

出國報告（出國類別：參與國際研討會）

參與美國刑事司法學會第四十九屆年 度研討會成果報告

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摘要

犯罪學研究所林育聖助理教授，參與美國刑事司法學會 (Academy of Criminal Justice Sciences [ACJS]) 第 49 屆年度研討會，於會中發表研究成果 *Overreacting to school bullying? The Preliminary Evaluation of Campus Security Report System*，於國際學術研討會中呈現目前臺灣關於校園霸凌處理及通報管道之現況，並且以刑事司法之理論分析發現，與世界各國學者及實務工作者交流；年會期間除發表論文外，積極參與各領域傑出學者所發表場次，以瞭解目前世界各國於犯罪學及刑事司法之最新研究。

除參與年會之論文發表外，還親身觀察紐約市在 2001 恐怖攻擊後，紐約警察如何在公共安全於市民人權保障上取得平衡之努力。種種經驗對於筆者未來進行臺灣警察研究上，有不可忽視的啟發。

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目的

本次出國之主要目的為參加美國 Academy of Criminal Justice Sciences 第 49 屆年會，口頭發表關於教育部校園安全通報系統霸凌事件之研究成果 *Overreacting to school bullying? The Preliminary Evaluation of Campus Security Report System*，此年會為美國犯罪學與刑事司法研究兩個最重要的年會之一，每年參加年會之各國學者與實務工作者均超過萬人。因此藉此機會讓國際學者瞭解臺灣目前的研究現況與成果。此外，還可以同時參加其他學者論文發表的場次，瞭解當前犯罪學與刑事司法研究之重要議題。

20 世紀犯罪學的發展，有許多重要事件及理論與紐約有不可分割的關連（例如：破窗理論、911 恐怖攻擊）。因此，此次出國的另一目的為所開設大學部犯罪學課程，蒐集第一手的資料，以豐富教學內容。

過程

紐約地鐵與犯罪學的『破窗理論』有重要的地位，過去的紐約地鐵以治安敗壞聞名，1980 年代中期紐約市捷運局聘請 George Kelling 為顧問，而 Kelling 即是將破窗理論的運用於犯罪學的重要學者，他認為如果一個房子的窗戶破了沒修，經過的人就會覺得這個地方沒有人在乎，很快的，就會有更多窗戶被打破，進而導致無規範的狀態蔓延到整個區域，而產生更多的犯罪。Kelling 建議捷運局以此理論出發，從塗鴉問題下手，之後重建組織、提升士氣。這個工作持續到 1990 年，而隨後的第二階段搶救捷運的工作也是以破窗理論為基礎，致力於打擊逃票。結果發現每七位逃票的嫌犯中，就有一位是通緝犯；每 20 位逃票嫌犯中，就有一位是非法攜帶武器。因為這樣的措施，地鐵的犯罪率顯著下降，治安大幅改善。

班機到達紐約甘迺迪機場已經是晚上，而必須搭乘地鐵前往下榻旅館。搭乘地鐵即是不可錯失觀察紐約地鐵的好機會。雖然紐約地鐵於臺北捷運相比之下顯的雖顯得老舊與不夠清潔，但是與 1980 年代所記錄的紐約地鐵¹已有顯著的改善。即使是一個初到紐約的外國觀光客也不會有擔心害怕成為犯罪被害人的憂慮。

隔日一早即前往年會會場，參與幾場論文發表，並且與筆者博士論文的指導教授討論目前合作進行的一個研究計畫。並且前往會場的書展找尋新出版的犯罪學圖書，

¹ 1980 年代的紐約地鐵照片請參考下列網頁：

http://3.bp.blogspot.com/-k4FgNnXaMQ/TcJBMgxwEyI/AAAAAAAAInE/rzowQOCvTY0/s280/new_york_city.jpg
<http://boingboing.net/2010/08/23/photos-from-nyc-subw.html>
http://www.google.com.tw/imgres?q=new+york+subway+1980&hl=zh-TW&tbn=isch&tbnid=6hbIG45GW3z2NM:&imgrefurl=http://homelandbychoice.blogspot.com/2011/09/nyc-subway-nostalgic-ride.html&docid=y_vd8rDCLnvJtM&imgurl=http://4.bp.blogspot.com/-T51y5_Qwc0Y/Tmuyx53Z0gI/AAAAAAAAADkQ/ar6aDFUYmyc/s1600/subway%252B1980s.jpg&w=1024&h=685&ei=rBq_T6KEHoXKmAWr9e3TCg&zoom=1&iact=rc&dur=493&sig=108113490097765974365&page=1&tbnh=123&tbnw=164&start=0&ndsp=15&ved=1t:429,r:14,s:0,i:96&tx=62&ty=66&biw=1070&bih=603

可以在下學期開課時安排給同學研讀。

3月15日有些空閒時間，因此前往911紀念公園以瞭解紐約市警察在恐怖攻擊後，如何在公共安全與基本人權間找到一個平衡點。在雙子星大樓的遺址周圍，發現警察數量明顯較多，而且在其中的幾個路口，還有活動式的瞭望塔。

3月16日一早即到達會場準備口頭發表研究成果，也參與該場次的研究者與實務工作者進行對話（發表內容請見附件一）。而後即趕往機場回臺灣。

心得及建議

美國刑事司法學會為美國兩大犯罪學學會之一，每年於3月舉辦年會，世界各地的學者與實務工作者皆參與此一盛會，於此年會中發表的研究論文，不但可以增加臺灣於國際的曝光率，更重要的是可以得到許多重要的回饋，對於研究後續的發表與延伸研究都有重要的影響。此行，將臺灣校園安全通報系統介紹給其他各國學者，並對於校園霸凌事件之分析結果予以呈現，同時也看到目前在此領域的研究者所進行的研究及其成果，有了一些未來改善臺灣校園霸凌問題可能的方向。

此外，對於能夠親身紐約街頭觀察犯罪學與刑事司法研究中所提及的理論欲政策執行的結果，所帶來的助益不僅僅是豐富未來教學的內容更提供了未來研究的助益。

此行研究發表及紐約街頭觀察後對於臺灣治安與學術研究有以下之建議：

1. 國內辦理之學術研討會場次不少，但都屬於小型之研討會。未來如有可能應由教育部固定統籌辦理大型跨域之學術研討會，方能聚集國內不同學術領域言之研究能量。
2. 國內研究環境與美國相比仍限制過多，尤其許多政府之資料取得上不如國外開放。
3. 相對於紐約，臺灣有較安全之治安狀況；然而，民眾對於警察之信任度卻不若美國之警察，未來應進行深入之實證研究瞭解其中之問題所在。
4. 校園霸凌為世界上普遍存在之問題，國內因校園零體罰之政策對於某些少數之學生完全失去管教之能力。在美國並非完全限制學校體罰之權力，未來臺灣應再次考慮體罰合理使用之可能性。
5. 犯罪學並非產生於真空之中，而是在社會脈絡下發展而成。如果教育部可以提供教師出國蒐集教學資料，必能豐富教學內容！

Overreacting to school bullying? The Preliminary Evaluation of Campus Security Report System

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Government and general public pay more and more attention on school bullying in Taiwan. Since July 2010, bullying was added as a new category in Campus Security Report System. The purpose of this system is to allow Ministry of Education to monitor the campus security incidents efficiently. However, teachers on the first line to handle the incidents may define school bullying differently from Ministry of Education. In order to understand if school teachers overreacted to school bullying and reported normal incidents as bullying, this study analyzed the campus security cases reported as school bullying incidents in Campus Security Report System.

Although school bullying is not a new phenomenon, it has received increased attention internationally since 1970's. Olweus' (1993) study indicated that 15% of students reported being involved in bully/victim problems at least 2–3 times per month in Norway and Sweden. The U.S. National Institute of Child Health and Human Development (NICHD) reported 17 % of the school-age children had been bullied "sometimes" or "weekly," 19% had bullied others sometimes or weekly, and 6% had both bullied others and been bullied (Ericson, 2001). In Australia, it was estimated that 1 child in 6 is subjected to bullying on a weekly basis (Rigby, 2002).

Although during recent years the issue of school bullying had gained serious attention in Asian countries, there were still little works focus on Eastern cultures. A national survey showed that 21.9% of elementary school students and 12.2% of lower secondary school students had been or currently were victims of bullying (Morita, Soeda, Soeda, & Taki, 1999). In South Korea, the prevalence of bullies was 12.0%, and 5.3% and 7.2% for victims and bullies/victims (Yang, Kim, Kim, Shin, & Yoon, 2006). Cheng and

Hwang (2010) conducted a large-scale survey in Taiwan for 3,937 school students in grades 7~12 and found that approximately 10.1% of the students reported being bullied by other students at least twice per month.

Bullies and victims of bullying have higher risk than children uninvolved in bullying to suffer from a wide variety of problems, including low self-regard (Egan & Perry, 1998), depression and anxiety (Arseneault et al., 2006; Hawker & Boulton, 2000), and violent behaviors (Nansel, Haynie, & Simonsmorton, 2003). Moreover, bullying behavior during childhood is related to future psychiatric (Kim, Leventhal, Koh, Hubbard, & Boyce, 2006; Kumpulainen & Räsänen, 2000). Empirical research has also indicated bullying as one of the risk factors for suicide (Klomek, Marrocco, Kleinman, Schonfeld, & Gould, 2007; Klomek, Sourander, & Gould, 2010; Russell & Joyner, 2001) and school shootings (Leary, Kowalski, Smith, & Phillips, 2003).

Together these negative impacts of school bullying have placed increased pressure on governments and school systems for solutions to more effectively prevent or reduce bullying in schools. In 1999, the state of Georgia passed the first bullying legislation in the United States in response to bullying-related suicide. After that, there were more than 120 bills enacted that have either introduced or amended education or criminal statutes to address bullying and related behaviors in schools. Until April 30, 2011, there were only four states in United States without bullying laws (Stuart-Cassel, Bell, & Springer, 2011). One of the key components of these bullying laws is the responsibilities for school personnel and students to report bullying incidents.

In order to monitor the school bullying incidents and understand the trends by statewide and by individual district, some states built a statewide reporting system to collect data on school bullying. For instance, the School Environmental Safety Incident Reporting (SESIR) System in Florida were designed to collect data on 22 incidents of crime, violence (include bullying incidents), and disruptive behaviors that occur on school grounds, on school transportation, and at off-campus, school-sponsored events, during any 24-hour period, 365 days per year.

The Campus Security Report System (CSRS) in Taiwan

According to the report from the National Fire Agency in Taiwan, the 921 earthquake in 1999 caused 2,415 deaths, with an additional 29 missing and 11,305 injured; also, 51,711 houses collapsed and 53,768 houses were damaged, including many classrooms and buildings at schools. Within one year, the “Disaster Prevention and Protection Act” were passed for controlling emergency disasters.

According to the “Disaster Prevention and Protection Act”, each governmental agency should plan for the prevention and management of disasters. Therefore, the Campus Security Report Centre (CSRC) was established by the Ministry of Education to integrate information, organize the resources and manage emergency events that occur on school grounds, on school transportation, and school-sponsored events that occur off campus. In order to handle the various and unpredictable incidents across multiple schools, a management system, Campus Security Report System (CSRS), was introduced in July, 2001. The main purpose of the CSRC is to monitor and report any emergency events within the educational system.

Any events may affect the management or government of the administration work or threaten students’ safety are regarded as campus security events for the CSRS. If any event happened, school’s section chief of disciplinary should report the details of the event to the CSRC including: 1) Characteristics of the events: category, happening and reporting time, the current location of the client, the number of people involved, and the location of event; 2) Characteristics of the persons involved: gender, name, age, identity, severity scores, department and current location; 3) Summary of event; 4) Causes and processes of the event; 5) Review and improving suggestion.

During the period of 2000 and 2003, those events were classified into five main categories and 40 sub-categories in the CSRS from 2000 to 2003. The main categories included the *accident event*, *security related event*, *violence & deviant behavior*, *counseling conflict event*, and *illegal event*. Several modifications were performed in 2004, 2008, and 2010 which resulted in eight main categories (*accident events*, *security-related events*, *violence & deviant behavior*, *counseling conflict*, *illegal event*, *natural disasters*, *disease*, and *other campus event*) with 121 items. School bullying was included in the CSRS as a sub-category under the category of *violence & deviant behavior*.

Limitations of existing research

School bullying is a widespread problem around the world and is studied by global research communities. Scholars around the world have been focused on prevalence estimation (e.g., Cheng & Hwang, 2010; Ericson, 2001; Morita, et al., 1999; Wei, Jonson-Reid, & Tsao, 2007), the characteristics of bullying incidents (e.g., Juvonen, Nishina, & Graham, 2000; Nansel et al., 2001; Olweus, 1993; Rigby, 2002; Whitney & Smith, 1993), the causes of school bullying (Ahmed & Braithwaite, 2004; Ireland, 2004; Moon, Hwang, & McCluskey, 2011), the outcomes of school bullying (e.g., Hawker & Boulton, 2000; Klomek, et al., 2007; Leary, et al., 2003; Nansel, et al., 2003), and prevention & intervention (e.g., Bryn, 2011; Cunningham, Vaillancourt, Cunningham,

Chen, & Ratcliffe, 2011; Kraft & Jinchang, 2009).

Accurate knowledge and understanding are essential for effective handling the school bullying incidents and reduce the complexity, uncertainty and potential outcomes associated with the incidents. However, there is little research focused on the official reporting system. During the end of 2009 and early 2010, several school bullying incidents were reported by mass media. Combating with school bullying had become one of the major missions for education system. July 2010, the sub-category of school bullying was added to CSRS. The present study addressed this limitation in the recent literature. After one school year, many questions were still unanswered. The purpose of current study was to answer the following questions by analyzing the school bullying incidents reported to CSRS between July 1st, 2010 and Aug. 31st, 2011:

- What are the characteristics of bullying incidents reported to CSRS?
- Did all school managers report incidents based on the same standards?
- Did the school managers over-react the bullying incidents? What factors may influence the accuracy of the CSRS?

Methods

Samples

This study used data from the school bullying incidents reported to the CSRS during the period from Jul., 1st 2010 to Aug., 31th 2011. There were total 705 reported incidents with 21 duplicate records. After removed these duplicate records, 684 records were analyzed to answer the research questions.

Measures of characteristics of bullying incidents

The CSRS records are composed of categorical information and descriptive information. Two measures were based on the categorical information provided by the reporter.

(A) *Type of Bullying.* Based on the CSRS reporting guideline, there are six types of school bullying incidents (physical bullying, verbal bullying, relational bullying, cyberbullying, reactive bullying, and sex bullying).

(B) *School level.* Within these 684 reported school bullying incidents, there was no

incidents reported by college or university. Therefore, only three level were included in this measure: elementary school, middle school, and high school.

The following measures were coded by two graduate students based on the summary of the event.

- (A) *Injury*. Two dichotomies variables, *physical injury* and *psychological injury*, were employed to represent if any student was injured caused by the bullying behaviors.
- (B) *False Alarm*. According to the Ministry of Education, school bullying incidents were defined by 4 plus 1 criteria: 1) negative or aggressive behavior; 2) intentional; 3) physically or psychologically hurt; 4) imbalance of power. If an incident is not met all 4 criteria, 5) a committee meeting will decide if this incidents should be reported as a bullying incident. The measure of false alarm was coded as a dichotomies variable: correct report or false alarm. If an incident was met all 4 criteria, the case was coded as correct report. If any one of the 4 criteria was not met, the case was coded as false alarm.
- (C) *Mess Media*. The measure of mess media was defined as if any mess media or news reporter was interested in this incident.
- (D) *Unreasonable Parents*. If any parent of the students involved in the incidents had unreasonable request or acted irrationally, the measure of unreasonable parents was coded as yes.

Results

Among those 684 reported bullying incidents, physical bullying was the primary type of bullying with 460 incidents (67.25%). The following types were 145 verbal bullying incidents (21.20%), 57 relational bullying cases (8.33%), and 19 cyberbullying records (2.78%). Out of 684 reported incidents, there were only 2 reactive bullying and 1 sex bullying records (see Table 1).

Table 1 Types of Bullying

Type	N	%
Physical Bullying	460	67.25%
Verbal Bullying	145	21.20%
Relational Bullying	57	8.33%
Cyberbullying	19	2.78%

Reactive Bullying	2	0.29%
Sex Bullying	1	0.15%
Total	684	

Table 2 showed the distribution for different types of bullying within each school level. Similar to the whole data, regardless elementary school, middle school, or high school, physical bullying was the most common type of bullying incidents, and followed by verbal bullying, and relational bullying. It was worth to note that Out of 379 middle school bullying incidents, 266 reports were physical bullying (70.18%) which was the highest proportion. On the other hand, the physical bullying happened in high schools were the lowest one (55.77%). For verbal bullying, the higher the school level, the higher proportions of verbal bullying reports. The incident rate for middle school (41.20 incidents per 100,000 registered students) is the highest one among these three school levels (high school: 25.96, elementary school: 13.23).

Table 2 Bullying Type Distribution within different school level

School Level	Bullying Type						Total
		Physical	Verbal	Relational	Cyber	Reactive	
Elementary	N	136	40	19	6	0	201
	%	67.66%	19.90%	9.45%	2.99%	0.00%	0.00%
	Incident Rate ¹	8.95	2.63	1.25	0.39	0.00	0.00
Middle	N	266	77	26	9	0	379
	%	70.18%	20.32%	6.86%	2.37%	0.00%	0.26%
	Incident Rate	28.92	8.37	2.83	0.98	0.00	0.11
High	N	58	28	12	4	2	104
	%	55.77%	26.92%	11.54%	3.85%	1.92%	0.00%
	Incident Rate	14.48	6.99	3.00	1.00	0.50	0.00
Total	N	460	145	57	19	2	684
	%	67.25%	21.20%	8.33%	2.78%	0.29%	0.15%

¹ Incidents per 100,000 registered students.

Bullying Criteria

According to the Ministry of Education, school bullying incidents were defined by 4 plus 1 criteria: 1) negative or aggressive behavior; 2) intentional; 3) physically or psychologically hurt; 4) imbalance of power. If an incident is not met all 4 criteria, 5) a committee meeting will decide if this incidents should be reported as a bullying incident. Besides, repetitiveness is one of the key elements to define the bullying for majority scholars (e.g., Espelage & Swearer, 2004; Nansel, et al., 2003; Olweus, 1993). Therefore,

the analyses in the current study will focus on the two criteria specific for bullying: *imbalance of power* and Repetitiveness.

Out of 460 (68.04%) physical bullying incidents, 313 reports met the first four bullying criteria (negative or aggressive behavior, intentional, physically or psychologically hurt, imbalance of power). 57 (12.39%) incidents were not met all four criteria, but proved by the bullying reaction committee. 85 (18.48%) records reported as bullying incidents were not meet all 4 criteria not proved by committee. Among physical bullying records, 42 cases were met the first three criteria but the power between offender(s) and victim(s) were equal. More importantly, there are more than 60% (200, 63.90%) records that met the first four criteria were single event (See Table 3).

Table 3 Criteria for Physical Bullying

Criteria						N	%
Aggressive	Intentional	Hurt	Imbalance	Committee	Repetitiveness		
X	X	X	X	O	X	5	1.09%
X	X	X	X	O	O	1	0.22%
X	X	X	O	X	X	1	0.22%
X	X	O	X	X	X	4	0.87%
X	X	O	X	O	X	2	0.43%
X	X	O	O	X	X	2	0.43%
X	X	O	O	X	O	1	0.22%
X	O	O	X	X	X	6	1.30%
X	O	O	X	X	O	1	0.22%
X	O	O	O	O	O	1	0.22%
O	X	X	X	X	X	1	0.22%
O	X	X	X	O	X	1	0.22%
O	X	X	O	X	X	1	0.22%
O	X	X	O	X	O	1	0.22%
O	X	O	X	X	X	13	2.83%
O	X	O	X	O	X	5	1.09%
O	X	O	O	X	X	18	3.91%
O	X	O	O	X	O	5	1.09%
O	X	O	O	O	X	7	1.52%
O	X	O	O	O	O	3	0.65%
O	O	X	X	X	X	1	0.22%
O	O	O	X	X	X	25	5.43%
O	O	O	X	X	O	5	1.09%
O	O	O	X	O	X	23	5.00%
O	O	O	X	O	O	9	1.96%
O	O	O	O	X	X	120	26.09%
O	O	O	O	X	O	64	13.91%
O	O	O	O	O	X	80	17.39%
O	O	O	O	O	O	49	10.65%
Insufficient information						5	1.09%
Total						460	

Table 3 Criteria for Physical Bullying

Criteria						N	%
Aggressive	Intentional	Hurt	Imbalance	Committee	Repetitiveness		

Note: "O" fulfill this criterion; "X" did not fulfill this criterion.

Table 4 showed the distribution of each criteria for verbal bullying incidents. Out of 75 (52.41%) met first four criteria verbal bullying incidents, almost half of them were single event (47.37%). It is worth to note, among those 68 records which did not meet all four criteria, more than 40% (28 reports) did not have any intention to hurt the victims. For those 14 records which can be considered as aggressive events, offender(s) and victim(s) hold the similar power status.

Table 4 Criteria for Verbal Bullying

Criteria						N	%
Aggressive	Intentional	Hurt	Imbalance	Committee	Repetitiveness		
X	X	X	X	X	O	3	2.07%
X	X	X	X	O	O	1	0.69%
X	X	O	X	X	X	2	1.38%
X	X	O	X	X	O	1	0.69%
X	X	O	X	O	X	4	2.76%
X	X	O	O	X	X	1	0.69%
X	X	O	O	O	X	1	0.69%
X	X	O	O	O	O	1	0.69%
X	O	X	O	X	X	1	0.69%
X	O	O	X	X	X	1	0.69%
X	O	O	O	X	X	1	0.69%
O	X	X	X	O	O	1	0.69%
O	X	X	O	X	O	1	0.69%
O	X	O	X	X	X	4	2.76%
O	X	O	X	O	X	1	0.69%
O	X	O	X	O	O	1	0.69%
O	X	O	O	X	X	12	8.28%
O	X	O	O	X	O	10	6.90%
O	X	O	O	O	X	1	0.69%
O	X	O	O	O	O	5	3.45%
O	O	X	X	X	X	1	0.69%
O	O	O	X	X	X	6	4.14%
O	O	O	X	X	O	2	1.38%
O	O	O	X	O	X	2	1.38%
O	O	O	X	O	O	4	2.76%
O	O	O	O	X	X	22	15.17%
O	O	O	O	X	O	20	13.79%
O	O	O	O	O	X	14	9.66%
O	O	O	O	O	O	20	13.79%
Insufficient information						1	0.69%
Total						145	

Note: "O" fulfill this criterion; "X" did not fulfill this criterion.

Compared to physical and verbal bullying incidents, there were lower percentage of records met the first four criteria. Among those 57 relational bullying reports, only 29 cases met these four criteria. Similar to the verbal bullying incidents, 12 out of 28 rest records did not have the intention to hurt (See Table 5).

Table 5 Criteria for Relational Bullying

Criteria						N	%
Aggressive	Intentional	Hurt	Imbalance	Committee	Repetitiveness		
X	X	X	X	X	O	2	3.51%
X	X	O	X	O	O	3	5.26%
X	X	O	O	O	O	2	3.51%
O	X	O	X	X	X	1	1.75%
O	X	O	X	O	X	3	5.26%
O	X	O	O	X	X	3	5.26%
O	X	O	O	X	O	4	7.02%
O	X	O	O	O	X	2	3.51%
O	X	O	O	O	O	3	5.26%
O	O	X	O	X	O	1	1.75%
O	O	O	X	X	X	1	1.75%
O	O	O	X	X	O	1	1.75%
O	O	O	X	O	X	1	1.75%
O	O	O	X	O	O	1	1.75%
O	O	O	O	X	X	4	7.02%
O	O	O	O	X	O	11	19.30%
O	O	O	O	O	X	6	10.53%
O	O	O	O	O	O	8	14.04%
Total						57	

Note: “O” fulfill this criterion; “X” did not fulfill this criterion.

Factors Affect the Inaccurate Reports

Among these 684 records reported as bullying incidents, repetitiveness (37.6%) was the criterion least likely to be met among five criteria. This result was reasonable which was caused by the official definition of bullying in Taiwan (*negative/aggressive behavior, intentional, physically or psychologically hurt, and imbalance of power*). More than 95% of the incidents were qualified for the criterion of physically or psychologically hurt. It is worth to note that when there were unreasonable parents or mess media involved in the incidents, the percentage of incidents met the criteria were dropped (see Table 6).

Table 6 Cases Met the Bullying Criteria

Criteria	Total	Unreasonable Parents		Mess Media	
		No	Yes	No	Yes
Negative/Aggressive Behavior	627	583	44	596	31
	91.7%	92.1%	86.3%	92.1%	83.8%
Intentional	528	494	34	501	27
	77.2%	78.0%	66.7%	77.4%	73.0%
Physically or Psychologically Hurt	653	606	47	619	34
	95.5%	95.7%	92.2%	95.7%	91.9%
Imbalance of Power	517	483	34	491	26
	75.6%	76.3%	66.7%	75.9%	70.3%
Repetitiveness	257	244	13	245	12
	37.6%	38.5%	25.5%	37.9%	32.4%

Conclusion

Use the data from the CSRS during the 1st year added bullying as an independent subcategory, this article tried to characterize the accuracy and characteristic of bullying incidents on the official records. The background and context for this article centers on a lack of evaluation research on official reporting system for school bullying incidents. The objectives of this article, although modest, represent one of the first empirical assessments of the bullying incidents reported to the CSRS, specifically addressing a number of these important questions. Key findings include the following:

- According to the official reports, the most common bullying type was physical bullying, which is not consistent with the studies used the survey data (Cheng & Hwang, 2010; Wei, et al., 2007).
- There were significant amount of reported incidents did not meet all 4 criteria defined by Ministry of Education. The inconsistent definitions of bullying were found on this study.
- When unreasonable parents or mess media involved in an incident, the likelihood of been false alarm were increased.

The data analyzed in the current study was the 1st year bullying added to the CSRS which may account for the results. The school personnel may struggle for following the mandatory report police and keeping the school reputation. This could be the reason this study did not find verbal bullying and relational bullying as the most common type. The physical injury is not common for these two types of bullying. In order to keep school reputation s, the school personnel may under-report these two types of bullying. One the other hand, when an incident involved unreasonable parents and/or mess media, following

the mandatory report police to protect themselves became more important than keep the number as low as possible.

The inconsistent definitions of bullying across the records may be also attributed to 1st year issue. More studies for the reporting system is are necessary to ensure the reports accurate. Without accurate information, there is no way to monitor the problems correctly and distribute the resource properly.

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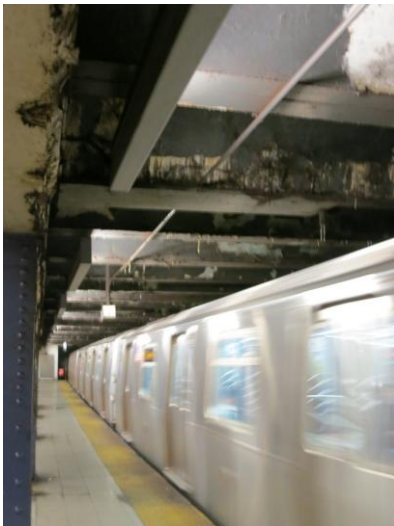
附件二 照片



看不到塗鴉的紐約地鐵



紐約街頭的移動是瞭望塔



紐約地鐵



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