6th Grades in Elementary School) and their ages were between 10 and 12 years old.

Results show that the students who experienced bullying represented 16.7% for the Spanish sample and 20.7% for the English sample (even if those differences are not significant). When comparing the rates between aggressors and victims some differences appear. For the Spanish sample the data evidence that 9.2% of the assessed exhibit aggressive conducts whereas 7.5% are considered victims of such aggressions. On the contrary, in England the results show that the aggressors account for 10.9% as compared to 9.8% of those self-reported as victims. As regards the gender, in the Spanish sample we observe that in 7.5% of the cases the boy is the aggressor and 4.7% of the victims are girls, nevertheless in England both the victims and the aggressors are boys with a 8.6%. Likewise, students that do not experience bullying have a better position in the social structure of the group than aggressors and victims, even if the aggressor has a better position than the victim.

According to Cerezo and Ato, those results indicate an increase of bullying in the classrooms of both cities and that this behaviour is very common between the students. Likewise, the authors emphasize the importance of the position occupied in the social structure of the classroom, because the results show that the bullying victims are the most rejected ones and are less socially recognized within the group, thus causing feelings of isolation and loneliness among these individuals.

The correlation analyses find that aggressiveness is significantly associated with rejection, physical rudeness and provocation (in both samples) and with exclusion (only the Spanish sample); victimization is related to rejection, cowardness and exclusion. As regards the factorial analysis, it is confirmed, in both samples, a structure of three main components with a global variance explanation of 74.36% (Spanish sample) and 72.61% (English sample). Authors define the first factor as aggressiveness (includes physical rudeness and provocation) and the second one as victimization (includes cowardness and exclusion) and the third factor called acceptance.

The study completed by Cerezo and Ato, is an starting point to understand the nature of the bullying phenomenon in all its dimensions, thus showing that it is necessary to perform cross-cultural studies that may determine the differences and similarities of the behaviours among individuals. In this manner, we may generalize the results obtained and clearly determine the limits of the studied phenomena. This is the reason why we consider that the instrument validated by the authors in this paper, with the Spanish and English samples, may be considered as an efficient tool to evaluate, not only bullying incidence, but also to determine the social dynamics and structure involved in the process of the configuration of bullying.

Smith, P.K. (2004). Bullying: Recent developments. *Child and Adolescent Mental Health*, 9 (3), 98-103.

This work should be reviewed by such researchers who attempt to initiate their research of bullying related issues for two main reasons: the first

one because the author elaborates a descriptive and critical review of the research studies performed during the last 25 years by different working groups in different countries, and in the second place, and even the most important one, is that a reflection is provided on the future research lines that may open new study guidelines.

Focusing on the paper, Smith addresses the following aspects: (1) a review of the concept and extent of bullying, (2) studies that attempt to describe the roles of the aggressor and the victims within the school context, (3) study methods for the collection of data about bullying, (4) studies focused on the analysis of coping strategies used by the victims, (5) review of the large-scale studies about the success of intervention projects and programs; and (6) future research lines.

As regards the concept and extent of bullying the author starts from the definition accepted by most part of the scientific community. Nevertheless, in spite of this consensus, certain doubts about such definition are expressed, which are not clear in the context. Thus the "intentionality" may imply the completion of the aggressive act or only the intent of aggression, without the completion of the act. Repetition may involve more than one act or an unspecific period of time. As regards power unbalance, its interpretation may depend on the perception of the victim or the objective criteria of the aggressor (physical characteristics, number of aggressions...). These and other questions, as pointed out by Smith, are points that had not been taken into account during the design of the studies, specially if we take into account the results obtained in different countries that find difficulties at the time of finding words similar to "bullying" in their native languages and that suggest that there may be more or less bullying depending on the word used and the perception of the victim or aggressor about such phenomenon. Finally, the appearance of other forms of bullying associated to new technologies (text messages, chats, or electronic mail) and that imply different forms of indirect aggression that involve, in many cases, the hidden identity of the aggressor and an extension of bullying to other contexts outside school.

As regards the studies that examine the role played in the process of bullying by the aggressor, victim and non-involved in such phenomenon, the author highlights the work elaborated by Salmivalli et.al. in 1999⁴, that evidence a social structure characterized by one or several individuals that may be at different hierarchical levels and perform several functions within the dynamics of intimidation within the school context. Thus, the following ones may be distinguished: heads (the leaders of a bullying group and the ones that initiate the intimidation phenomenon); the followers (the ones that start with the intimidation); the reinforcers (those who do not participate actively but reinforce or support the aggressor); the intruders (those who are not involved in bullying, they are mere observers). This non-intervention is understood by many authors as another way of complicity with the intimidating behaviour of the bully; and the defenders (they try to help the victim or even confront the

⁴ It is also interesting to review, about this subject, the work carried out by Salmivalli et.al. (1996). In this work the authors do not only describe the roles involved in the bullying phenomenon but also provide an explanation of the social dynamics, both internal and external, of the group.

aggressor). In spite of the usefulness of this classification, subsequent studies suggest that the roles played in the dynamics of bullying should be considered as useful and necessary conceptual tools in the school social structure instead of small groups of children with their own specific characteristics

Also the distinction of attitudes related to head-intruder-defender has been used in the intervention programs with the intention of modifying the peer support systems and increase the number of defenders, and therefore, modify the attitudes of the children with respect to bullying.

As regards the methodology used by the studies that deal with bullying, the author starts with a definition of the most used evaluation methods, mainly the following ones: self-reports, peer name-calling procedures, teacher reports (specially recommended at elementary and pre-school educational levels) and the methods of direct observation. Nevertheless, it is suggested that new studies should attempt to perform multi-method research for a more precise approach to the understanding of the constructs involved in bullying.

Besides, studies on the characteristics of the aggressor and the victim and their possible relationships have not yielded the expected results. If we study the aggressor, most of the authors find that those subjects are more aggressive, have a strong temperament, with a socialization process characterized by low affectiveness, violence and low parental supervision and a concept of interpersonal relationships that evaluates positively aggression and intimidation as a way to influence on the peer group. Nevertheless, it is not clear if the aggressors have less social skills, more social intelligence, have a low self-esteem, or have a high level of defensive selfishness, and, therefore are less tolerant to frustration and criticism. As regards the victim, it seems that there is a greater consensus among the authors, thus highlighting that the victims is associated to high levels of depression, anxiety and low self-esteem. As regards the group variables, strong correlations were found between the victim and the peer rejection, a less quality of social relationships, a low number of friends, and a low acceptance at class. The most characteristic personal variables are: low self-concept, weakness (from a physical or constitutional point of view, low pleasure at school, few social skills and a high internalization and externalization of problems. The studies with the families of the victims have evidenced that the socialization process has been characterized, mainly, by an excessive protectionism of the parents.

Finally, Smith shows how the studies suggest that ethnicity and sexual orientation are not risk factors in bullying, even if some studies showing the relationship existing between the victim and the impaired capacity have appeared. Likewise, there exists a psychodynamic trend that even suggests the need that within the school context there should be one or several victims as necessary elements for the self-affirmation of the person in the group.

As regards the studies concerning the coping strategies we have found that most part of the strategies developed by the victims depend on the school context and the peer support and mediation system. Studies carried out in this connection suggest the clear benefits of using the support system to improve school

environment, nevertheless, the specific benefits for the victim, are yet to be elucidated. In spite of this limitation, it seems that the evaluation of these programs show satisfactory results as regards interpersonal skills and the total impact on the school context.

From another perspective, as regards the studies on the results of the intervention, the author starts with the analysis of 12 intervention studies at large scale, focusing basically on the data obtained by applying the Anti-Bullying Program of Olweus and the Sheffield Project in many countries, with distinct and contradictory results being collected. There are many factors that may account for this phenomenon: the nature of the intervention, the characteristics of the anti-bullying programs, the different participants of the Program, and the design of the intervention that, in many cases, does not include a follow-up period.

Briefly, the author provides two reflections: on one hand, a criticism of all such studies and suggests new research lines focused on the study of the role played by the girls in bullying, training in social skills and assertiveness at early schooling times and to perform tasks that would rather focus their objectives in the better knowledge of the school environment and social relations instead of the bullying process at school, because the knowledge of such aspects would be helpful for the development of new anti-bullying programs. On the other hand, the author reflects of the fundamental role of the School in bullying, nevertheless the global impact of society and its influence on schoolchildren's behaviour is not to be neglected. In this sense, we share with the author, the opinion that children are nothing but the image of the society in which the cult to violence, the values transmitted by the means of communication associated to the abuse of power or even the disintegration of the family group have a determining influence on our schoolchildren that use the school context as a channel to transmit such internalized guidelines, and that, from a pessimistic point of view, it is foreseen that they will persist, in a near future.

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

This work should be consider as basic for such researchers that wish to become involved in the study of the relationship between peer victimization and psychosocial maladjustment that this situation imposes on the victim. Likewise, it constitutes the first meta-analysis developed in the literature around this question.

It consists of an exhaustive and rigorous review article that, even if it is not very recent, it allows the reader to make a progressive approach to the research subject we are dealing with, and, besides it provides relevant guidelines at the time of dealing with the design of future research aimed at the collection of solid data in this field.

Therefore, Hawker and Boulton reviewed those transversal studies, published between 1978 and the end of June, 1997, that related several measurements of peer victimization according to their types (global,

physical, relational, indirect and verbal) and some of the forms of psychosocial maladjustment involved (precisely, depressive and anxious symptoms, loneliness, global self-esteem and social self-concept). The authors start with the following hypothesis: victimization is positively related to different forms of social and psychological maladjustment.

In this work, emphasis is placed on the progressive increase of papers that focus on the study to determine if the peer aggression victims experience psychological maladjustments, while pointing out that such studies are being conducted mainly with a cross-sectional cut. In this sense, it could be considered that the criterion used by the researchers by only reviewing the transversal studies, constitutes an important limitation, because other longitudinal studies that might have provided a broader view of the consequences of victimization are excluded from the selection, as evidenced by other papers reviewed earlier.

The method used for the selection of the papers was performed by the search of the descriptors bully, Vich, bullying and peer victimization, in the data bases PsycLit, BIDS ISI Social Science Citation Index and OCLC.

As regards the results, the authors collected in several tables the characteristics that were considered as more relevant in each one of the reviewed papers. The following characteristics were emphasized among others: sample size, age range, gender, nationality, type of informant (victim, aggressor, professor, family, etc.), subtypes of victimization, presence of the method of shared variance in the size of the effect and nature of the measurements of psychosocial maladjustment. Even if the first table deals with the description of the types of victimization and their evaluation in the different works, focusing on a new subtype of victimization which was not included in the European Literature and which is slightly different from indirect victimization: the relational victimization. Likewise, in a last table, they summarized the results obtained as regards the association between victimization and psychological maladjustment, taking into account if the information was provided by the same subject (both victim and aggressor) or several subjects.

Hawker and Boulton organized the exposition of the results according to: 1) a general view of the characteristics of the studies (gender, participants, age range, nationality, subtypes of victimization and origin of the information) and 2) effects of the victimization on the psychological maladjustment of the victim, paying special attention to the difference as regards the used methods to obtain information about bullying (in this sense victimization is more strongly related to psychosocial maladjustment when both variables are evaluated by the same informant (frequently the victims) that when those informants evaluate such aspects).

As regards the general view of the characteristics of the studies, it is noteworthy that the study population is usually composed of boys and girls alike, of any age range, even if the age groups with ages between 8 and 13 years old prevail, and, although they come from different countries, most of them (excepting two studies) were elaborated using Scandinavian or English languages.

Besides, it is pointed out that in most part of the works, the subtypes of victimization were not

evaluated as separate aspects, rather as a compound that consisted of two or more subtypes, by presenting the study of the physical and verbal victimization usually together, whereas, the relational and indirect had been barely taken into account. Nevertheless, in other analyzed studies victimization was used as a generic concept, thus ignoring the different subtypes.

As regards the origin of the information, victimization has been evaluated both by the victim and the aggressor, whereas psychosocial maladjustment is likely to be evaluated by the self-report of the victim.

This work focuses mainly on the effects of peer aggression on the psychological adjustment of the victim, by emphasizing that victimization is positively associated to depression and loneliness, even if the number of studies that have used loneliness as a depending variable have been very scarce when compared to those of depression.

Likewise, as regards anxiety and social anxiety, a positive relationship is still reported, yet less significant than the others, perhaps because, as the authors point out, prior to the interpretation of the results, attention should be paid because researchers are likely to use different concepts, with more or less accuracy to refer to the term anxiety or related constructs (as neuroticism).

For those authors, self-esteem may be the most studied variable as regards peer abuse, with a negative relative appearing at any moment between victimization and self-esteem of the bullied child, and always, regardless of the use of the shared variance method, as in the case of the former variables.

Briefly, the results of the studies reviewed by Hawker and Boulton emphasize that the peer abuse victims exhibited more negative affectiveness and more negative thoughts about themselves than those who were not victims, thus appearing generally as fearful, anxious, and with a low self-esteem. Besides, the victims may be characterized by important feelings of loneliness and dysphoria. Likewise, there are no evidences that peer victimization may be more strongly related to social forms of maladjustment than to psychological forms. And finally, those findings occur regardless of the gender, age group or type of aggression.

Authors provide a summary of the methodological limitations observed in the reviewed studies: in the first place, comorbidity problems between anxiety and low self-esteem with depression, and, in the second place, the scarce reference to certain types of victimization such as the relational and or indirect, as well as the lack of attention to such concept as a whole (complete evaluation of all the victimization type) with the subsequent risk at the time of interpreting the results obtained (underassessment or overestimation of the same). In the third place, the low number of papers that use more than an item to evaluate the concept of victimization. In the fourth place, the detriment of the results when referring basically to the level of statistical significance of the results and not to the size of the effects of the same. Fifth, the need to increase the transcultural variability in these studies and avoid limiting them to the Scandinavian or English speaking population. And sixth, to study the buffering effects of variables such as age, gender and sexual orientation.

In spite of all these limitations the authors highlight that the analysis of the reviewed papers have provided at any moment evidences to gain more insight into the study and treatment of the bullying victims.

In the second place, and as the final point of this meta-analysis, the authors review the change of the course that the peer victimization suffered. Thus the first papers collected in the review of Farrington (1993) were focused in questions related with the description of the problem subjected to the study and its prevalence, to deal later with more recent papers focused in the consequences of victimization. In this relation, authors provide interesting recommendations to develop further research, among which the following could be mentioned: the study of risk factors that may be involved in victimization situations, as well as the relationship of causality that is established with certain variables; to analyse the differences that are present in the psychological unbalance of the victim in function of the different types of victimization; and to elaborate intervention strategies directed at the decrease of the number of bullying victims and their consequences.

CONCLUSIONS

Finally, it is worth mentioning the importance of the correct analysis of this phenomenon for the purposes of its prevention because the problem is reaching such extremes that the teaching professionals, through the Unions, have mentioned the need to include bullying as a crime in the Minority Act. Therefore, from the scientific environment, the evaluation of the risk factors should be emphasized, and as stated by Baldry and Farrington (2005), mainly of such elements that may act as protective factors in case of the need of attacking other children as well as the possibility of defending against such aggressions.

In order to provide a more efficient intervention from our scope of influence, it is considered that the study of the psychopathological aspects derived from bullying (both in the aggressors and the victims) should be deeper, taking into account, nevertheless, that the intervention in the cases of bullying, as stated in the above mentioned articles, requires an inter disciplinary approach that includes even such social environments that could be considered as foreign to school reality, but that undoubtedly keep more or less stable relations, as in the case of the Health System, the Judicial System or the Political System. Thus it should be considered as necessary to face the bullying problem from a more integrated point of view that involves a double objective: on one hand, to consider bullying as another component of social dynamics, and on the other hand, to create less insecure school environments. As highlighted by Sullivan, Cleary and Sullivan (2005) a change in the social dynamics of intimidation and the development of programs aimed at the creation of safer social environments will enable a social development based on respect, and therefore, will facilitate a higher success in learning, taking into account that such program should include the greater number available of members of the educational and social community.

In this sense, the Centro Reina Sofía para el Estudio de la Violencia (Doña Sofía Center for the Study of Violence) celebrated last year in October a Seminar about "Violence and the School", which

conclusions were included in a report (Serrano and Iborra, 2005) in which bullying is compared to other types of violence (physical abuse, emotional abuse, negligence, sexual abuse, economical abuse, vandalism); besides, the possible socio-cultural risk factors related to the aggressor and the victim are analysed. Bullying is not only defined as a form of persisting school violence but also includes a series of diagnostic criteria that would allow the definition of bullying if at least three of them are present: the victim feels intimidated, the victims feels excluded, the victim perceives that the aggressor is stronger, the aggressions are increasingly stronger and the aggressions occur in private.

A brief description of the studies carried out in Europe is provided. Nevertheless, the interest of this report is based on the research proposed by using as an assessment tool a questionnaire that would enable us to collect information not only from the aggressors and the victims, but also from the witness to the aggressions (the questionnaire is presented as an annex to the report) For this study, a sample of 800 adolescents was used from all parts of Spain whose ages ranged between 12 and 16 years old.

Some of the results obtained do not correlate with the results of other studies carried out in Europe (which confirm the need of taking into account the cultural factors) as in the case of what is referred to as the "law of silence", which circumstance is not so common as other studies have pointed out. Thus, 75% of the interviewed students have witnessed the aggressions in their centre of studies out of which only 28,5% does nothing, the rest is directly involved in the conflict (mainly) speaks with the professor, with the victim of with the aggressor. Among the conclusions related to the aggressors, he highlights the strong cognitive distortion exhibited in the same manner as other type of aggressors, which justifies completely the need of psychological attention.

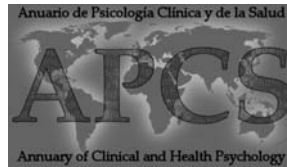
It is worth adding that the interviews to the students were done by phone contact, with the corresponding experimental limitations.

Finally, three internet links that deal with the bullying issue in an integrated manner are provided Such links are: www.bullying.co.uk, www.bullying.org y www.antibullying.net. Such Web pages are highly recommended by the number and extension of the links, as well as for their constant update and scientific production. Likewise, information for professors, parents and students is included, legal aspects, antibullying projects for schools, possibility to contact the page, interventions in different types of bullying and advise for parents and guardians. The page offers, apart from the information, the possibility of participating in a virtual newsletter about the subject and to keep online contact by means of discussion groups and chat created exclusively as a meeting point between the professionals and the actors involved in the bullying process.

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Cognitive-behavioural intervention in school harassment: a clinical case of bullying

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INTRODUCTION

It is difficult to explain how a moral harassment process starts both at school and at work, or in the couple because, as Hirigoyen (1999) says, as perverse little acts happen every day, they seem normal. They begin with a mere lack of respect, a lie or manipulation. However, we only find them unbearable if they affect us directly (page 17).

It is difficult to understand violence, which might justify our difficulty in detecting it sometimes. We can explain that the reason for violence and harassment is the greed for power and perversity, in the company, and the desire for domination and even for possession of the other, in the couple. At school, it has gone from being regarded as certain circumstantial phenomena inherent in the immaturity of relations among peers to becoming a highly worrying issue on account of both its high incidence and the disruption it causes to school life (Carranza, 2004; prologue: page 11).

It is also difficult to define aggressive behaviour, which is the result of a complex associative sequence of ideas, feelings and tendencies of behaviour (Cerezo, 2004, page 27). However, research has been revealing that both victims and aggressors have specific personality and sociability features that can help us little by little to understand how, where and why this kind of behaviour occurs.

The scant importance that was given, until a few years ago, to the expression of emotions – and especially to aggressiveness –, to the deficit in social skills of children and adolescents, both at school and within the family, has often contributed to the development, in many of them, of low self-esteem, low empathy, school difficulties (sometimes serious), maladjusted behaviour, and to situations of harassment and violence among classmates.

It is true that the information that has been made known in the last few years about the importance of emotional intelligence and social skills in the integral education of children and adolescents, has led schools

to establish learning and improvement of the main personal and social skills, as well as the teaching of values as new educational goals. But these goals are like a turtle, they need time to become incorporated into the personal repertoire of every child and adolescent, while culture is like a hare that confronts us constantly with the present reality: the lack of some fundamental values, inadequate educational styles, the deficit in social skills, moral harassment and violence at school and in other environments ...

We, the persons who work with children and adolescents: parents, teachers, pedagogues, social educators, psychologists ..., cannot wait until all these objectives have been assimilated in order to try and solve said problems; it would be late and consequences might be disastrous. Therefore, we find it necessary to work with the instruments available to us at this time and keep on searching for new strategies and measures that may hold back the worrying advance of some negative emotions, such as depression or aggressiveness, whose levels increase continuously, and which have become one of the issues of most developed societies, which besides, are the most studied (del Barrio, 2002, page 12).

Bullying is defined as a form of maintained violence, mental or physical, exerted from a schoolchild or a group against another schoolchild. It can range from the most direct manifestations (physical and verbal aggression) to indirect forms, such as social exclusion (Cerezo, 1991). The clinical case presented below shows several aspects of this definition and the difficulties we found (victims, parents, psychologists ...) to make the others understand that some behaviours, which happen every day, and are perceived as normal, as we said in the first lines of our introduction, cause unbearable pain and do serious harm, often irreparable, to those who suffer such acts of aggression day after day.

METHOD

Description of the case

The patient, whom we will call María, is an adolescent of 13 years and nine months of age. She is in second year of “ESO”, and attends one of the two state secondary schools in a provincial town.

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She has a sister who is three years younger and who studies in the same centre. Her family is middle-class (her father is a skilled worker, and her mother is a homemaker).

She has been very quiet since she was a little girl; she hardly speaks at home, but it has been more than one year now since she began to quarrel with and beat her sister without any reason at all. She is very irritable. She had never answered back; now she easily yells and complains about everything. A few days ago, she was given her school report for the first academic period, which contained several fails. Her parents talked to her because it was the first time she got so many fails. María merely says that she does not want to receive tuition, because they laugh at her in those classes.

Evaluation procedure

Initial evaluation and results

The information was compiled over one month, in a total of two sessions with the parents and two sessions with María, separately. Both María and her parents did not want the intervention to be known at school, so at first we did not contact the teachers.

a) interviews with parents

From the information gathered in the two sessions we can highlight that when she was two years old, she attended the nursery school of this institution. According to the teachers, she did not speak in class, she mixed properly with the other children in the schoolyard, but whenever an adult approached her, she stopped talking.

As a baby, she was diagnosed with a squint. She has worn an eye patch for a long time. This technique has not solved her problem completely since as soon as the patch was removed her eye squinted again, and within a few weeks, she will undergo surgery. Her mother thinks this might have affected her.

Throughout her school years, teachers have repeatedly complained that she is very quiet and does not participate in class. Ten years ago, she was being treated by the school psychotherapist. There has been no improvement in her behaviour.

Her parents explain that she is very punctual, she always arrives at school at the right time, and that she does her homework without being asked or ordered. She is very moderate, and does not usually ask for branded clothes or money. She is very affectionate and likes being fondled by her father.

She has some "tics", such as playing with a string in her mouth or with a piece of paper. She is jealous of her little sister who is very different from her, very sociable and gets better academic results.

By the end of last school year, two classmates began to mock her, spit at her when she walked up the stairs, most often when there were no teachers present. Her tutor talked to her two classmates and later with these children's parents because they would not stop teasing her. When the year was over, there seemed that the problem had been solved.

Her parents are worried, especially her mother, because she never arranges to go out or do any activity with her girlfriends in her free time. She likes to stay at home, use the computer or go out with her mother. Although María did not like it, she was forced to go to a summer recreational centre, where she met

some girl classmates. Her mother thinks it is not normal that at her age she won't go out with friends, and constantly urges her to ring someone and even forces her to do so, which provokes María's arguing and yelling.

The questionnaire "PEE- Perfil de Estilos Educativos para Padres" (García Pérez y Magaz Lago, 1998), along with the interview, enabled us to identify more specifically the ideas, beliefs, attitudes and values for the educational style that both parents followed.

b) interviews with María

María is a thin girl, of childlike appearance, having dark, curly and frizzy hair, who avoids the look of any person who talks to her. She is slow to react to any instruction or to answer questions. She moves slowly, hesitates, and looks insecure, as if she did not know where to stand.

In the first interview she was very nervous, at times she trembled all over; she was several times on the verge of tears, and replied in monosyllables to the questions she was asked. She assured us that she was not forced to go to therapy. Perceiving the suffering that the situation involved, we decided to proceed with some self-administered questionnaires, leaving for the next interview the gathering of more information. The instruments used in this first session and their results were the following:

EMA - Escala Magallanes de Adaptación (García Pérez and Magaz Lago, 1998) to assess adaptation in the family and school environments and personal adjustment. Both adaptation to her classmates and her personal adjustment scored low.

ICPJ - Inventario de Características Personales para Jóvenes (García Pérez, 1995). The answers reveal the following:

1. Low self-esteem and a negative view of herself: "I do not consider myself smart enough ... I see myself as different from the rest of the people ... I'm a solitary and reserved person ... I am a shy person ... I have not had enough initiative ... I feel inferior to the others ..."
2. Huge worry about the others' assessment: "I need to know what an impression people have about me ... I am afraid of any disagreement with the others ... I am a submissive person ..."
3. Thoughts and behaviours that generate significant levels of anxiety: "I usually reproach myself for things I do wrong ... I would like to do things better than the others ... I find it difficult to control my temper ... I study way too hard ... I feel bad if I do not get what I want ... very often I feel guilty about how bad things go for me..."
4. A high level of suffering: "I often feel deeply sad ... It is hard for me to express what I feel ... I think I have many obstacles in my life ... I generally feel a little lonely against the world... I find it hard to live at ease with the people that are close to me ... I feel helpless, defenceless ... I don't feel at all like doing anything ... I try not to think about my problems ... I frequently feel humiliated ..."

At the end of this first interview, we suggested to her that she should write the reason of her visit, for the following session, so as to make it easier for her to express her emotions.

She attended the second session calmer, and brought three typewritten pages. She explained on them what was happening to her with her classmates

and her expectations about visiting the psychologist. We began to read aloud what she had written and we asked her to give us more details of all that. From the information gathered, we highlight the following:

- At school, she had been occasionally mocked when she was little.
- By the middle of the last school year, some boys began to make fun of her every day. They called her "fanny hair", and spat at her from the top of the stairs.
- "All that made me lose concentration, pay scant attention to the teachers' explanations, feel uncomfortable at school and with my classmates ..."
- The tutor talked to those children and their parents, and she says that at present they do not tease her.
- From the beginning of the school year, they make fun of her on her way into or out of the school, and sometimes during the break, when there are no teachers around who may witness such situations.
- She would like to change her relationship with her "girlfriends", talk more, express what she does not like, say no to any of their demands or requests.
- She would like to feel more loved and taken into consideration by those "girlfriends" who ignore her when she is with them, who talk about their things and only address her to make a negative comment about her bad taste in clothes; who never ring her to go out (instead, she rings them sometimes, urged by her mother); who don't wait for her after school when she tries to catch them up (though they live on the same street) but they do wait for other girls; who as soon as the computing lesson finishes they run out of the classroom and leave her alone so that she will switch the computer off and take out the floppy disk; who stand her up in the capital of the province, because they sleep over at some other girl's house and had not told her so although they have known that for several days ...
- "I would like to be more uninhibited ... be like everybody else ..."

She was asked to fill in the following questionnaires as well:

IME - Inventario de Miedos Escolares (Méndez, 1988). The total score was 117. Answers were assessed on a qualitative rather than quantitative basis. It revealed that many interaction situations in class and with her classmates caused her great anxiety.

ADCA -I Escala de Evaluación de la Asertividad (García Pérez and Magaz Lago, 1994). It is used to identify the cognitive style that regulates the social behaviour of the assessed individuals. It revealed a significant assertiveness deficit.

Structured Learning Skills questionnaire (Goldstein *et al.*, 1980). It showed a significant deficit in basic communication skills.

a) Functional analysis

After the assessment, María and her parents were provided with clear and detailed information about the origin of the symptoms she presented with, as well as about the possibilities of intervention.

We explained to them that María's assertiveness and social skills deficits were due to her shyness and to a number of direct adverse experiences that took place at school and within the social environment, which determines an intense anxiety response to the situations in which she has to deal with or act before schoolmates of her age.

At the time of the assessment, the conditioned anxiety responses consisted mainly of: avoiding her feared classmates, not attending tuition classes, not ringing or going out with her "girlfriends", muscular tension, irritability and lack of concentration, negative thoughts about herself and about her relationship with her "girlfriends" and classmates.

Her avoidance behaviour was facilitated by her assertiveness deficit and her lack of social skills. This behaviour was maintained by negative reinforcement: avoidance of anxiety, not attending tuition classes, not ringing her "girlfriends" or going out with them, not talking, and by positive reinforcement: her mother's care, staying home on holidays, playing computer games, going out with her parents. These consequences, as they were contingent and continuous, prevailed over the negative concept of herself ("I see myself as different from the rest of the people ... I'm a solitary and reserved person ... I am a shy person ... I do not have enough initiative ... I feel inferior to the others ...") and over the negative consequences of social isolation.

Treatment

As what both María and her parents wanted and requested was the improvement of María's social skills, and as they did not consider her classmates' behaviour very important, because they believed that it would be modified at school by teachers, the objective set was to improve said skills. We explained the treatment plan, the approximate duration of said plan, as well as the general guidelines of the intervention, to both the patient and her parents. Table 1 shows a summary of the main psychopathological aspects dealt with in the intervention program and the therapeutic techniques used for each of them.

The treatment was administered over six months, from February until the end of July. School holidays were utilized to increase interactions with her girlfriends outside school. A one-year follow-up was established, with the first session to be held one month after the beginning of the new school year, and each remaining session to take place every quarter.

Psychopathological Aspects	Therapeutic techniques
Deficit in self-esteem	Cognitive restructuring
Anxiety	Diaphragmatic breathing Relaxation
Assertiveness deficit	Assertiveness training
Communication skills deficit	Communication skills training
Deficit in the resolution of problems	Resolution of problems training Self-instructions training
Parents' educational deficit	Educational counselling Educational styles Assertive education

Table 1.- Intervention Summary

RESULTS

The therapeutic change was measured by the patient's own assessment and using the information supplied by the parents. The achievement of the different therapeutic objectives gradually increased the

number of situations in which María responded assertively both to her classmates and her girlfriends. She began to receive tuition in some subjects, and her academic results improved. Her repertoire of social skills gradually increased and thus she felt more self-satisfied. The quarrels with her sister ceased.

Follow-Up

In the first follow-up session, one month after the beginning of the school year, María is again very tense and nervous. We check her progress and the learnt behaviours that persisted. She looks more assertive and has more skills when it comes to mixing with her classmates. The relationship with her sister is very good, since they do not beat each other or quarrel any more.

In August, she went on holiday with her family. She admits that since we last met by the end of June, she has not gone out with her friends, and does not know whether they have, because neither did they ring her nor did she ask them. When asked about the reason for this behaviour, she gets nervous, begins to tremble like she did in the first interview and she ends up telling about the harassment to which she is being subjected both by her classmates and by children from the other class of the same level, during breaks and outside school.

Assessment of bullying

A semi-structured interview was held to gather information, the results are shown in Table 2.

Type of aggressions	<ul style="list-style-type: none"> - Insults such as “monster”, “fanny hair” ... in a low voice, when they walk past her. - Rejection: They ignore her, they move away from her, lifting their arms so as not to touch her, they ignore her in the schoolyard, they do not want to include her in any group; so the teacher “imposes” her on any of them. - Comments in a loud voice to those who have been in her group or touched her: “today you can either wash thoroughly or fumigate your clothes ...” “wait, she’s coming out, and you can contaminate yourself ...” “I will have to jump so as not to contaminate myself...” - They do not allow her to move freely, forcing her to go through places where she can get hurt or walk past other classmates who whisper insults to her. - They laugh at her clothes, they say she doesn’t have good taste ... - They spit at her hair from the top of the stairs.
Where the aggressions take place	<ul style="list-style-type: none"> - In the classroom, corridors, schoolyard - Outside school
Frequency of aggressions	<ul style="list-style-type: none"> - Several times a day - Every school day
Subjective assessment of the gravity of the aggressions	<ul style="list-style-type: none"> - Quite a great deal
Feeling of security	<ul style="list-style-type: none"> - Little or nothing
Information about aggressors	<ul style="list-style-type: none"> - Almost her entire class, and the other of the same level - Some people do not participate in the harassment but they do not give her their support either.

Table 2.- Characteristics of bullying

Her mother came with her to the therapy session. We explained to her what was happening since María had not said a word about that at home. They had noticed that she was again very quiet, made any excuse not to go out or ring her “girlfriends”. Until then, both María and her parents did not want to make known that she had therapy. They were explained about the need to report these events and situations to the teachers and establish contact with her tutor.

At first, María’s parents contemplated changing her to the other secondary school in the town. As the harassment also took place outside school, we made them realize that such a decision would not be very beneficial to solve the problem.

Intervention program at school

- María’s parents met with the tutor and explained everything to him.

- At school, parents of ESO third-year students were called to an urgent meeting. At that meeting, parents were told about what was happening to a certain student (the name was not disclosed) in order that they should become aware of the problem.

- Teachers tried to make parents take part in the search for solutions.

- The tutor of every ESO third-year class interviewed every student under his charge individually in order to evaluate the real situation.

- María’s tutor contacted us to compare the information regarding to bullying.

- After all the information was compiled and evaluated, tutors sought the support of the rest of the teaching staff to implement the intervention program that is summarized in Table 3. They formulated the main objectives and the intervention strategies; we were informed of all that and asked for our counselling.

Objetives	Intervention Strategies
<p>With teachers: 1: Sensitize teachers to the problem</p>	<ul style="list-style-type: none"> • Assessment of the situation Analysis of the data compiled • Transmission of results to the teaching staff and the school council • Implementation of the intervention program • Regular meetings of the teaching staff • Coordination of tutorials.
<p>With students: 1. Sensitize students to the problem</p> <p>2. Prevent situations of violence</p> <p>3. Detect and control the specific situations of school violence</p>	<p>Interviews with the victim and all the other students</p> <ul style="list-style-type: none"> • Work during tutoring hours on the ways violence is expressed, personal rights, by means of the dramatization of problem situations, the reversal of roles and discussion groups. • Training in social skills • Training in problem resolution <p>• Individual interviews with students on a weekly basis to detect possible situations of violence.</p> <p>• Closer surveillance during breaks and in common spaces.</p>
<p>With parents: 1. Sensitize parents to the problem</p>	<ul style="list-style-type: none"> • Parents' school • Meetings with parents

Table 3.- Protocol of the intervention carried out at school

Intervention program with María and her parents

The progress achieved to this point was assessed, and a second intervention program was started, which is summarized in Table 4. The

treatment was implemented over three months, and a monthly follow-up was established until the end of the school year. One-year follow-up, consisting of one session per quarter was done.

Objetives	Therapeutic Techniques
1. Improve her self-esteem	Cognitive restructuring
2. Review her assertive strategies	Assertiveness training
3. Reinforce her communication and problem resolution skills	Training in communication skills
4. Counselling to parents	Training in problem resolution

Table 4.- Summary of the second treatment program

RESULTS

Intervention aimed at improving her social skills resulted in major changes in the acquisition of communication skills and in her assertive behaviour. All that was conducive to the improvement of the image of herself and to her greater self-satisfaction.

As regards the effects of the intervention, at school, on the bullying process, we can summarize that:

- Her classmates' acts of aggression stopped, both at school and on the streets.
- Her classmates had a rough time throughout the intervention process put into operation at school, and they felt attacked.
- Her classmates did not have a smooth relationship with her. They were correct if they were obliged to work with her but they did not show any kind of interest or affection.
- They allowed her to form part of their groups in class and in the schoolyard, but they never encouraged her to do that.
- On several occasions, she rang her "girlfriends" to go out, but they excused themselves repeatedly.
- In some of the tutorials, in dramatization situations, her classmates stressed that María did not get close to

them, and that they were not willing to make things easier for her after all that happened.

- In one of those tutorials, María ended up apologizing to the entire class for all that happened. Nobody apologized. When we asked her why she had done so, she told us that she could no longer bear the tension perceived in class, the schoolyard, as well as on the streets (the entire town knew what was going on).
- María's parents agreed to her not going out with "girlfriends" in her free time and to her going out with them at times.
- The following year, María attended a secondary school in the capital city.

CONCLUSIONS

It might be interesting to let readers reach their own conclusions as regards the intervention carried out in this case of school harassment, but we also consider it important to comment on the results obtained.

In the first place, it seems that the procedure followed turned out to be effective to eliminate the patient's problems, and resulted in the patient's acquisition and strengthening of social skills

and assertive behaviour patterns. The cognitive strategies used have shown their effectiveness to improve María's negative view of herself and low self-esteem.

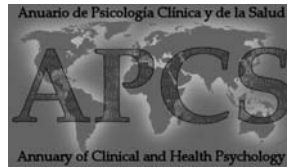
Second, the main objective was to eliminate as soon as possible the acts of harassment at school. The intervention developed at school managed to hold back the classmates' acts of bullying.

However, there are aspects that no therapy can restore, such as the trust and the others' consideration, at least after the person undergoes a bullying situation. The victim of harassment, although this behaviour may have ceased, will not any longer be naive in the relationship with other people, because it is difficult and impossible to understand gratuitous violence the part of other human beings. We have seen that bullying leaves an indelible mark that conditions interpersonal relations. From our point of view, only the passage of time and, above all, the succession of positive emotional relations might lessen distrust.

Through adequate strategies, we can manage to make violence cease, but we cannot force the others to love or like us, to take us into consideration, not to treat us as if we were transparent, as if we did not exist. That is why that, in spite of having achieved the therapeutic objectives set, we have the feeling that there is still too much to be done, especially to eliminate this kind of gratuitous violence that is bullying.

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Psychoanalysis, art and interpretation

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INTRODUCTION

“Psychoanalysis, art and interpretation” is the title of the last Conference on Psychoanalysis held in the School of Psychology of the Universidad de Sevilla (University of Seville) with the collaboration of the Department of Personality and Psychological Evaluation and Treatment.

The holding of a new Conference this year, was motivated, like in previous years, on the one hand by the desire to approach subjects not included in the Psychoanalysis syllabus, due to the short time (four months) we have for that; and, on the other hand, by the express desire of students of previous courses who have expressed so in letters sent to that effect.

The variety of subjects is enormous and, therefore, the content of the Conference was selected on the basis of a certain contingency, like the one this year, as we could count on the collaboration of an Art Gallery and its artists, as well as a group of psychoanalysts who works on art topics on a continuous basis.

Art itself is not the core of psychoanalysis, but art, or more specifically the artistic work, is the individual's production, and as such, it has a close connection with the person. We would say that it is an answer from man to certain stimuli both internal and external; we have to regard it, thus, as a mode of behaviour. With respect to this, Mijolla and Mijolla-Mellor (1996), referring to the painter Lucian Freud, one of the most famous English painters, and to Bela Freud, a designer, both of them Sigmund Freud's grand-children, explain that where Freud “put words to the unconscious, they preferred to give shape to ghosts” (page 675), that is to say, they project their fantasies onto the works they create. And just as the analyst puts his words to interpret the material, the patient offers to him, works of art can also be interpreted; but with the difference and the distance that separates them from the therapeutic process.

Having presented the issue, we will proceed to its analysis. We do not intend to go in depth into the psychoanalysis concept or in any way develop it, but it is indispensable to say, amongst other things, that

psychoanalysis is a set of theories or a meta-theory that, as all theories, aimed at explaining something, and more specifically the human behaviour. On the other hand, psychoanalytical methodology rests on interpretation.

As Coderch (1995) says, philosophy of sciences makes a distinction between formal sciences, which may subsist by themselves, and factual sciences, which try to comprehend and describe reality. They are based on the observation of facts and experience and, on the data obtained, they build their concepts, laws and theories that must be reviewed constantly and compared with the new data so that they do not lose their explanatory and predicting capacity. However, they share in a certain way or to some extent the methodology of formal sciences. They have the capacity to formulate hypothesis, put forward designs, etc. And, sometimes, they can even express their data mathematically. “There is no doubt that psychoanalysis belongs to the factual sciences” (page 54), since we must not forget that it is not only a theory or theoretical model, it is also a research method and a therapeutic method. As a research method, it adheres to, and can perfectly share and in all fairness the methodology of formal sciences. A different thing happens when we refer to psychoanalysis as a therapeutic method, since its methodology is restricted to its own, only and genuine method: hermeneutics, including here interpretation and comprehension.

In fact, there may be confusion when these terms are considered: hermeneutics, interpretation and comprehension. We ourselves have included the term “interpretation” in the title of the Conference, and we must explain this meaning, since it has diverse connotations.

DEVELOPMENT OF THE SUBJECT

If we look through the literature on the subject we will agree that the term interpretation in the psychoanalytical sense only refers to what is connected with the process of curing and, therefore, it occurs in what we call the psychoanalytical context. Again, Mijolla and Mijolla-Mellor (1996) believe that “there is

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no formulable psychoanalytical interpretation outside the psychoanalytical situation” (page 153); and, to emphasize further this assertion, they proceed to explain that for the interpretation to be meaningful it is necessary that the analyst and the patient work together, each of them doing their own task, the analyst formulating the interpretations, and the patient being the recipient of them. The aforementioned authors hold that any interpretation outside this context would be a “wild” or profane interpretation – as Freud would say (1900) –, which does not mean that it is inaccurate, but it would be another way of interpreting. It is evident that this way of viewing interpretation does not allow it to go outside the confines of curing and, therefore, any attempt beyond this context should not be called interpretation or, at least, would not be psychoanalytical interpretation in its purest sense. Other authors, such as Racker (1986), supported this view since, although they indicated that the starting point must be the surface, that we should start from what is closest to conscience, we would have to trace down deeper spheres and, therefore, the aim of interpretation would be to bring to the surface contents and processes so that the patient gain insight into or become aware of that, such as the resistances, repressed things, the formal elements of behaviour, transference ..., though at different times of the psychoanalytical occurrences. But he proposed that, for interpretation to be complete, it should influence or refer to the id and superego system (which means that it would deal mainly with unconscious, latent aspects), though starting from the ego, from what is manifest, and from the defensive processes.

Etchegoyen (2002) goes into this restrictive nuance in greater depth, indicating a number of considerations that necessarily reduce it to the purely therapeutic context. For him, interpretation is inexorably connected with the subject of the cure, and not with man in general and, besides, is linked to the “here and now”, which immerses it completely in the therapeutic context, the analytical sessions and not beyond that. On the other hand, interpretation is the analyst’s work, which must necessarily be communicated to the patient. It is evident that the analyst cannot establish communication with the person analyzed outside the setting and, even less, communication dealing with deep aspects of the patient’s personality, as we previously said, and performed in a systematic way. Another consideration about interpretation is that its purpose is to produce certain effects on the patient, from the above mentioned insight to stirring up and understanding situations and processes that cannot fit anywhere else than into the therapeutic context.

Even more, the efficacy parameters of psychoanalytical interpretation proposed by Etchegoyen are veracity, disinterest and pertinence. To be veracious or correct, interpretation should be based on the material provided by the patient, on the analyst’s experience and on the psychoanalytical theory. This material, both the clinical and the theoretical, as properly and conveniently used by the analyst would generate interpretations whose objective, in the first place, would be to adjust as much as possible to the subject’s internal world and would be equivalent to work hypotheses that can be accepted or refuted, as held by most psychoanalysts, among others Klimovsky (1986; 2002), Coderch (1990; 1995)... In addition, they

must be disinterested as regards the analyst, who must not pursue any personal benefit with his interpretations, such as making his job more credible in respect of the patient, or directing and manipulating the patient’s conduct. Pertinence refers to when, how and what is interpreted, since, although there are no fixed rules, the analyst possesses such knowledge and training that he is able to act as tenaciously as when another investigator formulates his hypotheses, in addition to his being subjected (which is another guarantee) to the process of supervision of his work.

And, lastly, Coderch (1995) adds another quality consisting in that any interpretation must be correctly formulated (which to a certain extent would be already implicit in the previous one), but this author places emphasis above all on adjusting the formulation of the interpretation to the cognitive capacities of the patient so that he can understand without any ambiguity (and, therefore, without uncertainty or confusion) what belongs to the ego and discriminate the “non-ego”, as Bleger would say (2001).

We are therefore tackling one of the difficulties of interpretation. To interpret is not easy. Aulagnier (2003) thinks that the analyst’s most compromised and difficult task really consists in finding the right and appropriate words not only for the patient to be able to understand but also for those words to elicit a reaction from him, so that those representations that are repressed and sometimes dissociated emerge again, facilitating the transformation of the representations of things into verbal representations, though linked to the corresponding affects. But here at this point it finds another obstacle, since affects, anger, fear, fusion, resentment, hatred or envy corresponding to each repressed representation (which act on us and we all feel not only on the conscious level) must be turned into language through interpretation; the same thing happens, for instance, with oneiric images when a dream is interpreted. For that reason, interpretation is not a purely intellectual or cognitive function; it does not consist only in the patient’s reasoning or knowing the cause-effect relationship between the more or less remote events and his current behaviour, but also in reliving, re-feeling, expressing the affect implicit in the memory, so that the patient may reorganize himself.

In spite of the fact that so far everything suggests that interpretation must necessarily be connected with the context of cure, Etchegoyen differentiates and establishes nuances between interpretation and information, opening a way through which we can handle the issue of our Conference. Interpretation is the work done by the analyst, which “launches” the patient so that he can know what he does not know about his internal world; while information, though it is also the analyst’s work, is aimed at causing the subject to know what he ignores about his external world (and, sometimes, about the internal world) but, outside the setting. We should remember that the analyst does not have to be connected only with the therapy, but that there may be theoretical psychoanalysts, who in the course of their training they may have “gone through the coach”.

Therefore, there are options so that we can actually use the term “interpretation” for different purposes, without our having to contravene its true psychoanalytical meaning, by simply using it from any

of its two perspectives, as Coderch (1995) tell us. These two perspectives would be:

1) That which refers to the interpretative act, as a trigger to mobilize or stir up certain psychic processes in the patient, and therefore, inevitably linked to the curing process;

2) that which refers to the hermeneutics and in which we can distinguish two aspects:

a.- Hermeneutics understood in their classic connotation, i.e., as a discipline of the interpretation of symbols and very particularly related to the interpretation or deciphering of biblical texts but that, by extension, also refers to interpretation in general. That is, interpreting would be in fact changing some signs by others, an exchange in the information and therefore, it is equivalent to replacing some semantic signs by others or some symbols by language. In a general sense, then, hermeneutics are the interpretation of psychological manifestations, though performed in accordance with certain rules.

b.- Hermeneutics applied as research into the repressed contents that, in general, are archaic and of which the patient has no knowledge, but which are reached through links with the conscious or manifest material.

Of the two perspectives above described, the most complex is the first one, since it involves not only exchanging information but it must also generate certain effects on the patient and cross the threshold of the descriptive and phenomenological level of behaviour, and the patient should be able to understand the unconscious mental processes that are the engine of such behaviour (Coderch, 1990). It is not this interpretation to which we can refer in this Conference, but to the last two interpretations, to hermeneutics in their two aspects. This agrees, in a certain way, with the approach followed by Freud (1900) when he differentiated between interpreting dreams by means of the psychoanalytical procedure and interpreting them by means of the popular procedure. The first method is more difficult and less comfortable, since it also contemplates the possibility of polysemy in the same process. However, the popular method (in which two modes are distinguished: symbolic and deciphering) is implemented in accordance with fixed keys, and it is much more comfortable, though more prone to generate errors.

Symbolic or hermeneutic interpretation treats dream or the material in its entirety, re-placing it by another comprehensible content, either similar or comparable. The deciphering method, however, breaks down the dream or the material to be deciphered, and the interpretative work lies on each fragment of the whole. This second method would be more laborious, and would not consist in a mere overall translation or interpretation, but it would take into account the content of the material, the subject's personality and circumstances.

This procedure to treat the data or material (which in this case does not need to be related to the therapy) and which takes into account several factors is the one that fits in with this Conference, and is in fact known as applied psychoanalysis, which consists in using the keys coming from the theory, and – as Bleger (1986) pointed out – “the psychoanalysis of a novel, a movie, a work of art, a diary or memoirs (as such is the case here), has the advantage that there is a greater

distance from the facts, and therefore the investigator is not so emotionally involved as in clinical psychoanalysis, but deductions are more conjecturable” (page 122). They are the advantages and disadvantages of this kind of interpretation or applied psychoanalysis. Now then, although we use this kind of interpretation (observing, therefore, its distance with respect to the genuinely psychoanalytical interpretation), we will also try to find the sense of our pictorial material, literary work, movie, etc. Since, as Freud (1900) put forward, to interpret means to find its sense, that is, “replacing it by something that can be included in the concatenation of our psychic acts as a factor of significance and value equivalent to the others that form part of it” (page 406).

In “The malaise in culture” (1930) and “Constructions in psychoanalysis” (1937), Freud referred to the operation “interpretation of the construction” as the function that the analyst must perform to reconstruct what the patient has forgotten or repressed with the help of the traces he has been leaving. Later, in 1981, Grinberg proposed the use of the term “interpretation > construction” (author's expression) as a means of understanding the richness it contributes to the analytical work, and refers to it as a concept which “includes the use of counter-transference, symbolization and widely suggestive description that may be filled with different senses” (page 210). That is, the interpretation of the construction sets as its goal the integration of knowledge, avoiding the dissociations or the discrimination of certain parts of behaviour that we do not know, as pointed out by Bleger (1986). Besides, the psychoanalytical interpretation must be “symmetrical, polyvalent and analogous, which makes it worthy of the name “construction” in addition to “interpretation”.

Now then, just as the above-mentioned interpretation adds richness to the exchanging process by adding to it the constructive work, the hermeneutic task or the so-called applied psychoanalysis also contributes richness for the comprehension of the subject of study. Grinberg exemplifies this through the study of the literary myths (on which, actually, Freud focused, suffice it to remember the Oedipus myth) that provide the opportunity of making more intelligible and comprehensible parts of the individual's personality or conduct, as regards both the aspects concerning the ego and in contact with reality and pathological aspects. The reading or dramatization of myths becomes more immediate, closer to the individual and is assimilated better than the clinical terms or texts, having also the capacity of producing an effect on the observer or reader. In conclusion, the interpretative task of applied psychoanalysis, the focus of our Conference, though not lying on the couch, adds to the deciphering experience a great amount of material from the psychic setting, in addition to expanding the cognitive field.

Actually, and approaching with this the other word, “art”, of our Conference, when we contemplate a work of art, we know what we are seeing or hearing, that is, what we process through our senses, what we perceive, but several other aspects escape us. Freud (1913) states in “Michelangelo's Moses” that to discover the meaning and content of what the work of art represents, it is necessary for us to be able to interpret it. This interpretation, in addition to many other aspects, will make it easier for us to know why it produces a certain effect on the subject that

contemplates it and why there are so many disparate opinions. Besides, - proceeding to discuss Freud (1900) – for the psychoanalyst there is nothing more than the expression of hidden mood processes, as much insignificant as it may be. Therefore, these latent mood processes take part in the triad: artist, artistic creation and spectator. Psychoanalysis was the first to formulate hypotheses about the origin of art, trying to find the relationship between artistic creation and artist, or, rather, between art and the artist's emotional and instinctive life. However, there re-main many obscure points.

We will take Freud as a focal point of reference, though at different times of his bibliography. In 1910, in his work on Leonardo de Vinci, in which Freud analyzes Leonardo's life and work, he notices that the artist's creative activity derives from his libidinal desires. Instincts yearn to be satisfied, but society sometimes hinders so; hence, an attempt to satisfy the repressed desires is by means of a substituting formula, that is, by means of sublimation, like Leonardo, who was led by sublimation to his eagerness to know.

As early as in "Psychoanalysis", in the fifth conference of 1909, Freud (1910) had set out his conception of sublimation, referring to it as the process through which "the energy of infantile desires is not lost; it becomes utilizable by directing each impulse towards an end higher than the non-utilizable one, and which can be devoid of any sexual characteristic" (page 1562), adding that sublimation can change the sexual purpose of instinct for another purpose or value, more socially accepted, more sublime, from where the term coined by himself derives. Now then, sublimation affects the partial urges, above all those that are not accepted by the individual himself, thence, although the initial presentation of sublimation only involves the impulses of a sexual or libidinal nature, later on, Freud had to extend it also to aggressive urges. Therefore, this new definition made by Freud in 1932 ("Introductory Lessons on Psychoanalysis") combines the two aspects: sublimation is "a certain kind of modification of the aim and change of the object, in which our social valuation is taken into account" (page 3155). Thus, sublimation allows the satisfaction of unconscious desires on the one hand and, the reconciliation with the ego and the superego, on the other hand, helping then the individual to adjust better.

However, for Melanie Klein creativity is a much more complex and rich process that goes beyond sublimation, and is related to the processes of reparation, play, and the instincts of life, which are the driving force of the former. In 1929, Klein wrote a paper entitled "Infantile anxiety situations reflected in a work of art and in the creative impulse", in which she theorizes that when the child feels there are persecuting objects that have inflicted some harm upon him, the subsequent effort to restore this wound can be translated into creative efforts. Hence, from this time, she regards artistic creativity as a repairing manifestation that implies a confrontation between the destructive and libidinal impulses.

On the other hand, Klein refers to play as the externalization of a fantasy activity and, above all, of an unconscious fantasy. Conflicts, desires, pain and even satisfaction, reflect in play. Therefore, the very act of playing is a creative activity, a way of improving

oneself, a search for new objects or new sensations and experiences. Therefore, play allows both children and adults to express themselves in a manifest and symbolic way. It is worth mentioning that this author was a pioneer in the study of infantile play and developed a procedure called "play technique", thanks to which it was possible to analyze very little children.

Creative process is, then, a process of change that implies, on the one hand, a duel re-action due to the damaged ego and the loss of that lost part of the old structure; but, on the other hand, it is an innovative process, of reparation, of creation itself and, as Klein (1940) asserts, the creative process rests on the elaboration of the depressive fantasy and buries its roots in unconscious life.

In accordance with the foregoing and the opinion of several authors, among them, Grinberg (1993), the creative act is the construction of a new world, the own world of the artist who creates, and which has the value of permanence. That is, if the creative act were conditioned by the unconscious desires of the past, these desires, if they are remembered in the clinical act, would only respond to the intellectual or even emotional function, but might be forgotten. However, when they are captured on a work of art, they are given permanent life outside the individual.

However, before Klein and Grinberg developed their theories, Freud had already connected in 1908 the poet's artistic activity with child play. "The poet (we could say the artist in general) does the same as the child at play: he creates a fantastic world and takes it seriously" (page 1342). Taking it seriously means that he feels closely involved in and with play, which is a source of relief and pleasure for him. However, the child grows up, becomes an adult, but not because of that, he renounces satisfaction: he does not play any more but he looks for other ways out. "In fact we cannot give up anything, we simply change some things for others; which seems a renunciation is just a substitution" (*op. cit.*, page 1344). Thus, the artist replaces the world of infantile desires and fantasy by another world of adult fantasies.

However, the child that draws also creates a fantastic world, and drawing allows at least a triple comparison with play:

1) both the fantasies of the play and those put down on paper by the child who draws are current and not reminiscences of a remote past;

2) the sheet of paper is in the place where the coach cannot still be; and

3) the sheet of paper is, like toys, the instrument in which the mirror image is re-lected, and represents one's own self, according to Rodolfo (2001).

Furthermore, "escenoterapia", dramatization or the simulation of something, are also a form of play. Some current psychoanalysts, such as Cabré (2002), based on the classical conceptions of Klein's, Winnicott's, etc., have developed a therapeutic method called "escenoterapia", which allows, like play and drawing, to express symbolically the desires and fantasies.

Winnicott (1982) examined the importance of the "transitional objects" (t.o.) in the evolution of the individual from the infantile phases until the achievement of the individuation and autonomy. The transitional object is so called because it allows

transition or passage towards autonomy from the mother or object of attachment. The t.o. is the bond between the mother and the external world, that is, with culture as well as with art. However, this is more profound. Let's see: Winnicott thinks that transitional objects, allow, at least, three transitions:

1) the one we have described, in which objects are regarded as vehicles so that the evolutive passage from the mother to the world of independence can be materialized;

2) the t.o. replaces the mother in the child's mind. Therefore, she is represented by the t.o. although the child can perfectly distinguish both objects. Therefore, the t.o. facilitates the formation of symbols, representations; it allows, thus, the passage from the concrete to the abstract; and

3) the t.o. causes the child safety, pleasure, comfort ..., the child is invested with it, and, therefore, allows the passage to the world of assessments and meanings.

Therefore, the evolutive turn from the physical to the mental (as that from dependence to independence, from the concrete to the abstract, symbolic and representative or to the world of assessments and meanings) takes place from close, physical and external objects.

For Winnicott, art is a form of transitional object, and the relationship between the artist and his work is similar to that between the child and its transitional object. The artist feels as comforted with his work as the child with his stuffed toy. But, besides, as Eagle (1998) states, this kind of relationship with objects is so close that it involves the identity of the individual and they are "inextricably linked, not only in the course of development but also as a continuous dynamic process" (page 231) throughout his lifetime.

The work of art might be regarded as a transitional object, which is external to the ego and plays a comforting role for it, being a source of pleasure for the artist. Art, Freud (1911) says, manages to reconcile the pleasure principle with the reality principle since the artist, although he does not renounce the satisfaction of instincts, manages in the end to adjust to the reality by means of other ways and creating a new world.

For both the artist and the spectator, art is an activity aimed at mitigating the unsatisfied desires (Freud, 1913). However, not all the individuals can be artists. So far, we have described processes common to all the persons, such as the conflicts between the instinctive demands and the external reality, which affect everybody with higher or lower intensity, but some persons, by means of sublimation and other mechanisms, manage to overcome this obstacle and, depending on the way chosen by sublimation, in the first place, and "through special talents" (idem, page 1641) in the second place, the artist emerges. So not all the persons who paint, write, design buildings, are artists; what we can say about them is that they draw, compose music, etc., but not that they are artists. Perhaps they believe so, but we think we have to distinguish between merely creative activity and artistic creative activity, or between creator and artist.

According to the Larousse encyclopaedia (2002), one of the meanings of "create" is to make, compose, do, something that did not exist before; but art, although it has a similar meaning, would also imply

ability, skill. Besides, "art is the group of precepts and rules to do well a certain thing" (page 841).

Psychoanalyst Henri Ey (1998) conceptualizes the work of art as the creation of an aesthetic object and as the result of work done according to some formal principles, the law of a style and the parameters of a school, time or a certain ideal.

It is evident – as stressed by Freud in 1913 – that to be an artist one has to have special talents and do things well. Now then, an artist would not only be the person who paints a good picture, directs a good movie or writes a good book. An artist might also be, in a broad sense, for example, the person who is capable of doing other things that, though more insignificant, are well done as a wooden object, a suit, a mechanical object, or the analyst who makes good interpretations, etc. Therefore, there would be so many artists as persons capable of doing something well. However, the arts are classified into major arts (such as the plastic arts, painting, sculpture, architecture, literary arts) and minor arts.

Grinberg (1981) resolves this in part, by distinguishing two different types of creative capacity:

1) that common to all the individuals, since all of us, to a higher or less degree, have creative capacity, as this is inherent in the human condition; and

2) that of those exceptional beings, geniuses, who stand out from the rest and possess aesthetic potentialities that distinguish them from the rest of the population.

The creative act – the author proceeds to say – would be "the final link of a series of stages characterized by generally unconscious and transient frustrations between reality and fantasy, lack or organization and reorganization (page 319). However, every product of the human conduct, which enters within the category of art, can be interpreted. However, it is true that art needs talents, attitudes and technique.

Taking up Ey, in the "commerce" of art, at least two psychic processes are handled: projection (which allows the artist to exteriorize through the creative work his bonds, feelings, experiences, etc.), and identification, that of the observer with the artistic work. That is why Hanna Segal (1955) stated that the aesthetic pleasure that the work of art produces would be defined by the degree of identification of the individual with it. This leads us to the immediate categorization into beautiful and ugly in the contemplation of any work, and which Segal defined, independently of conceptualizations whether philosophical, lexical, etc., as follows:

- the beautiful is what produces in the spectator harmonious feelings of welfare, equilibrium, providing him with the possibility of unconsciously reliving feelings of reparation and allowing him to identify himself with the work;

- the ugly is what promotes unsolved conflicts, what fills the individual with tension, mobilizes hatred, and reawakens the persecutory feelings.

Both categories, the beautiful and the ugly, are subjective and correspond to unconscious experiences. That is, the apprehension of a work of art is not merely intellectual or aesthetic, as Freud (1914) pointed out in "Michelangelo's Moses", but also emotional and unconscious.

Another aspect that Freud pointed out in 1913 is that art is an omnipotence attempt, since for the artist, when he projects his interior conflict onto his work, the work would be his own self, and he overestimates it, which gives him power, courage, helping him to overcome his unconscious conflicts. Artistic production is an enrichment of the ego and, therefore, the artist is regarded as the prototype of the narcissist man. When Kernberg (2001) examines the external factors that determine the normal or primary narcissism, he includes among them, in the first place, the libidinal gratifications coming from external objects (an example of that might be Winnicott's transitional object above mentioned); and in the second place, the gratifications coming from cultural, ethical or aesthetic interests (such as a work of art). In short, narcissism increases with the gratifications coming from the external objects and influences the internal world that, in turn, demands new gratifications and becomes the engine of the artistic creation.

We can synthesize some qualities of art, by following Erdelyi (1987): art is regressive since it responds to old intra-psychoic wounds and conflicts. Art uses different levels of meaning since reality is different according to the person who contemplates it, and the artist himself ignores his own internal motivations. Art is also magical, because it falls within a world of fantasy, and we can even say that it is a lie or falsehood. As in art the pleasure principle and the secondary principle are reconciled, fantasies and reality are involved in it at the same time. Art can also be primitive and illogical, like in the short stories, fantastic literature or movies. Art can also amputate a huge part of reality (like forms, physiognomy, colours, time, etc.). As a postscript to that, we can highlight that one of its most striking qualities is its symbolism or representation, as in painting, movies, etc., since works of art are created on the basis of signs or symbols that represent something of something.

So as not to enlarge on the subject further, we will mention some examples, that endorse our work and that deal with the same type of hermeneutics to which we have referred, that which rests on psychoanalysis, but which does not take place within the therapeutic context. We will start with some Freud's examples, keeping to the field of art with some quick "brushstrokes". Freud begins his work "Leonardo Da Vinci and a Memory of his Childhood" (1910) (as it is obvious, Freud never saw or met Da Vinci, and he knew about him as much as any curious person of our times may know), making it clear that it is a psychoanalytical research paper focused on the discovery of aspects of Leonardo who, as any human being and regardless how important he may be, is subject to all the things that govern both the normal and the pathological activity. In this paper, Freud reveals that Leonardo's father played a very important role not only in the psychic development of his son, but also in his work: "The identification of Leonardo with his father had a fatal impact on his pictorial activity". He created the work and ceased immediately to take care of it, just like his father had done with him" (page 1610). Truly, Leonardo's father, who married four times and had eleven legitimate children, distanced himself from Leonardo, an illegitimate son, or, at least, he did not take care of him in a responsible way during the first years of Leonardo's life. However, Leonardo identified

with his father and in many aspects, he wished zealously to be like him; but, on the other hand, he hated him, as well as his authority and beliefs, including his religious beliefs. While he could not get free of the paternal relationship, he found a substitute way of doing so through his works. He painted with enthusiasm and affection, as if his works were his own children, but then he lost interest in them or left them unfinished. Leonardo –according to Freud– was very good at repressing his instincts, but also had a great capacity to sublimate them. This great sublimation capacity was translated into eagerness to learn about almost all fields, which made him the multifaceted man par excellence of history. He fought during his lifetime against his father, but he also tried to copy and to surpass him. At puberty, his homosexuality came to light, and he was no longer interested in sex, channelling this activity into other courses, such as art, science ... but also into luxury and distinction, although he did not possess property. Just as psychoanalysis compares God with the father, Leonardo, who managed to get rid of his father's intimidating influence, also distanced himself from the authority and religious dogma, which is evidenced by the new touch he contributed to his art: his religious images are less rigid, less static, and he conferred on them humanity and closeness. In spite of being one of the greatest figures of history, Leonardo always preserved in many aspects a very childish part of his personality throughout his lifetime.

His picture of Gioconda, which is nowadays one of his most visited and recognized works, did not satisfy his author; he left it unfinished and refused to deliver it to the person who had commissioned Leonardo to paint it (this proves what has been stated before). However, he was captivated by his model's smile, which he would repeat from then on in all his works. Gioconda's smile has generated multiple interpretations, but it is still enigmatic and it can be said that it meets two elements, which are, reserve and seduction, qualities that Leonardo searched in his mother.

In the composition of the picture "The Virgin and Child with Saint Anne" –where both female figures are placed one after the other, without precise limits, fused, and at the same time separated (the two of them have the same kind of smile as Gioconda)– similarities to Leonardo's life and real feelings can be appreciated. Leonardo was raised by two women with whom he was somewhat equally linked: his real mother, and his father's wife, who took charge of him. From both women he received care and affection, the same as the Child in the painting, who represents the painter. For the artist, these two women were two different persons, and at the same only one mother.

Other Freudian works dealing as well with artistic interpretation are: "Michelangelo's Moses" (1914), "Dostoevsky and parricide" (1928) or "Moses and the monotheist religion" (1939).

In 1961, Grinberg did a magnificent piece of work on Kafka's "The Trial", in which he dealt with the subject of persecutory guilt, which, in turn, Jones, the psychoanalyst who was Freud's biographer, had already addressed in 1953 in "A psychoanalytic study of Hamlet". The work of both authors has been the basis for more contemporary papers.

Less remote in time are the interpretative forays by Erdelyi (1987) into different topics:

- painting, analyzing pictures such as "Besognes et moments" by Jean Dubuffet (Art Gallery of Milan); "The persistence of Memory" by Salvador Dalí (New York Modern Art Museum); Fernando Botero's "Tríptico de la Pasión" (Marlborough Gallery, New York); or "The garden of earthly delights" by Hieronymus Bosch (Resource Scala-Art);
- the issue of subliminal perception, interpreting illustrations such as, for instance, Aldridge's "The Beatles illustrated lyrics";
- the cover of Playboy magazine of 1975; or
- the analysis of vignettes, such as Hank Ketchman's "Dennis the Menace".

As regards literature, we can also mention Steiner's works, for example, "The retreat from truth to omnipotence in Sophocles' Oedipus at Colonus" (1990) and "Two types of pathological organization in Oedipus King and at Colonus" (1997).

And, in order not to prolong this matter further, we will mention two contributions:

- first, the writings of Bruno Bettelheim (1999), on whom we have relied to carry out part of this Conference: "Psychoanalysis of fairy tales", based on the search for the meaning implicit in this kind of stories for children; and

- second, Nasio (2001), in the clinical sphere: "The most famous cases of psychosis", a work intended not for the cure but for the research into and deep study of real and historical clinical cases handled by other psychoanalysts who treated a number of patients.

We want to thank all the people who have made possible the holding of the Conference, from the Department of Personality, Psychological Evaluation and Treatment and the School of Psychology that supported this project, to all the persons who have participated directly in the development of this Conference, whose names are already included in the program. We also want to express our gratitude to the people of the Art Gallery "Concha Pedrosa" who, in addition to their supporting and encouraging us, provided the works of painters Manuel Moreno and Carlos Urraco, whom we want to thank very specially for the trust they placed in us. We would like to include in this paper a brief account on their work; they certainly deserve so.

Manuel Moreno, an already acclaimed artist, started from a purely informal conception of tones, but for several years his pictures have been enriched on the spatial plane and have combined painting, sculpture and drawing. His multiple-type series are characteristic, where each work is one in itself and, at the same time, a part of a single work.

Carlos Urraco, in spite of his youth, has an extensive and impressive curriculum vitae highlighting mentions and awards that he received in major contests, and a great number of exhibitions. Colour is the absolute protagonist in his works, and the line only appears as a testimony. In some works, the leap to abstraction is undeniable, the figure diluting in the search for transcendence.

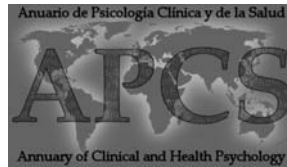
And, finally, I wish to express very affectionately my gratitude to all the students, both those who have demanded the development of this kind of events and those who, above all, have participated directly in it.

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Process of socialization and mood's symptoms in incarcerated juvenile offenders

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ABSTRACT

This paper deals with the relationship existing between sociodemographic variables and symptomatic mood changes from Beck Depression Inventory (BDI) in a sample obtained from incarcerated juvenile offenders. The sample was composed of 90 inmate males, convicted in the Penitentiary Centre of Seville (Spain). All of them are from 18 to 25 years old, with an average of 21.4 years old (DT=1.96). The results evidence that the main factors to predict criminal behaviour in young people are the following: urban origin (58.9%), lack of family members (47.8%), large family (63.3%), low individual educational level (21.1%) low educational level in family members (57.2%) and low income. Our information also demonstrates that sociodemographic variables have an influence on the development of mood symptoms in criminal youngsters who are inmates in any prison.

Key Words Mood, Juvenile Offenders, Incarcerated, Process of Socialization

INTRODUCTION

There are many factors involved in the aetiology of juvenile delinquency, and therefore, several explanatory theories, authors and scientific schools have existed and exist in the scientific field. In general terms, we may affirm that the most relevant factors in the development of delinquency may be classified in: individual, biological, and social or environmental (Farrington, 1995; Torrente and Merlos, 1999; Wilson and Howell, 1995). Actually, there are many research studies that studied the influence of such factors on delinquency, among them the work that focus on the relationship existing between mental health and criminal conduct in which many authors conclude that antisocial personality disorders, those associated with alcohol and drug abuse, mental retardation, psychosis, affective disorders and epilepsy are the disorders which are most directly related to criminal behaviours. (Hagell and Newburn, 1996; Hare, 1984; Herranz, Martín, Garrido and Núñez, 1990; Llorente, 1987; Marchiori, 1990). Likewise, many research studies have been conducted to prove the link between crime and the influence caused by heritage.

We highlight the studies on chromosomal abnormalities and their relationship with criminal and violent behaviour in individuals with Jacobs' Syndrome or the existence of an additional Y chromosome (XYY) or the Klinefelter's Syndrome (García, 1996; Rutter y Giller, 1988; Trasler, 1983). As regards the study of families and twins, there seems to be a higher number

of criminal children in the families where the pnts showed an antisocial behaviour (Garrido, Stangeland and Redondo, 1999), and a clear relationship between monozygotic twins and criminal conduct (Eysenck, 1976). Nowadays, studies are focused on the study of DNA in criminal subjects to determine the difference existing between them and non-criminal population (Garrido *et al.*, 1999), and the relationship between endocrine and hormonal systems and criminal conducts, having established that the study of testosterone may prove to be very useful to differentiate men from women in aggressive conducts and social withdrawal of children and adolescents (Aromäki, Lindman and Peter, 1999; Chance, Brown, Dabbs and Casey, 2000).

Nevertheless, and in spite of the existence of many works purporting to find the influence of individual and biological factors in the aetiology of delinquency, most of them do not obtain conclusive data, therefore we agree with Delgado (1994) when affirming that the psychobiological factors may influence in the aetiology of delinquency, but the presence of other factors is also necessary for a clear understanding of criminal behaviour.

Therefore, it seems clear that the environmental pressure is essential for the genesis of delinquency. In other words, if the environment has criminogenic burdens, it may not only influence on or favour criminal behaviour, but may also act as a triggering factor of such conducts, because we should not forget that behaviours are not inherited, but learned and individuals grow and develop receiving negative and positive burdens from the environment that surrounds them (Valverde, 1996). Of all these factors, the most influential in the development of criminal

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behaviour and, therefore, the most studied and analysed ones are the family, school and labour occupation (Wilson and Howell, 1995).

Studies on the influence of the family in criminal conduct have shown that those individuals whose socialization process was based on family disruption, with temporary or permanent separations between the parents, despising attitudes from the parents to the children (Farrington, 1995; Heaven, 1994; Peiser and Heaven, 1996), parents with a recurring criminal record (Otero, Romero and Luengo, 1994), where there is a total lack of intimate communication among the family members that disables a clear identification that might favour a positive parent-child relationship (Olson, 1986; Peiser and Heaven, 1996), a paternal discipline based rather on physical than verbal violence (Valverde, 1996) and an incomplete and large family composition (Torrente and Merlos, 1999), are factors of utmost importance that will favour the development of objective maladjustment (Valverde, 1996) and therefore, will produce a greater number of psychological disorders that will cause criminal behaviours (León, 1996).

From another point of view, poor or absent school attendance and school structure itself as a source of disorganization in social adaptation are the most influential factors in objective maladjustment (Valverde, 1988). This situation causes the individuals to experience school failure, develop negative attitudes towards school, frequent conflicts with teachers, receive several punishments, (Otero *et al.*, 1994), misbehaviour in class, disturbing behaviour for class rhythm and unjustified absence from school (Torrente and Merlos, 1999; Tremblay, Masse, Perrón, Leblanc, Schwartzman *et al.*, 1992).

Another factor to be taken into account is labour, occupation, or rather the lack thereof. Because of the abandonment or interruption of the School activities, the individual is subjected to inactivity, thus feeling as a burden for the family and, in which the characteristics of the employments causes primal emotions and distress, as well as serious tensions and social rivalries, thus provoking feelings of abandonment, persecutory ideas and psychological conflicts that may determine, in many cases criminal conduct (León, 1996; Valverde, 1996).

It seems clear therefore, that the study of juvenile crime aetiology is not an easy task to perform, because several factors are involved in it, that make its explanation very complex. This complexity is worsened when it is attempted to study the juvenile offender subjected to the prison environment. In this sense, and although the penitentiary regime is consistent with the principles of scientific individuation, and which main purpose is the resocialization of the offender, most part of the scientific research has evidenced the negative effects caused by incarceration, from the psychosocial point of view. Thus, there are studies that analyse the effect of crowdedness (Redondo, 1993; Sancha, 1992; Valverde, 1996), as well as penitentiary's facilities and inmate's health and hygiene (Redondo, 1993), the inefficiency of prison's educational models (González, 1992), labour occupation in prison (Brown and Blount, 1999; Galán, 1992; Triplett, Mullings and Scarborough, 1999), stress in prison's environment or the influence of psychosocial factors and their link with the penitentiary

variables (Gutiérrez, 1997; Martínez-Taboada and Arnoso, 1999, Torrente and Merlos, 1999; Valverde, 1996).

Of all these factors, affectivity seems to be the most influential one on the inmates subjected to incarceration, because studies show that depression, together with hopelessness and suicidal tendencies are the most prevalent psychopathological episodes among inmates (Boothby and Clements, 2000, Boothby and Durham, 1999). Actually, recent studies show that imprisonment influences on the onset of affective disorders, and that such situation becomes worse as a consequence of all those factors, school, labour, and social factors that the individual or the juvenile collective had before their incarceration so that all the treatments of the inmates' depressive episodes depend directly on those sociodemographic variables and not on the variables involved in the prison environment (Baillargeon, Black, Contreras, Grady and Pulvino, 2001; Crighton, 1999; Jenkins, 2001; Lewis, 2000; Mills and Kroner, 2004; Towl and Crighton, 1997).

Therefore, the essential aim of this paper is to understand the sociodemographic variables that define objective maladjustment of juvenile offenders and its link to the development of mood symptoms associated to incarceration, which will define individual subjective maladjustment.

METHOD

Participants

The selected sample consisted of 90 inmates, all of them males, convicted in the Penitentiary Centre of Seville, all of them from 18 to 25 years old, with an average age of 21.4 (DT=1.96).

Assessment Tools

All the inmates complied individually with the following tools in the general facilities of the Penitentiary Centre:

- Semi structured Interview: for the collection of sociodemographic data, an interview that collected information about family, school, and labour details of the inmates as well as from their families of origin was elaborated

- Beck Depression Inventory, BDI (Beck, Ward, Mendelson, Mock and Erbaugh, 1961). The tool, adapted to Spanish by Conde and Useros (1975a, 1975b) was used, like the original version, BDI is composed of 21 items that assess depression intensity. In each one of these items, the individual chooses the affirmation that better describes his mood during the last week, including the assessment day, from among a set of four to six alternatives. Each item is valued from 0 to 3 points, according to the affirmation chosen by each one of them, later the score are added and the total score that ranges from 0 to 63 is obtained.

The version of Conde and Useros (1975b) was used, although Vázquez and Sanz (1997) advise the use of the 1978 version instead of the 1974 one, nevertheless the latter is still used in research, because it has been proved that even though the different affirmations are not ranked according to the severity of the symptoms, with this issue being a basic requisite as well as the main disadvantage of the tool, there are studies that prove that the random presentation of the affirmations in each item has the advantage of

preventing biased responses tending to choose the first or last affirmation, which would then enable the collection of a better scoring range and may cause the subjects to focus more attentively on all the BDI affirmations (Dahlstrom, Brooks and Peterson, 1990). Therefore, and if we take into account the difficulty of the studied population, it is advisable to avoid response election bias.

Procedure

Once the entry permit was obtained from the Secretariat of Penitentiary Affairs, which bureau operates within the scope of the Ministry of Justice and Internal Affairs, to access the Penitentiary Centre of Seville, in order to collect data for our work, contact was made with the Under Direction of Treatment that assigned a Counsellor of the Centre in order to make the lists of inmates that would meet the following inclusion criteria: ages ranging from 18 to 25 years old (such age range being preferred because the Organic Act of 1/1979, passed on September 26, General Penitentiary, in this Title I, section 9.2 establishes that any person under the age of 21, either male or female, is a "juvenile". Exceptionally, and taking into account the personality of the individual, anyone older than 21 and below 25 may remain in juvenile centres), all of them should be males (women were not included in our study because the incarcerated women population did not meet the inclusion criteria for the research purposes), that they should be included in the Ordinary Regime (second degree) they should have a permanence of at least a month in prison and up to 36 months and they should be willing to participate in the research done by the University of Seville. Of the 150 inmates that present in the Juvenile Module a total of 98 inmates was assessed out, of which 3 of them were excluded, because they refused to complete the questionnaire, because no penitentiary benefit was derived from their participation, other 5 subjects were excluded because they did not master Spanish, owing to their foreign nationality, and the 52 remaining did not meet the inclusion criteria.

Once the inmates were selected, data was collected during which process each one of them received an individual explanation about the study and they were made sure that, at any moment, their identity would remain anonymous and their responses would receive a confidential treatment, that the study was completely voluntary, and that it had no influence on the reduction of the sentence, for the mere fact of being a part of the study. In this connection, and before the interview was carried out, the inmate was asked to sign the informed consent in which they stated that they were aware of the objectives of the study and they consented to be assessed and that their data should be used for a further analysis thereof in a scientific study. Both, the semi structured interview and the BDI were administered orally and individually.

Upon collection of the data, they were statistically treated with the SPSS program version 11.5 under license of use granted to the College of Psychology of Seville. Data analysis was performed by descriptive analysis (frequency and rates) non-parametrical tests (Kruskal-Wallis X² and de Mann-Whitney U) at a confidence level of $p < 0.05$.

Non-parametrical tests were used because the sample did not meet the assumption criteria of

normality and homocedasticity. As regards the independence of the measures used as criterion variable, we were not able to determine it because we only had a measure to assess the symptomatology of mood. Finally, and before administering non parametrical tests, and internal consistency analysis was performed (Cronbach alpha) of the BDI, with a reliability of $\alpha = .798$ being obtained.

RESULTS

Sample descriptive análisis

In the first place, an univariant descriptive analysis of data was performed. All the variables presented are qualitative and the distribution of frequencies and rates that represent the categories in each one of them are shown in Table 1.

As it is shown, more than one half of the assessed inmates, 55.6% aged between 18 to 21 years old. This data shows that the incarceration age is increasingly lower, because only 28.9% of the inmates are not re-offenders, therefore the incarceration record in Juvenile Centres and Prisons is very high within that age range.

As regards the origin and current residence of the inmates 58.9% come from and live in urban areas, as compared to 41.1% of the subjects that live in rural areas. This data, together with the current residence of the inmates, determines that there have not been many migrations from rural to urban areas, as a matter of fact, only 13 cases (14.4%) have been found, out of the total studied sample.

In the variable that refers to the inmate type of cohabitation it is found that living alone is the leading category with 81.1%; 73.3% has no children and the most characteristic original family composition is the incomplete family (32.2%), in other words, there is a family member missing in the nuclear family, which in many cases it is the assessed inmate, in 47.8% of the studied sample. This data shows that family disintegration in which these subjects grow and that would suggest the affective withdrawal and deracination they undergo. At the same time, 63.3% are part of nuclear families where there is a large number of brothers and sisters, which situation is not common within the general population.

As regards the educational level of the inmates, we observed that, although illiteracy rates are still very high in the studied sample (21.1%), this situation has improved owing to the compulsory school attendance until 16 years old, therefore, although there are many illiterates, most of them (78.9%), can read and write. In this sense and with respect to the educational level of the parents, it becomes evident that illiteracy rates, both paternal, by 48.9%, and maternal, by 65.5%, are very high, with the parental educational deficit being supposed as having an important influence on the socialization process of such individuals.

The studied variable of the inmate's employment and professional status, 74.4% belong to the working class, thus performing tasks that do not require any kind of qualification or professional specialization. This situation is also found in connection with the paternal occupation, where 93.3% perform non-specialized tasks. As regards the mother, 38.9% perform this kind of non-specialized as compared to 56.7% which are housewives, and therefore, do not

Sociodemographic Variables	N= 90	%
Age intervals		
1. 18 – 21 years	50	55.6
2. 22 – 25 years	40	44.4
Inmate Origin Environment		
1. Urban	53	58.9
2. Rural	37	41.1
Current Inmate Residential Environment		
1. Urban	66	73.3
2. Rural	24	26.7
Inmate Cohabitation		
1. Single	73	81.1
2. Other (Marriage /Couple/Friends/Alone)	17	18.9
Number of Children of the Inmate		
1. None	66	73.3
2. With children	24	26.7
Inmate Family Background		
1. Complete Family	18	20.0
2. Incomplete Family	29	32.2
3. Other (Friends/Other Relatives/Alone)	43	47.8
Number of brothers and/or sisters of the Inmate		
1. From 1 to 3 brothers and/or sisters	33	36.7
2. 4 brothers and/or sisters or more	57	63.3
Study level of the inmate		
1. Illiterate	19	21.1
2. Elementary School	17	18.9
3. Compulsory High School Education or higher	54	60.0
Working Occupation of the Inmate		
1. Non professional/Student	23	25.6
2. Non-specialized Occupation	67	74.4
Inmate Income Level		
1. none or less than 150.25 €	25	27.8
2. between 150.25 and 450.75 €	31	34.4
3. more than 450.75 €	34	37.8
Leisure Time Activities of the Inmate		
1. Crime oriented	36	40.0
2. Non-criminal activities	54	60.0
Cohabitation of the Inmate father		
1. Married	52	57.8
2. Other (Separated /Divorced)	38	42.2
Cohabitation of the Inmate Mother		
3. Married	52	57.8
1. Other (Separated /Divorced)	38	42.2
Inmate Father's Profession		
1. Non specialized Job	84	93.3
2. Specialized Job	6	6.7
Inmate Mother's Profession		
1. Non specialized Job	35	38.9
2. Specialized Job	4	4.4
3. Housewife	51	56.7
Study Level of the Inmate Father		
1. Illiterate	44	48.9
2. Elementary School	28	31.1
3. Compulsory High School Education or higher	18	20.0
Study Level of the Inmate Mother		
4. Illiterate	59	65.5
5. Elementary School	19	21.1
1. Compulsory High School Education or higher	12	13.3
Labour Situation of the Inmate's Father		
1. Active	37	41.1
2. Special Labour Situation	31	34.4
3. Deceased	22	24.4
Labour Situation of the Inmate's Mother		
1. Active	33	36.7
2. Special Labour situation	53	58.9
3. Deceased	4	4.4
Income Level of the Inmate's Father		
1. None or less than 150.25 €	35	38.9
2. Between 150.25 and 450.75 €	16	17.8
3. More than 450.75 €	39	43.3
Income Level of the Inmate's Mother		
1. None or less than 150.25 €	44	48.9
2. Between 150.25 and 450.75 €	23	25.6
3. More than 450.75 €	23	25.6

Table 1. Descriptive Analysis of Sociodemographic Variables

perform any kind of paid job. Thus, and concerning the inmates' income level, only 37.8% have an income level which are equal or higher than the inter-professional minimum salary, with this situation being repeated in the case of the paternal income (43.3%) and maternal (25.6%). It is also observed that, likewise, 38.9% of the inmates' fathers and 48.9% of the mothers have income levels which are equal or lower than 150.00 €/per month. Only 41.1% of the fathers and 36.7% of the mothers are occupationally active, which evidences large unemployment rates or other special working circumstances within the inmate's family environment. This situation is caused by the educational level, both of the family and the inmate that forces these subjects to apply only for low-paid or under-qualified occupations.

Finally, it should be pointed out that 40% of the studied inmates devote their free and leisure time to delinquent activities, mainly to those related to burglary and drug purchase and sale, which in turn reinforces even more the marginal environment that defines the socialization process of these subjects.

Bivariant Analysis of the socio demographic variables and affective symptomology

Once the descriptive analysis of the studied sociodemographic variables was performed, we describe the results obtained after applying non-parametrical contrast to discover the link existing between sociodemographic variables and affective symptoms as measured using the BDI.

<i>BDI</i>	<i>Sociodemographic Variables</i>	<i>X²</i>	<i>Sig.</i>
Mood	<i>Marital Status of the Father</i>	3.968	.046
	<i>Marital Status of the Mother</i>	5.217	.022
Pessimism	<i>Marital Status of the Father</i>	5.158	.023
	<i>Marital Status of the Mother</i>	6.118	.013
	<i>Labour Situation of the Father</i>	9.082	.011
Guilty feelings	<i>Labour Situation of the Father</i>	8.864	.012
Punishment Feelings	<i>Family Background of the Inmate</i>	7.429	.024
Self-hatred	<i>Marital Status of the Mother</i>	4.526	.033
Self-blame	<i>Marital Status of the Mother</i>	4.628	.031
Suicidal tendencies	<i>Habitational Background of the Inmate</i>	9.490	.002
	<i>Profession of the Mother</i>	7.931	.019
	<i>Labour Situation of the Mother</i>	6.779	.034
Irritability	<i>Educational level of the inmate</i>	6.378	.041
	<i>Income level of the inmate</i>	7.419	.024
	<i>Educational level of the mother</i>	6.179	.046
Indecision	<i>Labour Situation of the Father</i>	7.253	.027
Body image	<i>Inmate Profession</i>	3.872	.049
Working capacity	<i>Inmate Profession</i>	10.475	.001
	<i>Income level of the inmate</i>	7.897	.019
Loss of appetite	<i>Habitational Background of the Inmate</i>	4.503	.034
	<i>Profession of the Mother</i>	7.938	.019
	<i>Labour Situation of the Mother</i>	8.449	.015
	<i>Income level of the mother</i>	9.450	.009

Table 2. Relationship between Sociodemographic variables and Affective symptomology

Table 2 shows statistically significant differences existing between demographic variables and BDI items that assess intensity and severity of affective symptoms of cognitive and mood type as compared to somatic and behavioural type ones.

Therefore, we can state that labour, educational and family variables of incarcerated juvenile offenders, that define their objective poor adaptation process, are related to an increase of the

affective symptoms, characterized by high levels of irritable or depressed mood, an increase worthlessness or guilty feeling and an increase of recurring ideas of death and suicide, and to a lesser extent, certain damage to body image and labour capacity and appetite loss.

As regards the relationships between mood type affective symptoms and sociodemographic variables, further analysis show that there are statistically significant differences with the items that assess mood and irritability.

Table 3 indicates that inmates coming from emotionally withdrawn and unstructured families show lower individual and family educational levels and their income are lower than the interprofessional minimum salary. Within the prison those individuals are likely to develop an increased number of disphoric and mood symptoms, in other words, they will be more sad and irritable than the other inmates.

In this connection, we may state that the results show that those subjects who have a more normalized socialization process have a stronger mood to cope with problems arising in prison daily life.

When analysing the link between sociodemographic variables and cognitive type affective symptoms we observed that there are statistically significant differences in the items that measure worthlessness or guilty feelings and suicide impulses. Thus, it is evidenced in Table 4 that such inmates who had a socialization process characterized by affectively withdrawn and unstructured family relationships and who had lost one of the parents during childhood, experience during incarceration an increase of cognitive symptomology that is evidenced by pessimistic feelings, hopelessness, despair and guilt for the situation they are undergoing thus falling into an existential vacuum that may lead them to recurring death thoughts.

BDI	Sociodemographic Variables	Mann Whitney U			
		U ₂	sig.	U ₃	sig.
Mood	Civil Status of the Father 1. Married 2. Other (Separated/Divorced)	759.50	.046		
	Civil Status of the Mother 1. Married 2. Other (Separated/Divorced)	719.50	.022		
Irritability	Educational level of the inmate 1. Illiterate	128.50	.279	334.50	.019
	2. Elementary School				
	3 Compulsory High School Education or higher	361.50	.166		
	Income Level of the Inmate 1. None or less than 150.25 €	297.50	.124	361.50	.305
	2 between 150.25 and 450.75 €				
	3. More than 450,75 €	330.50	.007		
	Educational level of the Mother 1. Illiterate	558.00	.976	198.00	.012
	2. Elementary School				
	3 Compulsory High School Education or higher	69.00	.054		

Table 3. Relationship between sociodemographic variables and mood-type affective symptomology

In the same table 4, we find that the inmates come from nuclear families where there is a certain structure and affective connection, experience in prison more guilty feelings and an increase of autolytic ideas, owing to the fact, in part, of the loss of interpersonal relationship imposed by the Penitentiary Institution that, even if it affects all the inmates, would have a greater influence on those who had kept a strong family and interpersonal relationship outside.

Concerning further comparisons performed between sociodemographic variables and somatic type and behavioural type affective symptoms, we observe that there are statistically significant

differences in the items that assess the alteration in body image, working ability and loss of appetite.

If we observe tables 5 and 6 we see that the inmates who were performing any kind of non-qualified job, the same as their mothers', experienced during incarceration, an increase of somatic symptoms, in other words, show a decay of body image that is coupled with appetite loss, because within the institution the tasks performed are focused on resocialization and are therefore, of a more educational nature, so there is a greater loss of motivation among such subjects that in their external life performed a certain kind of job.

BDI	Sociodemographic Variables	Mann Whitney U			
		U ₂	sig.	U ₃	sig.
Pessimism	Civil Status of the Father 1. Married	735.00	.023		
	2. Other (Separated/Divorced)				
	Civil Status of the Mother 1. Married	706.00	.013		
	2. Other (Separated/Divorced)				
Guilty feelings	Labour Situation of the Inmate's Father 1. Active	354.00	.003	332.50	.213
	2. Special Labour Situation				
	3. Deceased	266.00	.114		
Punishment Feelings	Labour Situation of the Inmate's Father 1. Active	460.50	.108	300.50	.074
	2. Special Labour Situation	198.50	.004		
	3. Deceased				
Self-hatred	Inmate Family Background 1. Complete Family	166.50	.017	240.50	.012
	2. Incomplete Family				
	3. Other (Friends/Other Relatives/Alone)	589.50	.665		
Self-blame	Civil Status of the Mother 1. Married	754.00	.033		
	2. Other (Separated/Divorced)				
Suicidal tendencies	Civil Status of the Mother 1. Married	743.50	.031		
	2. Other (Separated/Divorced)				
	Inmate Origin Environment 1. Urban	698.00	.002		
	2. Rural				
	Inmate Mother's Profession 1. Non specialized Job	59.00	.333	653.00	.005
	2. Specialized Job	87.50	.577		
	3. Housewife				
Indecision	Labour Situation of the Inmate's Mother 1. Active	672.00	.015	40.00	.032
	2. Special Labour Situation	95.00	.680		
	3. Deceased				
Indecision	Labour Situation of the Inmate's Father 1. Active	385.50	.012	398.00	.881
	2. Special Labour Situation	235.00	.034		
	3. Deceased				

Table 4. Relationship between sociodemographic variables and cognitive -type affective symptomology

This situation is reproduced with respect to the food, because in prison food is rejected and deemed to be of a low quality, therefore, this is the reason why, the lack of appetite is a consequence, among other causes, of the Institution itself, and not only of the inmate.

Briefly, and making a global analysis of the results we may state that the inmates that are born and come from rural zones, where education is based on more homogeneous parameters than in the urban zones, have more autolytic ideas as a consequence of

the disruption of the flexible rules of the rural zones that impacts more directly on those juvenile offenders when making contact or living in the prison environment that is characterized by the inflexibility of timetables and social and affective isolation involved in incarceration, in other words, the inmates coming from urban zones are more adapted to the heterogeneous rules involved in normal civil society, and therefore, are more adapted to the totalitarian environment of the Penitentiary Institution.

At the same time, we have proved that the subjects who have lived in a conflicting family environment, characterized by disruptions and separations between the parents, are more pessimistic and with a more depressive and irritable mood because incarceration stresses even more family withdrawal, and consequently social isolation implied

We also observed that those subjects who had a process of socialization characterized by a greater economic, labour, school, and affective stability feel that they deserve to be punished by the in incarceration evidences the loss of affective relationship actions they committed during their life outside, nevertheless their emotional and affective status gives them more strength to cope with the social situation they are facing. Therefore, we may

state that the inmates who had a socialization process based on more or less stable affective relationships, make their development and relational and personal security strengthened even in environments having such inflexible rules as the ones defined within the prison environment.

Therefore, we may confirm that the incarcerated juvenile offenders that during their childhood were subjected to a socialization process characterized by the internalisation of cultural and moral values and guidelines contrary to pro-social normal behaviours or, at least, socially accepted, are sadder, pessimistic, and with higher levels of discourage caused by the surrounding reality, because, even their own parents of these inmates have not given importance to their own emotional, family, educational, working and economic stability.

BDI	Sociodemographic Variables	U de Mann Whitney			
		U ₂	sig.	U ₃	Sig.
Body Image	Working Occupation of the Inmate 1. Non professional/Student 2. Non-specialized Occupation	601.00	.049		
	Working Occupation of the Inmate 1. Non professional/Student 2. Non-specialized Occupation	481.00	.001		
Working Capacity	Inmate Income Level 1. none or less than 150.25 € 2. between 150.25 and 450.75 € 3. more than 450.75 €	286.00	.055	280.00	.008
		470.50	.331		

Table 5. Relationship between sociodemographic variables and behavioural -type affective symptomology

BDI	Sociodemographic Variables	Mann Whitney U			
		U ₂	sig.	U ₃	Sig.
Loss of appetite	Inmate Origin Environment 1. Urban 2. Rural	736.00	.034		
	Inmate Mother's Profession 1. Non specialized Job 2. Specialized Job 3. Housewife	34.00	.065	688.50	.059
		36.00	.025		
	Labour Situation of the Inmate's Mother 1. Active 2. Special Labour Situation 3. Deceased	570.50	.004	43.00	.206
		95.00	.721		
	Income Level of the Inmate's Mother 1. None or less than 150.25 € 2. Between 150.25 and 450.75 € 3. More than 450.75 €	401.00	.149	345.50	.023
		143.00	.004		

Table 6. Relationship between sociodemographic variables and somatic -type affective symptomology

DISCUSSION

The main objective of this work was to describe the sociodemographic characteristics of a

sample of incarcerated juvenile offenders and to determine the relationship existing between such variables and the onset of affective disorders within the prison environment. Recent studies (Mills and

Kroner, 2004) show how within the penitentiary environment the most frequent pathology treated is the depressive one and that such disorders have a greater impact depending on the family, school, working and, finally, social environment from which the inmate comes.

Likewise, the greater part of the authors consider that age is one of the most important factors that may predict criminal behaviour of individuals and juvenile collectives, thus suggesting that the early onset of the delinquent activities predicts a greater number of crimes that may be committed and therefore, the number of re-offences is greater. (Dessureault, Cote and Lessage, 2000; Farrington, 1995; Tolan, 1987; Torrente and Merlos, 1999). Our results point out in such direction, because as it is evidenced, the greatest part of the assessed subjects are between the ages of 18 and 21 years old (55.5%) and a very high prison entry record of about 71.1%, which would confirm that the onset of the criminal activities occurs increasingly earlier.

As regards the cohabitation of the inmates our data show that most of them do not have a couple and live in situation other than a family one (81.1%) which evidences the isolation and affective withdrawal of them. These data are coincidental with those found by Rutter and Giller (1988) by pointing out that in the case of juvenile offences there are difficulties in the relationships, and consequently, they are individuals who are most likely to be isolated. Nevertheless, and owing to the low age of the interviewed subjects, it seems logical that they have no stable legal couples and moreover if we take into account that in the general population most part of the youngsters are still unmarried.

Besides, León (1996) suggests that many juvenile offenders live in urban zones, specifically, marginal neighbourhoods that, in many cases are originated by rural zones, therefore migrant movements displacements are determining factors in juvenile offences. Nevertheless, our study does not agree with this affirmation because most of the participants come from and reside in urban zones, therefore we may not be able to conclude that there is a link between the inmate place of origin and criminal behaviour.

As regards family composition, our data show that there is a tendency to the incomplete family origin (73.3%) and large families (63.3%). Therefore, both composition and family size may be considered as two factors that may influence in the onset of criminal conducts in youngsters. These data are coincidental with the studies of Wilson and Hernstein (1985) where the existence of a statistically significant relationship is evidenced between the family size and juvenile crime or as Valverde (1988) points out, most of the maladjusted tend to be likely to come from families having a larger number of members than the general population. These results have been recently compared to the study performed by Torrente and Merlos (1999) who state that a recurrent factor in juvenile offenders is the fact that they come from incomplete families or with a large-sized ones.

When analysing the educational level, studies on this subject suggest that maladjusted subjects have serious problems at school, in a way

that, integration difficulties, as a consequence of exclusion from normalized standard society, makes that the deficit in school performance (Vazsonyi and Flannery, 1997) and the long record of school failure (Torrente and Merlos, 1999), are considered as determining elements to predict a future criminal conduct (Farrington, 1995; León, 1996; Torrente and Merlos, 1999). These conclusions are partially confirmed by the results obtained in our work having evidenced that 21.1% of the inmates are deemed to be illiterate, therefore their educational process has many times been arrested by many social circumstances that take place throughout their socialization process.

Nevertheless, and in spite of these data, school failure and juvenile illiteracy is not clearly considered a determining factor for criminal conduct, because in most of the cases, as shown by our results, it is the educational level of the parents, which in many cases reaches alarming illiteracy levels, that may account for the lack of interest in literacy and educational development of their children that in most of the cases causes absenteeism and school poor performance, because they did not have such concern in their respective socialization process. Such hypothesis is confirmed by the works of Morash and Rucker (1989) when demonstrating that the age and poor educational level of the parents are very important factors as possible determining factors of juvenile criminal conduct, because, in many cases, parents develop poor socialization tools, because their respective socializing models also showed failures.

As regards the socio-economic level of the inmate, we may observe that our data show that most of them perform non specialized jobs (74.4%) and have income levels equal to or higher than the minimum interprofessional salary (72.2%) which confirms our statement that social class or socio-economic level is not a potentially determining factor for the onset of criminal conduct, because, even if their educational level does not enable them to perform qualified jobs, most of the assessed inmates have a certain economical or social independence. Such situation also occurs with respect to the socio-economic level of the inmates' parents. Such results disagree, to a certain extent, with some studies suggesting that low family socio-economic level, that is to say, economic poverty is a characteristic factor in juvenile offenders (Larzelere and Patterson, 1990; León, 1996; McLoyd, 1990; Morash and Rucker, 1989). Nevertheless, our study is more coincidental with the thesis proposed by Rutter and Giller (1988) when affirming that juvenile delinquency is present in all social levels and not only in marginal ones. This point of view, does not imply that there are not more probability of criminal conducts in less favoured social structures, but that there are other factors involved that may favour criminal conducts in a juvenile collective or individual.

As regards leisure time prior to imprisonment, 40% of the inmates devoted such time to antisocial activities, specifically to burglary in order to obtain money to support their addictions. This data coincides with the work of Bloch, Chemana, Gallo, Leconte, Leny *et al.* (1996) that suggest that juvenile offenders misuse their leisure time, this implies that they perform activities that

may prevent their personal maturity and development.

We may affirm, therefore, that in juvenile offenders there exist certain sociodemographic characteristics, as the urban environmental origin, a numerous and incomplete family composition, the presence of a low family and individual educational level and a economic and labour low-medium level situation, both at a personal level and family level, which constitute the most important factors for the development of juvenile criminal conducts. This conclusion being contrasted by several studies suggesting that individual factors, school and family influence, and, finally, a poor socialization process will determine, in most of the cases, the development of criminal conducts (Otero *et al.*, 1994; Peiser and Heaven, 1996; Torrente and Merlos, 1999; Wilson and Howell, 1995; Valverde, 1988).

As regards the relationship between sociodemographic variables and the development of mood related symptoms in incarcerated juvenile offenders, our results show that the presence of a conflictive family background, characterized by affective disruption and withdrawal, cause the inmates to undergo a poor socialization process, thus enhancing the cognitive type affective symptomatology, and therefore, they feel more pessimistic, with guilty feeling, worried about their personal situation, irritable and unmotivated and unable to express their feelings and emotions because of the affective lability and blocking that they undergo. These results agree with the works that have demonstrated that personal characteristics and life background of youngsters are the most influential variables in offenders' mood and are, in turn, determining factors of juvenile delinquency (Capaldi, DeGarmo, Patterson y Yoerger, 2002; Coy and Torrente, 1996; Farrington, 1995; Heaven, 1994; Peiser and Heaven, 1996; Ríos and Cabrera, 2000; Torrente and Merlos, 1999; Valverde, 1996).

We may conclude that our work agrees with the theoretical proposal of Valverde (1988, 1991, 1996) that considers that juvenile collective or individual objective social maladjustment has a powerful influence of the development of affective disorders when the individual has to face a Penitentiary Institution and reaches the level of subjective social maladjustment, so that the inmate faces a situation of situational and affective insecurity that will continue throughout the term of his incarceration.

This study presents certain limitations that should be taken into account for the possible generalization of the results, mainly the lack of non-institutionalised incarcerated inmates that may enable a more precise analysis of the incarceration factor and the lack of other clinical criterion (i.e. clinical diagnosis, psychopathological records, and/or other emotional assessments, personality traits or substance-abuse related assessments). We consider that, in spite of these limitations and those implied by the number of participants and the descriptive nature of the study, our study may be used as a basis for the further study of the psychopathological aspects associated to incarceration and to design intervention programs that may include development and strengthening of the deficiencies of the individual as

necessary elements to strengthen affective and relational safety skills as coping adaptational tools not only for the prison environment but also for the life outside the prison.

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Norms for the publication of papers in Annuary of Clinical and Health Psychology

General:

The Annuary of Clinical and Health Psychology is a journal published by the Department of Personality and Psychological Assessment and Treatment of the University of Seville (Spain), that tries to compile all those scientific contributions of the area of Clinical and Health Psychology that may be of interest for professionals and scientists dedicated to the study of human behaviour. Therefore, the journal would like to accept and publish empirical papers on any relevant aspect related to the field of Personality and Psychological Assessment and Treatment, as well as theoretical contributions, clinical cases, comments on researches, books' reviews or any other type of work that may be relevant and / or of great contribution and impact for our scientific field.

Papers sent to the journal are to be original and unpublished. Therefore, all papers already published or submitted at the same time to another journal will not be admitted. Once papers are accepted, authors will transfer copyright to the Department of Personality and Psychological Assessment and Treatment of the University of Seville (Spain) which is the publisher and may print and reproduce in any manner and by any means all papers submitted and accepted.

Opinions and information contained in papers are exclusive responsibility of the authors. Likewise, all persons subscribing a paper are understood to have given their agreement for the evaluation and spreading of the same. All published papers will follow the accepted guidelines of ethics and professional deontology.

General Norms for submission, structure and presentation:

Original papers are to be sent to the Annuary of Clinical and Health Psychology per common post (annexing original and three copies) as well as per email (including all the related files in a compatible word processor and specifying the title of the attached file(s) as well as the name of the word processor in the email). This last means is to be used with the purpose of shortening the procedure for publication in case the paper is finally admitted.

Papers are to be sent to the following address:
Departamento de Personalidad, Evaluación y Tratamiento Psicológicos
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The journal's email is :anuarioclin@us.es Once the original paper is received, a confirmation will be sent as soon as possible to the main author of such paper.

Papers shall have a maximum length of 25 – 35 pages (see exceptions in paragraphs corresponding to specific norms for theoretical papers and clinical cases) written in double space (size DIN A-4), without indentations or page breaks, pages printed only one face and consecutively numbered. Articles are to be written in English or Spanish. Spanish versions will be traduced into English if accepted for publication.

The first page of every submitted article is to contain the following:

Title of the paper in English and Spanish.
Name and Surname of authors and degree or professional or academic qualification.
Full address, including phone and email, of the author with whom the journal is to be in contact.

The second page is to contain the abstract of the paper in English, which will have a maximum length of 175 words (each section – objectives, methods, results, etc. – is to be mentioned), together with the key words (maximum 5). The third page is to include a Spanish abstract and the corresponding key words.

The fourth page is to again contain the title of the article, without the names of the authors, and the text is to be developed. The structure or sections to be included in the papers are specified in the specific norms for each type of publication: empirical (see paragraph 14), theoretical (see paragraphs 15 to 17) or clinical cases (see paragraphs 18 to 21).

Tables and illustrations (graphics, figures, etc.) contained in papers are to be submitted separately, each one in a different page, correlatively numbered and together with a header containing the number and title of the same allowing the clear identification of its content. The desired and approximate place for tables and / or illustrations is to be indicated in the text. Tables are to be simple and in accordance with the norms and styles of APA and are not to include vertical lines.

All quotations appearing in the paper are to be present in the list of references and all references are to be quoted in the text. Quotations are to be inserted in the text (never as footnote). Authors' surnames are to be written in lower-case with the exception of the first letter. Initials of names are not to be specified unless necessary in order to distinguish two authors with the same surname (Example: J.M. Zarit y Zarit, 1982).

If the author's surname is part of the narration, only the year of publication of the article is to be included between brackets (example: According to Olesen (1991) three different types of sensory afferents in migraines can be distinguished...). If the surname and publication date are not part of the narrative, both elements are to be included between brackets, separated by a comma. (Example: Three different sensory afferents in migraines can be distinguished (Olesen, 1991)...)

If a paper has two authors, both surnames are to be quoted every time the reference appears in the text (ex: Folkman and Moskowitz (2004) reviewed the situation of the investigation of the confrontation strategies...). If a paper has three, four or five authors, all of them are to be quoted the first time the reference appears in the text, and, in the following quotations of the same paper, only the surname of the first author followed by the phrase "et al" and the year of publication are to be written (for ex: Rodríguez, Terol, López and Pastor (1992) adapted the questionnaire...As mentioned before, Rodríguez et al. (1992) adapted the questionnaire...). If a paper has six or more authors, then only the surname of the first author is to be mentioned followed by the phrase "et al" together with the date of publication, as from the first quotation in the text.

If two or more works by different authors are quoted in a same reference, they will be written alphabetically, surnames and respective publication dates separated by a semicolon within the same brackets (for example:...it is absurd to dissociate the confronting strategies from the personality of the person using them ((Bouchard, 2003; Bouchard, Guillemette and Landry-Léger, 2004; David and Suls, 1999; Ferguson, 2001; Vollrath and Torgersen, 2000)...). If there are several quotations of the same author, the surname and publication dates of the different works are to be written separated by commas and followed by a letter if being from the same year (for example:...as stated by McAdams (1995, 1997a, 1997b, 1997c)...)

The list of bibliographic references is to appear in a new page, at the end of the paper, in alphabetical order by the authors' surnames and initials. The second line of each entry of the list is to be indented in five spaces (one indentation). The titles of books or journals are to be written in italics and, in the case of journals, the italics are to cover not only the title but up to the number of the issue (including the commas before and after the issue number). Only one space is to be left after every punctuation mark. For example:

- Aspinwall, L. G., and Taylor, S. E. (1997). A stitch in time: self-regulation and proactive coping. *Psychological Bulletin*, 121, 417-436.
- Lazarus, R. S. (2000). *Estrés y emoción. Manejo e implicaciones en nuestra salud*. Bilbao: Descleé de Brouwer. (Orig., 1996).

The format of periodic publications is to be the following: Author, Y. Y. (year). Title of Article. Title of journal, issue, number, pages. For example:

- Amirkhan, J. H. (1990). A factor analytically derived measure of coping: the Coping Strategy Indicator. *Journal of Personality and Social Psychology*, 59 (5), 1066-1074.

The format of non-periodical publications is to be: Author, Y. Y. (year). Title of the work. Place of Publication: Publisher. For example:

- Miró, J. (2003). *Dolor crónico. Procedimientos de evaluación e intervención psicológica*. Bilbao: Descleé de Brouwer.

In the case of chapters of books, the format is to be: Author, Y. Y. (year). Title of the quoted work. Directors, Publishers, Compilers or Coordinators (Dir., Pub., Comp. or Coord.), Title of the Book (pages). Place of Publication: Publisher.

- Sánchez-Cánovas, J. (1991). Evaluación de las estrategias de afrontamiento. En G. Buela-Casal y V. E. Caballo (Eds.), *Manual de Psicología Clínica Aplicada* (pp 247-270). Madrid: Siglo XXI.

References to lectures are to have the following format: Author(s) followed by the year and month between brackets, the title of the lecture in italics, name of the conference and city where celebrated. For example:

Beixo, A. (2003, mayo). *Personalidad y afrontamiento de enfermedades crónicas*. Comunicación presentada en el III Congreso Internacional de Psicología de la Salud, Sevilla, España.

References to electronic resources have to provide, at least, the title of the resource, date of publication or date of access and the address (URL) of the Web resource. If possible, the author of the resource is to appear as well. The basic format is to be: Author of the webpage. (Publication date or date of review of the page, if available). Title of the webpage or place. Recovered on (Date of Access), from (URL-address). For example:

Sanzol, J. (2001). Soledad en el anciano. Recovered on May 12 of 2004, from <http://www.personal.uv.es/sanzol>.

In case of doubt on any other rule for publication not contemplated above, the guidelines established in the fifth edition of the Publication Manual of the American Psychological Association (2001) are to be followed.

Specific Norms for empirical works:

Articles of this section are to be relevant contributions in the field of Clinical and Health Psychology. They will follow the logical order and a clear and structured presentation according to the following order:

Introduction and Justification of the work.
Objectives and hypothesis
Method: participants; design, variables and control conditions; materials and / or instruments and procedure.
Results
Discussion
Conclusions
References

Specific Norms for theoretical works:

The Annuary of Clinical and Health Psychology gathers theoretical articles from different points of view (cognitive, dynamic, behavioural, systemic, etc.) that represent important contributions on the different contemplated contents.

Articles in this section are to contain, as well as the others, a logical order and a clear and structured presentation. They are to express a justification for the relevance of the subject dealt with (in the introduction) and an express practical contribution so that the professional may obtain a reference of the application nature (independently from the theoretical line) of the subject to be treated (in the discussion of the same).

The maximum length of the entire work is to be of 10 pages and the structure is to be the following:

Introduction and thesis (aspect to be expound or defended)
Discussion
Conclusions (short and clearly delimited).
References (maximum 20).

Specific norms for the exposition of clinical cases:

In this section, the description of one or more clinical cases is to be collected, which presume a contribution and / or important repercussion to the knowledge of the analyzed process, due to their peculiarities.

Articles in this section, besides following a logical order and clear presentation, may follow these structures:

Theoretical Background	Or:	a) Introduction
Participants		b) Description of the clinical case(s)
Processes for Assessment		c) Discussion
Treatment		d) References
Results		
References		

Maximum length of the work is to be 5–20 pages and bibliographic references are not to exceed 20.

In the description of cases, no real name or initials of the patients with whom the research for publication has been performed are to be mentioned.

Review and Publication of Works:

Works meeting the requirements mentioned above will be anonymously reviewed by experts on the subject, who will inform the direction of the journal of the valuation and possible modifications to be made to the same. Such valuation will be sent by the direction to the author within a maximum period of three months.

Once the article has been valued, modified (if applicable), reviewed and definitely accepted, the publication of the article is to be determined by the direction and the main author is to be informed of the date and issue where the article is to be published. In any case, the final decision for publication of an article is responsibility of the direction of the journal.

Accepted articles not appearing in the last issue of the journal, are to be published in the next editions, and, in the meantime, they will be kept in the list of accepted articles pending publication.

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The delivery of an article to the Annuary of Clinical and Health Psychology assumes the acceptance of all the above mentioned norms by the authors of the submitted original work.