TRADITIONAL BULLYING AND CYBERBULLYING IN KOREAN CHILDREN AND YOUTH WITH EMOTIONAL AND BEHAVIORAL DISABILITIES: EXAMINATION OF CONTRIBUTING FACTORS

Ji Eun Baek

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APPROVED:

Lyndal M. Bullock, Major Professor
Bertina H. Combes, Committee Member
Arminta Jacobson, Committee Member
Becky Glover, Committee Member
Abbas Tashakkori, Chair of Department of Educational Psychology
Jerry R. Thomas, Dean of the College of Education
Costas Tsatsoulis, Dean of the Toulouse Graduate School
Baek, Ji Eun. *Traditional Bullying and Cyberbullying in Korean Children and Youth with Emotional and Behavioral Disabilities: Examination of Contributing Factors.* Doctor of Philosophy (Special Education), December 2015, 99 pp., 10 tables, 2 figures, references, 152 titles.

Children and Adolescents with emotional and behavioral disabilities (EBD) are often involved in aggression, acting out, bullying, violence, substance abuse, and juvenile crime. However, the limited Korean studies have focused primarily on bullying of students with developmental disabilities or intellectual disabilities. Therefore, the current study aimed to explore contributing factors to traditional bullying and cyberbullying in Korean children and adolescents with EBD. The current study surveyed 112 students with EBD between ages of 10 and 15 and their parents (guardians). The results revealed that internalizing problem behaviors including anxious/depression, withdrawal/depression, and somatic problems significantly affected traditional bullying victimization of Korean students with EBD. The peer support was a significant factor affecting cyberbullying victimization. Furthermore, the maternal psychological control was a meaningful factor affecting perpetration at school and in cyber world. Based on the findings, the present study described implications regarding prevention and intervention programs for addressing traditional bullying and cyberbullying victimization and perpetration.
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CHAPTER 1

INTRODUCTION

Bullying occurring in schools has been sustained for a long time and is currently a universal phenomenon. Traditional bullying is defined as repeated behaviors with the intention of physical or emotional harm against another person and involves physical bullying, verbal bullying, and relational bullying (Fanti, Demetriou, & Hawa, 2012). A dramatic development in information and communication technologies has brought meaningful changes in the pattern of lives and learning environments of children and youth. Furthermore, the rapid technological changes have led to a new form of bullying referred to as cyberbullying (Li, 2007; Wong-Lo & Bullock, 2011). Cyberbullying is defined as one type of bullying which may be by email, mobile phone, instant messaging or websites (Cross et al. 2012).

Studies conducted by researchers in multiple countries have indicated that many students involved in traditional bullying and cyberbullying have also been victims, bullies, or bullies-victims (Chang et al., 2013; Cross et al., 2012; Wachs, 2012; Wang, Nansel, & Iannotti, 2011). For example, Wang et al. (2011) surveyed a national sample of 7,313 youth (grades 6-10) in the United States of America and found that the prevalence of traditional bullies among the students was 8.0% physical, 24.4% verbal, 18.2% relational, and 4.2% electronically. The prevalence of traditional victims among the students was 7.3%, 20%, 24.4%, and 5.6%, respectively. Wachs (2012) studied 518 youth in Germany and found that 18.0% had been bullied in school at least once or twice within the last 12 months and 22.4% had bullied other students in school at least once or twice within the last 12 months; however, 12.5% had been bullied in cyber space and 9.8% had bullied others in cyber space. Chang et al. (2013) studied 2,992 10th grade Taiwanese students and found that 8.2% were school victims, 10.6% were school bullies, and 5.1% were
school bully-victims; whereas, prevalence of cybervictims, cyberbullies, and cyberbully-victim was 18.4%, 5.8%, and 11.2% respectively. In addition, Cross et al. (2012) found that almost 23% of 7,418 Australian youth experienced cyberbullying once or more often in the last term, while about 18% cyberbullied others once or more often in the last term. The prevalence estimates of traditional bullying and cyberbullying are largely different; however, all studies referenced above indicated there were no students who did not experience either traditional bullying or cyberbullying.

Statement of the Problem

Traditional bullying usually happens at school during the school day; however, cyberbullying happens anytime and anywhere. Unlike traditional bullying, cybervictims are unable to see cyberbullies (Draa & Sydney, 2009). Researchers (e.g., Campbell, Spears, Slee, Butler, & Kift, 2012; Gini & Pozzoli, 2009; Hinduja & Patchin, 2007; Slonje, Smith, & Frisen, 2013; Son et al., 2014) agree that emotional, behavioral, or social problems of victims often become apparent for those who experience traditional or cyberbullying. For example, Gini and Pozzoli (2009) found students who have been bullied in school experienced emotional problems and difficulties in peer relationships. Son et al. (2014) indicated that victimization resulted in negative psychological development and adjustment in school programs. Victims who have been bullied by peers are more likely to suffer from depression and experience low self-esteem, alcohol or drug abuse, self-harm and even suicidal ideation than peers who have not been bullied. Further, cybervictims often experience sadness, frustration, depression, anger, low self-esteem, and social problems as a result of cyberbullying (Campbell et al., 2012; Slonje et al., 2013). According to Hinduja and Patchin (2007), cybervictims often demonstrate antisocial behaviors,
including school violence, delinquency, and substance use.

On the other hand, research has indicated that bullies have also experienced emotional difficulties. For example, Chang et al. (2013) reported poor self-esteem in cyber and traditional victims and bully-victims as well as higher levels of depression among victims, bullies, and bully-victims. According to Bonanno and Hymel (2013), both perpetrators and victims reported higher levels of depression and suicidal ideation. As noted above, experiences such as traditional bullying and cyberbullying impede successful development or adjustment in school settings; therefore, preventing bullying of all types is essential.

Research indicated that contextual factors, including family conflict, academic failure, peer status, prior substance use, and school climate were strong influencers of traditional bullying and cyberbullying (Cook, Williams, Guerra, Kim, & Sadek, 2010; Hemphill et al., 2012; Korchmaros, Mitchell, & Ybarra, 2014; Wynne & Joo, 2011); however, most studies have focused on individual characteristics as factors affecting bullying. In addition, although researchers have emphasized the importance of a social-ecological approach to develop prevention and intervention programs for bullying (Swearer, Espelage, & Napolitano, 2009), studies about influence of factors related to traditional bullying and cyberbullying are relatively limited including individual, familial, environmental (e.g., peer, school), and cultural factors. As a result, researchers should include individual characteristics as well as environmental features including family, peer, school, and culture to identify contributing factors of traditional and cyberbullying. Furthermore, they should consider multilevel factors (e.g., individual, family, peers, school, culture) when they develop programs for preventing or addressing bullying; therefore, examining socio-ecological factors related to bullying is meaningful.
Purpose of the Study

Most existing studies have independently investigated bullying and cyberbullying in children and youth; however, cyberbullying is only one type of bullying. Considerable existing research related to bullying including cyberbullying has been conducted in Western countries such as United States of America, Europe, and Australia; however, research in non-Western countries such as Korea, China, and Taiwan has expanded more recently (Baek & Bullock, 2014; Li, 2008; Tippett & Kwak, 2012). In Korea, studies regarding traditional bullying of children and adolescents have been examined widely, but research on cyberbullying is limited (Baek & Bullock, 2014; Kim, 2012; Tippett & Kwak, 2012).

Several studies have pointed out that children and youth with disabilities are more likely to become targets of aggression than adolescents without disabilities due to their vulnerability (Son, Parish, Peterson, 2012; Son et al., 2014). Furthermore, researchers (e.g., Bullis & Cheney, 1999; Cheney, 2012) indicated that children and youth identified as having emotional and behavioral disabilities (EBD) experience more difficulties than peers without disabilities in academic, social, and vocational outcomes. The various problems include higher dropout rates, difficulty in school adjustments, lower academic performance, lack of reciprocal interactions with others, lower self-esteem, and suicidal thoughts or attempts.

Students with EBD are often involved in negative behaviors such as aggression, acting out, bullying, violence, substance abuse, and juvenile crime (Bullis & Cheney, 1999; Cheney, 2012; Henley, Ramsey, & Algozzine, 2009). As noted earlier, the limited extant of Korean studies have focused primarily on bullying of students with developmental or intellectual disabilities (Go, 2006; Kim, 2005; Wu & Bang, 2013). Therefore, the purpose of the current study was to explore contributing factors to traditional bullying and cyberbullying in Korean
children and adolescents with EBD.

Significance of the Study

The proposed study will contribute to improved understanding regarding influencing socio-ecological factors on bullying as well as cyberbullying of children and youth with EBD. Furthermore, the present study will be useful for researchers who desire to develop programs for preventing or addressing bullying of children and youth. Further, the study will provide basic and useful information for educators, school counselors, psychologists, administrators, and individuals interested in development of prevention and intervention programs in the socio-ecological perspective for addressing bullying in Korea.

Research Question

Four overarching research questions guided the current study.

1. To what extent do social-ecological factors (e.g., individual, family, peers, school, culture) influence victimization of Korean children and youth with EBD?
2. To what extent do social-ecological factors (e.g., individual, family, peers, school, culture) influence perpetration of Korean children and youth with EBD?
3. To what extent do social-ecological factors (e.g., individual, family, peers, school, culture) influence cyber- victimization of Korean children and youth with EBD?
4. To what extent do social-ecological factors (e.g., individual, family, peers, school, culture) influence cyber- perpetration of Korean children and youth with EBD?
Definition of Terms

- **Bullying**: Refers to subtype of aggressive behavior which includes specific characteristics such as willfulness, repetitiveness, and power imbalance (Olweus, 2013).
- **Cyberbullying**: Refers to deliberate repeated harassment via the use of electronic devices including computers or cell phones (Hinduja & Patchin, 2009).
- **Perpetrator**: Refers to individual who bully others in school or via electronic devices (Chang et al., 2013).
- **Victim**: Refers to an individual who is bullied by other people in school or via electronic devices (Chang et al., 2013).
- **Perpetrator-victim or bullies-victims**: Refers to an individual who bullies others and who is bullied by others (Chang et al., 2013).
- **Emotional and Behavioral Disabilities (EBD)**: Refers to a disability characterized by negative emotional or behavioral responses shown in school settings. These responses should be beyond appropriate age, cultural or ethnic norms and negatively influence academic, social, vocational, and personal abilities (Forness & Knitzer, 1992).
- **Students with or at risk for EBD**: may be classified as externalizers and internalizers. Externalizers are students who show aggressive, hyperactive, antisocial, and noncompliant behaviors. Internalizers are students who show excessive timid, anxious, depressive behaviors (Balagna, 2008).
- **A Social-Ecological Model**: Refers to a framework for bullying which results in interaction among bullies, victims and their environmental factors (e.g., family, peers, school, culture). The Social-Ecological Model is based on Bronfenbrenner’s (1977) Ecological Model of Human Development and includes five main factors: individual...
factors which are related to intrapersonal features including depressive, anxious, and impulsive symptoms; family factors which are associated to relationships between bullies or victims and their families; peer group and school factors which involve school climate and relationships between bullies or victims and their peers and teachers; and community and societal factors which are connected with school-community partnerships or influences from media and popular culture (Swearer et al., 2009).

• Individual Factors: Include externalizing and internalizing problems. Externalizing factors involve delinquent and aggressive problems; whereas, internalizing factors include anxious/depression, withdrawal/depression, somatic problems (Greenbaum & Dedrick, 1998).

• Family Factors: Involves parental psychological control. Parental psychological control refers to a parenting behavior designed to examine psychological detachment between parents and their children (Barber, 1996).

• Peer and School Factors: Includes peer support, teacher support, and academic performance. Peer support refers to emotional, informational, appraisal, and instrumental supports from peer perceived by participants. Teacher support refers to emotional, informational, appraisal, and instrumental supports from the teacher perceived by participants (Nolten, 1994).

• Culture Factor: Includes collectivism and individualism. Collectivism refers to emphasis of collective aspects, interdependence, priority in group goals, communal relationships, relatedness, and the importance of social attitudes and norms, while individualism refer to emphasis of personal aspects, independence, self-reliance, and competition (Triandis & Gelfand, 1998).
CHAPTER 2

REVIEW OF LITERATURE

There is considerable documentation indicating that students with disabilities are more likely to become a target of bullying and to experience bullying through perpetration than their peers without disabilities (e.g., Blake, Lund, Zhou, Kwok, & Benz, 2012; Christensen, Fraynt, Neece, & Baker, 2012; Rose & Monda-Amaya, 2011; Rose, Monda-Amaya, & Espelage, 2011; Son, Parish, & Peterson, 2012; Son et al., 2014; Wiener & Mak, 2009; Zablotsky, Bradshaw, Anderson, & Law, 2014). For example, Blake et al. (2012) used data from the Special Education Elementary Longitudinal Study (SEELS) and the National Longitudinal Transition Study-2 (NLTS 2) to investigate peer victimization among children and adolescents with disabilities in the United of America (USA). For their study, participants consisted of 5,562 students in elementary schools and 3,324 students in middle schools recruited into the Wave 1 SEELS and 4,630 students in high schools from selected NLTS2. They found that overall prevalence rates of peer victimization changed over time: 24.5% in elementary school; 34.1% in middle school; and 26.6% in high school. They reported that rates of peer victimization in students with emotional and behavioral disabilities (EBD) were significantly higher than overall rates of bully victimization in students with disabilities across school levels: 40.6% in elementary school; 51.8% in middle school; and 39.0% in high school. Of students with disabilities at the elementary level, 29.1% with mental retardation (MR), 25.6% with learning disabilities (LD), and 25.9% with autism (AU) reported being bullied. Of students at the middle school level, 41.3% with MR, 32.9% with LD, and 31% with AU reported being bullied; whereas, of students in high school, 30.7% with MR, 24% with LD, and 28.5% with AU reported being bullied. It is suggested that national rates of peer victimization in students with disabilities were one to one and a half times higher.
than the national rates of students without disabilities in the USA. Furthermore, research indicates that students with disabilities who experienced peer victimization once became repeated targets over time.

Using the Pre-Elementary Education Longitudinal Study dataset in the USA, Son et al. (2012) investigated national prevalence rates of bully victimization among 1,270 preschool students with disabilities. They found that about 25% to about 33% of the preschool students with disabilities had been involved in peer victimization (e.g., physical, relational, or verbal) during the study years. Christensen et al. (2012) conducted semi-structured interviews to examine bullying reported by 46 youth with intellectual disabilities (ID) and 91 peers with typical cognitive development (TCD) as a comparison group. They found youth with ID were more likely to be bullied compared to their TCD peers.

Zablotsky et al. (2014) examined responses of 1,221 parents of students (aged 6-15) with autism spectrum disorders (ASD) in the USA using data from a national web-based Bullying and School Experiences of Children with ASD survey. They found that 63% of the students with ASD were repeatedly bullied in their lifetime and 38% were bullied in the last month. For perpetrators, about 28% of the students bullied someone in their lifetime; however, 9.3% bullied someone in the last month, and 63% of the students were bullied and bullied someone in the last month. Furthermore, 28% of the students had been repeatedly bullied two or more times in the last month; however, 5% frequently bullied someone twice or more often in the last month.

Wiener and Mak (2009) investigated peer victimization in 52 students identified as having attention deficit and hyperactivity disorder (ADHD) and 52 students without ADHD between the ages of 9 and 14. They found that 26.9% of the students with ADHD reported being bullied, 17.3% bullied someone, and 13.5% were bullied and bullied someone; however, 3.9% of
students without ADHD were bullied, 5.8% bullied someone, and 3.9% were bullied and bullied someone. According to the self-report of the students with ADHD, they frequently experienced verbal, physical, and relational victimization when compared to those without ADHD.

As noted, research shows that students with disabilities in various educational settings (e.g., special schools, inclusive settings) have become targets of bullying more frequently than their peers without disabilities, and they have become more perpetrators than peers without disabilities. Students with EBD are more likely to be victims or perpetrators than peers with other disabilities or without disabilities. Rose et al. (2011) emphasized the importance of additional research including prevalence rates of victimization and perpetration and risk or protector factors associated with bullying to develop appropriate school-based intervention programs for students with disabilities. However, according to Sullivan (2009), there are still limited studies investigating prevalence and factors contributing to bullying among students with disabilities.

Several studies examining bullying and cyberbullying of students with disabilities have been carried out in Western countries including Australia, Canada, Europe, and USA (e.g., Rose et al., 2011; Sullivan, 2009). Rose et al. (2011) conducted an electronic search via the EBSCO database to synthesize the literature related to bullying perpetration and victimization among students identified with disabilities and found 32 articles that met the established criteria. They reported that 31 of 32 studies were conducted in Western countries (e.g., Australia – 2; Canada – 3; Finland – 2; Ireland – 1; Netherlands – 2; Scotland – 1; United Kingdom – 13; USA – 7), while only one research study was carried out in a non-Western county (e.g., Israel).

In Korea, bullying and cyberbullying, which began to emerge as a main social issue, contribute to a serious social phenomenon which includes suicide of victims, arrest of
perpetrators, and the claim for damages in the school and school posed by parents (Korean National Health Information Portal, 2014; Shin, Hong, Yoon, & Espelage, 2014; Yang et al., 2013). Korean research related to bullying and cyberbullying for students with EBD is extremely limited, although some existing research indicates that students with EBD are at higher risk of bullying (Shin & Lee, 2009; Wiener & Mak, 2009).

**EBD in Korea**

According to a 2012 annual report of the Ministry of Education and Science Technology (2012a, 2012b), in Korea, 85,012 students were receiving special education services in special and general schools. Of these 3.2% (N=2,712) were students with EBD; <1% (340 of 2,712) students were diagnosed as having EBD and were receiving special education services in a special school; 6.0% (n=1,670) of the students received special services in the special class of a general school, and <3.0% (n=702) students received special services in the general class of the general school. Table 1 shows locations where students, at the time of this writing, currently receive special education services in Korea.

Based on the annual report of the Ministry of Education and Science Technology (2012a, 2012b), in Korea the number of students with EBD receiving special education services is gradually decreasing annually. For example, 829 students with EBD in special schools and 2,693 students with EBD in general schools received special education in 2010; 429 students with EBD in special schools, and 2,388 in general schools received services in 2011, and 340 students with EBD in special schools, and 2,372 students with EBD in general schools received special education services in 2012. There was approximately 8% decrease in the number of students with EBD receiving services over a three year period.
Table 1

*Location Receiving Special Education*

<table>
<thead>
<tr>
<th>Type</th>
<th>Special School</th>
<th>General School</th>
<th>Total</th>
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<tr>
<td></td>
<td>Special Class</td>
<td>General Class</td>
<td></td>
</tr>
<tr>
<td>Kindergarten</td>
<td>4</td>
<td>8</td>
<td>38</td>
</tr>
<tr>
<td>Elementary School</td>
<td>112</td>
<td>1,041</td>
<td>336</td>
</tr>
<tr>
<td>Middle School</td>
<td>97</td>
<td>402</td>
<td>176</td>
</tr>
<tr>
<td>High School</td>
<td>89</td>
<td>219</td>
<td>152</td>
</tr>
<tr>
<td>Postsecondary Education</td>
<td>38</td>
<td></td>
<td>38</td>
</tr>
<tr>
<td>Total</td>
<td>340</td>
<td>1,670</td>
<td>702</td>
</tr>
</tbody>
</table>

However, the number of Korean students with or at risk for EBD in the school has increased (Lee, 2012b). The Ministry of Education in Korea reported the result of problem-behavior screening questionnaire of students conducted to discover and intervene emotional and behavioral problems for students in general schools. According to the 2014 annual report, a nationally representative sample 2,049,307 students in elementary, middle and high schools, 4.5% (N=91,655) needed more intensive management in schools and treatment in professional institutions (e.g., hospitals, mental health centers, counseling centers). Of these, 56.9% (N=54,657) were identified as priority management groups which required urgent treatment due to their severe emotional and behavioral symptoms. According to the 2013 annual report of nationally representative sample 2,120,490 students, 4.9% (N=104,832) needed more intensive
management in schools and treatment in professional institutions (hospitals and mental health centers, counseling centers). Of these 54.6 (N=57,219) were identified as priority management groups which required urgent treatment due to their severe emotional and behavioral symptoms (Veritas-Alpha, 2014).

Korean researchers (Kim et al., 2009; Lee, 2012a) have indicated there are many Korean students with or at risk for EBD in the general school, but do not receive special education services due to the ambiguity of the diagnostic criteria related to EBD in Special Education Law for People with Disabilities of Korea. Lee (2012b) pointed out that the Special Education Law in Korea emphasized learning and added the sentence "with a difficulty in the learning" for the definition of EBD. Under this law, students do not meet the criteria for EBD although they show evidence of emotional and behavioral problems, but do not have problems in school learning. As a result, they are excluded in special education services. Furthermore, many Korean parents do not want that their children to receive special education services or have a diagnosis as having a disability because of stigma and negative recognition regarding disabilities prevalent in the Korean culture (Lee, 2012a).

For the reasons mentioned, the majority of Korean students with or at risk for EBD are attending a general class at a general school with neither special educational services nor school-based mental health interventions to address their individual needs. Kim et al. (2009) conducted school-based mental health screening of 4,209 elementary school students and 6,952 middle school students in Seoul, Korea and estimated the referral rates of mental health services in community. They found that 3.8% of the students had ADHD, and 2.5% of the students in the middle school experienced depression. Further, the referral rates for mental health services for students diagnosed as having ADHD were 22.9% in the Seoul Metropolitan Community Mental
Health Center, 68.8% in the Seoul Metropolitan Office of Education, and 40.0% in the Dongjak District Office of Education. The referral rates for mental health services for students diagnosed as having depression were 22.8% in the Seoul Metropolitan Community Mental Health Center, 53.8% in the Seoul Metropolitan Office of Education, and 88.9% in the Dongjak District Office of Education.

Students with EBD are more likely to experience various difficulties (e.g., inappropriate impulsivity, aggression, emotional and bossy behaviors in peer relationships, poor educational abilities, social immaturity, poor social skills, high school drop-out, high rates of substance abuse and juvenile crime [Bullis & Cheney, 1999; Cheney, 2012]). Because of their emotional and behavioral characteristics, students with EBD are more likely to be rejected by their peers, and become victims or perpetrators (Blake et al., 2012; Sullivan, 2009; Wiener & Mak, 2009).

Factors Related to Traditional Bullying and Cyberbullying

The extant literature has investigated factors related to bullying and cyberbullying, and disorders (e.g., ASD, EBD, ID, LD). Studies have emphasized the need to explore the influence of individual, familial, peer, school, community, and cultural factors associated with victimization and perpetration in the school and in the cyberspace (Cook, Williams, Guerra, Kim, & Sadek, 2010; Kim, 2012; Shetgiri, Lin, & Flores, 2013; Wynne & Joo, 2011).

Bullying and Individual Factor

Students who experience bullying are at greater risk for psychological problems, and social adjustment difficulties. Many researchers have focused on the relationship among traditional bullying, cyberbullying, and individual factors including psychological problems
(Cappadocia, Craig, & Pepler, 2013; Chang et al., 2013; Cook et al., 2010; Salmivalli & Nieminen, 2002; Schultze-Krumbholz, Jakel, Schultze, & Scheithauer, 2012; Shetgiri et al., 2013; Sticca, Ruggieri, Alsaker, & Perren, 2013). For example, Cook et al. (2010) selected and synthesized 153 studies (e.g., USA– 37, Europe – 76, others – 40) conducted since 1970 using meta-analysis to investigate factors which contribute perpetration and victimization of students in school. They suggested that externalizing behavior (e.g., aggression, disruption, noncompliance) was the most powerful factor of perpetration, and internalizing behavior (e.g., withdrawal, depression, anxiety, avoidance) was a statistically significant factor of victimization. Further, they reported that students included as bully-victims who both bully another person and are bullied by another person.

Finland researchers, Salmivalli and Nieminen (2002), examined the level of aggression in three types of groups: bullies, victims, and bully-victims in school. They found the group identified as bully-victims was perceived by teachers and peers as the most aggressive group. Teachers and peers also perceived bullies as a group that showed higher level of proactive and reactive aggression. Overall, teachers and peers reported that victims were significantly more aggressive behaviors than peers who did not involve bullying.

Chang et al. (2013) surveyed 2,992 Taiwanese students in high schools to examine the association between traditional bullying, cyberbullying, and mental health (e.g., depression, self-esteem). They found that victims, bullies, and bully-victims in schools and in cyberspace showed higher levels of depression, while only victims and bullying-victims in the school as well as in cyberspace showed significantly lower self-esteem.

In a survey of 412 middle school students in Germany, Schultze-Krumbholz et al. (2012) investigated the relationship between cyberbullying and internalizing (e.g., depression, loneliness)
and externalizing (e.g., instrumental aggression, reactive aggression) problems. They found that bullies, victims, and bully-victims in cyberspace had significantly higher risks of depression, loneliness, instrumental and reactive aggression as compared with noninvolved peers. They conducted longitudinal research among 223 German students and found that female cybervictims showed negative changes in depression and loneliness over time. For boys, cyberbulies showed decreases in depression and loneliness over time. Male bully-victims increased in loneliness, whereas female bully-victims decreased in reactive aggression over time.

Sticca et al. (2013) examined longitudinal risk factors related to cyberbullying among 835 Swiss seventh graders and found antisocial behavior including traditional bullying and rule-breaking behaviors as the greatest risk factors in cyberbullying perpetration. They reported that students who bullied others, destroyed property of others, hurt animals, drink alcohol, and smoke are more likely to have a higher risk of being perpetrators in cyberspace later. Cappadocia et al. (2013) surveyed 1,972 Canadian youth to examine prevalence and factors related to cyberbullying and found that antisocial behaviors (e.g., involvement of traditional bullying, alcohol drinking) were risk factors in perpetration in cyberspace, while depression was a main risk factor in victimization in cyberspace. Bullying experience in the real world was associated with victimization in cyberspace. Furthermore, involvement of bullying as victims was a risk factor in simultaneous bullying and victimization in cyberspace. Shetgiri et al. (2013) used the 2003 and 2007 National Survey of Children’s Health for examining prevalence and factors of bullying perpetration among school-aged children and youth (aged 10-17) in the United States and reported that students who had emotional, developmental, and behavioral problems were more likely to be perpetrators. American researchers found the significant relationship between psychosocial factors (e.g., withdrawal, anxiety, depression, social problem, thought problem,
attention problem, disruptive behavior) and victimization with LD (Baumeister, Storch, & Geffken, 2008) and ADHD (Wiener & Mak, 2009).

Results of several studies conducted with Korean students (Jung et al., 2014; Yang et al., 2013) are consistent with studies conducted by researchers across other countries. For example, Yang et al. (2013) conducted a two-year longitudinal study to examine factors connected with traditional bullying and cyberbullying among 1,344 Korean students. They reported that depression affected later perpetration and victimization in the school and in cyberspace. Higher levels of ADHD symptoms had a statistically significant relationship with victimization of traditional bullying. Lower levels of self-esteem showed a statistically significant relationship with perpetration and victimization of cyberbullying, while higher levels of anxiety had a statistically significant association with perpetration of cyberbullying.

Jung et al. (2014) surveyed 4,531 Korean youths (ages 11-14) to examine the association between psychopathologic symptoms and cyberbullying among adolescents. They suggested that depression and cyberbullying victimization had a statistically significant relationship, while externalizing behaviors (e.g., rule-breaking behavior, aggressive behavior) and cyberbullying perpetration had a statistically significance relevance. Shin and Lee (2009) surveyed 62 Korean children identified as having ADHD and their parents to examine characteristics of their bullying. For victimized children with ADHD, scores was significantly higher in social immature and aggression. Based on results from literature noted above, there is considerable evidence that traditional bullying and cyberbullying are associated with externalizing problem behaviors and internalizing problem behaviors.


**Bullying and Family Factor**

Family has a very meaningful impact on the negative behavior of their children. Parents (guardians) play a main role in a variety of aspects in their children’s normal development stage: learning and regulating various feelings; negotiating conflict in the relationship with other people, solving problems, and learning life skills. However, if they fail to provide a supportive, attentive, and warm parenting environment, their children are not able to learn primary sources in their life (Hinduja & Patchin, 2013; Swearer, Espelage, & Napolitano, 2009). Steinberg and Morris (2001) suggested that if parents monitor their child's whereabouts, know about friends of their child very well, continue a positive relationship with their child, and discourage antisocial behaviors (e.g., aggression, violence, bullying, drug use), they do not lose their impact on their child even though the child become a teenager. It is evident that lack of positive experiences with parents (guardians) influences negative actions among their children.

Familial factors have been found to be vital in the experience of bullying victimization and perpetration (Swearer et al., 2009). For example, Shin et al. (2014) investigated contributing factors in peer perpetration and victimization among Korean children in elementary school and found that perceived maternal rejection by children classified as peer victims was higher than uninvolved peers. Perpetrators, victims, and bullies-victims perceived that maternal neglect was higher.

Researchers (Swearer et al., 2009; Westermann, 2007) have indicated that parental social support is a primary factor associated with involvement of bullying perpetration and victimization. Bullies, victims, and bully-victims reported they received continuously lower level of parental social support. Among familial characteristics related to negative actions, including traditional bullying among children and youth, parental psychological control has emerged as the
primary factor. Parental psychological control refers to attempts to interfere in children's autonomy and independent expression in psychological and emotional aspects (Ma & Bellmore, 2012). Research has indicated that parental psychological control is significantly correlated with aggression (Murray, Dwyer, Rubin, Knighton-Wisor, & Booth-Laforce, 2014), internalizing and externalizing problems (Stone et al., 2013), delinquency (Bean, Barber, & Crane, 2006), and peer victimization (Ma & Bellmore, 2012; Schwartz, Dodge, Pettit, & Bates, 1997). For example, Murray et al. (2014) found positive associations between parental psychological control and aggression among adolescents (8th - 9th grades) in the USA. Stone et al. (2013) showed that children in European countries (e.g., Belgium, Netherlands, Switzerland) who perceived higher levels of parental psychological control reported higher internalizing and externalizing problems behaviors. Bean et al. (2006) reported that perceived parental psychological control among African American youth was positively related to their delinquency.

In addition, Ma and Bellmore (2012) investigated the relationship between peer victimization and parental psychological control with a sample of 831 youth (9th to 11th grades) in USA. They found that youths perceived to be higher in mother's psychological control were more victimized physically. Schwartz et al. (1997) reported that victims at school were more likely to perceive their parents as controlling psychologically.

Research regarding the relationship between cyberbullying and parental psychological control is limited; however, several researchers have indicated the significant association between cyberbullying victimization and parent-child interaction including parental control (Kim, 2012; Korchmaros, Mitchell, & Ybarra, 2014). For example, Korchmaros et al. (2014) found that adolescents who were cyberbullied repeatedly had poor parent-child relationships. Kim (2012) indicated the relationship between parents' control and delinquency was related to the Internet.
Kim pointed out that higher levels of parental control or supervision affected children’s stress as well as cyberbullying.

As mentioned earlier, parental psychological control is positively related with involvement of traditional bullying and cyberbullying; however, research investigating parental psychological control as a main family factor affecting traditional bullying and cyberbullying is limited. Consequently, the present study can hypothesize that parental psychological control is one family factor related to victimization and perpetration in the school and in the cyberspace for Korean students with EBD.

_Bullying and Peer Factor_

As children grow, peers play significant roles in their lives (e.g., social, behavioral, emotional development). As children move to upper grades in the elementary school and enter middle school, peers have strongly influenced their thinking, attitudes, and actions because they tend to seek autonomy from their parents (guardians) and spend more time with their friends at school, afterschool, and private academic institutions. Children and adolescents are likely to share more thoughts and feelings with peers than with adults and learn various social skills while imitating peers' behaviors. It is essential that children and youth receive emotional support from peers and establish positive relationships with the peers. Thus, for this period, friendship and peer support are more important than anything else (Hinduja & Patchin, 2013; Huang, Hong, & Espelage, 2013; Kim, 2012; Orpinas & Horne, 2006; Swearer et al., 2009).

Research indicates that lack of peer support is an integral risk factor for bullying victimization and perpetration in school and cyberspace; there is a correlation between peer support and bullying. For instance, Westermann (2007) surveyed 264 students in an elementary
school in the USA and found that victims of relational and direct bullying showed lower levels of peer support than uninvolved peers.

Spriggs, Iannotti, Nansel, Denise, and Haynie (2007) examined a nationally representative sample of 11,033 American adolescents (ages 12 to 16) in the 2001 Health Behaviors in School-Aged Children survey and found that social isolation from friends in school and peer relationships were significantly associated with peer victimization and perpetration across racial/ethnic groups. Burton, Florell, & Wygant (2013) surveyed 850 middle school students in the USA to investigate the effects of normative beliefs about aggression and peer attachment on traditional bullying and cyberbullying. They found victims, bullies, and bully-victims of the traditional bullying reported significantly lower peer attachment than uninvolved peers, while cyberbully-victims showed significant lower peer attachment than uninvolved peers.

Using a survey of 462 Korean students (ages 11-12), Jang and Seong (2007) investigated the relationship among social identity, social support, and school bullying and found the peer victims and perpetrators reported lower levels of peer support. Victims reported lower levels of peer support than bullies, while girls among victims showed a lower level of peer support than boys. Huang et al. (2013) reviewed characteristics related to school bullying and peer victimization in China and suggested that peer factors, including social competence and positive peer support, were powerful protective factors against school peer victimization and perpetration among Chinese children and adolescents. Navarro, Yubero, Larranaga, and Martinez (2012) surveyed 1,127 students (ages 10-12) in Spain to investigate factors (e.g., social anxiety, interpersonal difficulties, social skills) associated with cyberbullying victimization found that students who were cyberbullied have a higher level of social anxiety (i.e., fear of negative assessment) and lower levels of social skills and showed interpersonal problems communicating
with peers. Cappadocia et al. (2013), Canadian researchers, examined risk factors associated with cyberbullying among Canadian adolescents and reported that lower levels of prosocial peer influence emerged as a risk factor of cyberbullying.

Little is known about a peer factor in bullying risk among children and youth with disabilities; however, research suggests there is a relationship between peer factors and bullying among students with disabilities. For example, Christensen et al. (2012) examined bullying among youth with ID and found that adolescents with ID who were bullied showed lower social skills than peers without ID. Humphrey and Symes (2010) examined 36 students with autism spectrum disorders (ASD) in the United Kingdom and found that students with ASD experienced bullying frequently and received lower levels of peer support from classmates and close friends than students with dyslexia or general students.

There is considerable evidence that involvement in bullying, as a victim, bully, or bully-victim in school or cyberspace is related to short and long-term peer support. Therefore, the present study hypothesizes that the peer factor, such as peer support, is significantly connected with victimization and perpetration in the school and in the cyberspace for Korean children and adolescents with EBD.

**Bullying and School Factor**

A school is an important place in the daily lives of children and youth because they spend many hours there. Thus, the school should play a major role to ensure the health and safety of the students. However, bullying and cyberbullying are obstacles against safe and comfortable schools (Stewart & Fritsch, 2011).

Positive relationships between teacher and student can become an effective strategy
against victimization and perpetration. Research has investigated the impact of school factors including social support on traditional bullying and cyberbullying. For example, Flasphohler, Elfstrom, Vanderzee, Sink, and Birchmeier (2009) surveyed 4,331 middle school students to examine the impact of peer and teacher support in mitigating the effect of perpetration and victimization on quality of life satisfaction. The researchers concluded that peer and teacher support might serve as a strong protective factor against perpetration and victimization.

Troop-Gordon and Kuntz (2013) collected data from 352 children (ages 9-10) during two years and examined association among peer victimization, teacher-child relationships, and children’s school adjustment. The researchers concluded that positive teacher-child relationships reduced peer victimization, and peer victims with lower levels of teacher-child relationship did not performed well academically. The result emphasized the importance of a close teacher-child relationship to address victimization. Kim (2012) examined factors of cyberbullying among adolescents in Korea and reported that for boys, cyberbullying victimization was strongly associated with teacher relationships.

In addition to the quality of teacher-student relationships, academic performance is another primary factor associated with traditional bullying and cyberbullying. For example, Kowalski and Limber (2013) collected data from 931 students (aged 12-17) in the USA to examine correlates among psychological, physical, and academic factors. They categorized participants into eight groups: victims, bullies, bully/victims, groups not involved in traditional bullying, cybervictims, cyberbullies, cyberbully/victims, and groups not involved in cyberbullying and reported that for all groups involved in traditional bullying and cyberbullying, and traditional bullying, victimization and perpetration were significantly associated with school performance including grades and leaving school early. Spriggs et al. (2007) examined the
relationship between bullying involvement and school factors among American adolescents (ages 12 to 16) in the 2001 Health Behaviors in School-Aged Children survey and reported that only white and Hispanic students who involved bullying as bullies, victims, and bully-victims showed significantly lower levels of school satisfaction and academic performance, while victimization and perpetration among black students were not associated with school factors.

Hemphill, Tollit, and Herrenkohl (2014) examined protective factors related to school bullying among Austrian young adults and indicated higher academic performance as a main protective factor. They found that victims who showed higher academic performance in high school reported lower levels of depression at age 18-19 than other victims who showed lower academic performance. Yang et al. (2013) conducted a two-year longitudinal study with Korean primary school students and reported that cybervictims and cyberbullies showed lower levels of academic achievement.

Much less is known about influences of school factors on traditional bullying and cyberbullying among students with disabilities; however, limited research has examined factors related to bullying and students with disabilities. For example, Zablotsky et al. (2014) found that American children with ASD who attended a general or middle school had been bullied in recent last months. They reported that children and youth with ASD in a full inclusive setting were more likely to be bullied than peers who primarily spent time in special education settings. When students spend a lot of time in inclusion classrooms, they are easily targeted for bullying due to poor social skills.

There is considerable evidence that involvement in bullying, as a victim, bully, or bully-victim in school and cyberspace is correlated with teacher support perceived by students and academic performance. Therefore, the present study can hypothesize that school factors (e.g.,
teacher support, academic performance) are greatly associated with bullying and cyberbullying for Korean children and youth with EBD.

_Bullying and Individualism-Collectivism as Culture Factor_

Culture plays a meaningful role in children’s and adolescents’ overall development including behavior, motivation, emotion, and academic and social success. Culture greatly affects the interpretation and understanding of the environment in which people are sharing (Li, Wang, Wang, Shi, 2010; Park, 2012). The representative cultural values used to explain cultural factors are individualism and collectivism (Li et al., 2010).

Researchers (e.g., Forbes, Zhang, Doroszewicz, & Haas, 2009; Oyserman, Coon, & Kemmelmeier, 2002) have generally perceived that individualism is clearly an opposite concept of collectivism, and individualism is more likely to be prevalent in industrialized Western cultures than in traditional Eastern cultures. Western societies are centered on personal choice, personal desire, personal freedom, and self-actualization due to the impact of Protestantism and civic emancipation (Oyserman et al., 2002). On the other hands, East Asian societies (e.g., China, Korea) have been influenced by Confucian ideas, which stress values of filial piety, loyalty, social harmony, endurance, and relationship. Confucianism is strongly related with the development of collectivistic worldviews in East Asian societies (Chang, 2013; Forbes et al., 2009).

Oyserman et al. (2002) defined Individualism as a worldview centered on individual goals or uniqueness; whereas, collectivism was defined as a worldview that centralizes group goals, and social units with common fate. Usually, individualism emphasizes individual aspects, independence from groups, self-reliance, and competition, while collectivism emphasized
collective sides, interdependence of individual, priority in group goals, communal relationships, and the importance of social attitudes and norms. The dichotomous classification is a cultural construct used for explaining cultural differences generally (Huang et al., 2013; Triandis & Gelfand, 1998).

Based on the individual-collectivism approach, researchers conducted cross-cultural research on aggression among children and adolescents and suggested cultural differences across counties in the acceptance of aggression or bullying (Forbes et al., 2009; Nesdale & Naito, 2005; Kim, 2005). For example, Forbes et al. (2009) examined the prevalence of direct or indirect aggression among college students in three countries: (a) China, which is a highly collectivism-oriented country; (b) Poland, which is a country with intermediate individualism-collectivism; and (c) the USA, which is a highly individualism-oriented country. Forbes and colleagues found that students in the USA showed higher levels of direct and indirect aggression than in Poland, while students in Poland reported higher levels of aggression than in China. Nesdale and Naito (2005) compared attitudes of school-bullying of college students in Japan (n=158), a collectivism-oriented culture, and Australia (n=157), an individualism-oriented culture. The results revealed that the Japanese students showed higher levels of a collectivism-oriented value than the Australian students, while Australian students showed higher levels of an individualism-oriented value than the Japanese students. Furthermore, attitudes toward group-based bullying among students in Japan and Australian were significantly affected by their culture and gender. Girls in two countries perceived bullying to be inappropriate and unacceptable. Boys in Australia were more likely to show positive attitudes toward the victim in all circumstance, while boys in Japan were more likely to show positive attitudes toward the victim in conditional circumstance (when they were connected with the victim).
Kim (2005) investigated the impact of psychological and social factors on bullying and differences in the factors influencing the bullying among youths (aged 13-14) in Korea (n=504) and Germany (n=426). Results revealed differences in the factors contributing to bullying in the two countries. Korean students reported slightly higher levels of bullying (i.e., victimization, perpetration) than German students. Parental support, global self-worth, and attitudes toward aggression influenced perpetration among Korean youths, whereas attitudes toward aggression, parental support, and horizontal collectivism had an influence in perpetration among German youths.

In general, cultural values (e.g., individualism, collectivism) differ within the same country. For example, Li et al. (2010) investigated individualism, collectivism, and aggression among 460 Chinese youth (ages 13-14) and indicated that collectivism perceived by students was negatively associated with overt and relational aggression reported by teachers and peers. Individualism perceived by the students was positively correlated with aggression. Chang (2013) examined the correlation between Confucian values and aggression (e.g., overt, relational, cyber aggression) in Korean adolescents and reported statistically significant association between Confucian values and aggressive behaviors. Confucianism, which focused on social harmony, has greatly contributed to social values or culture in east countries (e.g., China, Korea; Forbes et al., 2009). This ideology has significantly influenced the development of collectivism in Korean culture. Chang (2013) indicated that Confucian values of youths were significantly related to aggression (i.e., relational and cyber). Confucian values of mothers were highly correlated with overt aggression of youths, while Confucian values of fathers were strongly connected with cyber-aggression of youths.

There is considerable evidence that traditional bullying and cyberbullying are connected
with collectivism and individualism. Consequently, the present study hypothesizes that collectivism and individualism as cultural factors have a large impact on victimization and perpetration in the school and cyberspace for Korean children and adolescents with EBD. In collectivism-oriented society, aggressive, violent, and disruptive actions are not acceptable because these negative behaviors threaten harmony in society (Chen & French, 2008). Limited research has empirically investigated the correlation between cultural values and bullying among children and youth, thus research is needed which examines intracultural differences of cultural factors and bullying in a special culture.
CHAPTER 3

METHODOLOGY

Chapter three describes research methods and general procedures to be used in the current study. The chapter includes (a) purpose of the study; (b) research questions; (c) theoretical framework; (d) instrumentation; (e) selection of participants; (f) data collection procedures; and (g) data analysis procedures.

Purpose of the Study

Most existing studies have independently investigated bullying and cyberbullying in children and youth; however, cyberbullying is only one type of bullying. Considerable existing research related to bullying including cyberbullying has been conducted in Western countries such as United of America (USA), Europe, and Australia; however, research in non-Western countries such as Korea, China, and Taiwan has expanded more recently (Baek & Bullock, 2014; Li, 2008; Tippett & Kwak, 2012). In Korea, studies regarding traditional bullying of children and adolescents have been examined widely, but research on cyberbullying is limited (Baek & Bullock, 2014; Kim, 2012; Tippett & Kwak, 2012).

Several studies have pointed out that children and youth with disabilities are more likely to become targets of aggression than adolescents without disabilities due to their vulnerability (Son, Parish, Peterson, 2012; Son et al., 2014). Furthermore, researchers (Bullis & Cheney, 1999; Cheney, 2012) indicated that children and youth identified as having emotional and behavioral disabilities (EBD) experience more difficulties than peers without disabilities in academic, social, and vocational outcomes. The various problems include higher dropout rates, difficulty in school adjustments, lower academic performance, lack of reciprocal interactions with others, lower self-
esteem, and suicidal thoughts or attempts.

Students with EBD are often involved in negative behaviors such as aggression, acting out, bullying, violence, substance abuse, and juvenile crime (Bullis & Cheney, 1999; Cheney, 2012; Henley, Ramsey, & Algozzine, 2009). The limited extant Korean studies have focused primarily on bullying of students with developmental disabilities or intellectual disabilities (Go, 2006; Kim, 2005; Wu & Bang, 2013). Therefore, the purpose of the current study was to explore contributing factors to traditional bullying and cyberbullying in Korean children and adolescents with EBD.

Research Question

Four overarching research questions guided the current study.

1. To what extent do social-ecological factors (e.g., individual, family, peers, school, culture) influence victimization of Korean children and youth with EBD?
2. To what extent do social-ecological factors (e.g., individual, family, peers, school, culture) influence perpetration of Korean children and youth with EBD?
3. To what extent do social-ecological factors (e.g., individual, family, peers, school, culture) influence cyber- victimization of Korean children and youth with EBD?
4. To what extent do social-ecological factors (e.g., individual, family, peers, school, culture) influence cyber- perpetration of Korean children and youth with EBD?

Theoretical Framework of the Current Study: Social-Ecological Perspective

The model chosen for the present study is the Social-Ecological Framework of Bullying suggested by Espelage and Swearer, (2004). Bullying occurring in school or cyberspace is a
result of a complex reciprocal action between the individual and multiple environmental factors (e.g., family, school, peer, community, culture) surrounding the individual. The ecological paradigm adequately reflects relations between children and youth with disabilities and various environmental factors; therefore, research suggested use of the ecological framework to examine the protective or risk factors related to bullying or cyberbullying (Espelage & Swearer, 2004; Kim, 2012; Nota, 2013; Rose, 2010).

The typical ecological framework is Bronfenbrenner’s (1977) Ecological Model of Human Development. The model which is a useful framework for understanding the complex interaction of individual and contextual influences involved five main systems: (a) microsystem, which refers to direct contact between individual and one circumstance in family, school, peer group, and workplace; (b) mesosystem, which refers to reciprocal action among two or more main settings (e.g., family, school, peer group, workplace) containing the individual at a specific point in his/her life; (c) exosystem as an expansion of the mesosystem, which refers to influences from other settings and relations between two or more settings that do not involve the individual, but incorporate the immediate settings in which the individual lives of particular social structures (e.g., for a child, the linkage between the home and workplace of his/her parents); (d) macrosystem, which is a highly important pattern of the culture or subculture including educational, economic, social, legal, and political structures; and (e) chronosystem, which refers to the impact on the individual’s developmental change or consistency over time in the circumstance in which the individual lives (Bronfenbrenner, 1977, 1986).

Researchers (e.g., Espelage & Swearer, 2004; Nota, 2013; Rose, 2010) have suggested that this framework is an appropriate theoretical model for understanding bullying dynamic among students because this model includes all characteristics that contribute to bullying among children and adolescents. Bullying is not an isolated and individual behavior and arises in complex interactions of individual variable and various environmental factors (e.g., parents, peer, school, culture). In other words, it is a dynamic relationship issue related to social-ecological situations. As a result, the social ecological perspective is the best model to understand bullying among children and youth.

The social-ecological framework incorporates five main factors: (a) individual factors which are related to intrapersonal features including depressive, anxious, and impulsive symptoms; (b) family factors associated with relationships between bullies or victims and their families; (c) peer group and school factors which involve school climate and relationships between bullies or victims and their peers and teachers; (d) community factors which are connected with school-community partnerships; and (e) culture factors which influence from media and popular culture (Swearer, Espelage, & Napolitano, 2009). Figure 1 shows the interaction between factors included within the social-ecological framework for victimization and perpetration.

Research mentioned has indicated a relationship between victims and bullies with disabilities (e.g., externalizing and internalizing problem behaviors; Cappadocia, Craig, & Pepler, 2013; Chang et al., 2013; Cook, Williams, Guerra, Kim, & Sadek, 2010; Salmivalli & Nieminen, 2002; Schultze-Krumbholz, Jakel, Schultze, & Scheithauer, 2012; Shetgiri, Lin, & Flores, 2013; Sticca, Ruggieri, Alsaker, & Perren, 2013); family (e.g., parental psychological control; Ma & Bellmore, 2012; Shin, Hong, Yoon, & Espelage, 2014; Swearer, Espelage, & Napolitano, 2009);
peer (e.g., peer support; Humphrey & Symes, 2010; Jang & Seong, 2007; Navarro, Yubero, Larranaga, and Martinez, 2012; Westermann, 2007); school (e.g., teacher support, academic performance; Flaspohler, et al., 2009; Kowalski & Limber, 2013; Troop-Gordon & Kuntz, 2013; Yang et al., 2013; Zablotsky, Bradshaw, Anderson, & Law, 2014); and community and culture (e.g., collectivism and individualism; Kim, 2005; Li, Wang, Wang, & Shi, 2010; Park, 2012) systems. Thus, the Social-Ecological Framework for perpetration and victimization is an empirically suitable model when investigating multiple and complex domains related to traditional and cyberbullying among children and youth with EBD.

![Social-Ecological Framework of bullying adapted from Espelage and Swearer (2004)](image)

**Figure 1.** Social–Ecological Framework of bullying adapted from Espelage and Swearer (2004)

Selection of Participants

Participants in the present study had to meet the following criteria: (a) students who have received a diagnosis on the EBD from a psychologist, psychiatrist, or other appropriate clinician; (b) students who are in grades four, five, six, seven, eight, and nine; and (c) students who have
IQ scores measured by typical individual intelligence tests (e.g., Korean version of Wechsler Intelligence Scale for Children; Kwak, Oh, & Kim, 2014) of over 80 or students who do not have intellectual disabilities or intellectual difficulties and can understand the questionnaires of the study diagnosed by clinical counselors.

Participants

The present study involved 112 students with EBD between ages of 10 and 15 and their parents (guardians). Given that research indicates the prevalence rate of middle school students to be higher than in primary or high schools (Kim, 2012), researchers have focused more on bullying among adolescents; however in Korea, age ranges of youth who engage in bullying or aggressive behavior are becoming younger. Because numerous children and youth are frequent Internet and cell phones users (Kim, 2012), they easily become targets for cyberbullying. As a result, the present study included children as well as youth as the sample and investigated factors related to traditional bullying and cyberbullying among children and youth. Participants were recruited from child and youth government-supported or private counseling centers or counseling centers under the auspices of welfare services across several cities (e.g., Seoul, Incheon, Deajeon) of South Korea.

Instrumentation

The present study used questionnaires to collect child-level data and parent (guardian)-level data (see Table 2). Instruments used to collect child-level data involved (a) demographic questions, (b) traditional bullying victimization, (c) traditional bullying offending, (d) cyberbullying victimization, (e) cyberbullying offending; (f) parental psychological control, (g)
peer support, (h) teacher support, (i) academic performance, and (j) collectivism and victimization. Instruments used to collect parent (guardian)-level data involved externalizing and internalizing problem behaviors. Table 2 provides an overview of the contents of the questionnaire used in the current study.

Table 2

*Contents of Questionnaire*

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<td>.73</td>
</tr>
<tr>
<td></td>
<td>Vertical Individualism</td>
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<td>Horizonta Collectivism</td>
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<td>Vertical Collectivism</td>
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</tr>
<tr>
<td>Parent (Guar-dian)</td>
<td>Independent Variables</td>
<td>Individual Externalizing</td>
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<td>.77</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Internalizing</td>
<td>32</td>
<td>.77</td>
</tr>
</tbody>
</table>
Demographic Information

On the survey instrument (see Appendix F) participants provided demographic information, including gender, grade level, and perceived academic achievement (below average, average, above average). Perceived academic achievement is school-related variable.

Traditional Bullying Victimization

The modified Korean version (Lee & Kwak, 2000) of the Peer Victimization Scale (PVS) used by Austin and Joseph (1996) was used to evaluate bullying victimization at school. Austin and Joseph’s (1996) initial instrument was a self-report scale based on the Self-Perception Profile for Children (SPPC) by Harter (1985); however, the modified Korean version is a self-report scale using 5-Likert scale. The modified Korean version of the PVS (see Appendix G) examines participants’ experience in the last six months as a victim of six different forms of bullying. Six items are to evaluate being a victim of negative physical behaviors which include being hit, picked on, bullied, and robbed money and negative verbal behaviors which involve being teased, called horrible names, and laughed at (Yang et al., 2013).

The items were scored on a scale of 1-5 (1= never, 2= one or two times, 3= once a month, 4=once a week, 5=several times a week), and higher scores represent greater experience of victimization. Cronbach’s alpha was used to assess the internal consistency and reliability of the modified Korean version of the PVS. Cronbach’s alpha assessed by Lee & Kwak (2000) using the report of Korean children and youth was .77 for bullying victimization. The reliability and validity of this scale have been assessed on Korean children populations (Lee & Kwak, 2000; Park & Chae, 2011; Yang et al., 2013) and Korean youth populations (Lee & Kwak, 2000) across diverse populations and diverse levels of socioeconomic statuses (Kim, 2004). This scale is a
reliable and valid tool to evaluate the traditional bullying victimization among Korean children and youth populations. The reliability (Cronbach’s alpha) of the traditional bullying victimization scale was .82.

**Traditional Bullying Offending**

The modified Korean version (Lee & Kwak, 2000) of Bullying Behavior Scale (BBS) used by Austin and Joseph (1996) was used to assess bullying at school (see Appendix H). Austin and Joseph’s (1996) BBS was a self-report scale based on the Self-Perception Profile for Children (SPPC) by Harter (1985); however, the modified Korean version is a self-report scale using 5-Likert scale (1= never, 2= one or two times, 3= once a month, 4=once a week, 5=several times a week). The modified Korean version of the BBS examines participants’ experience in the last six months as a perpetrator of six different forms of bullying. Six items were to evaluate being an offender of negative physical behaviors (e.g., hitting, pushing, picking on, robbing money) and negative verbal behaviors (e.g., teasing, calling horrible names, laughing at; Yang et al., 2013). The items are scored on a scale of 1-5. Higher scores represent greater bullying behavior.

Cronbach’s alpha was used to assess the internal consistency and reliability of the modified Korean version of the BBS. Cronbach’s alpha assessed by Lee & Kwak (2000) using the report of Korean children and youth was .77 for bullying offending. The reliability and validity of this scale have been measured on Korean children populations (Lee & Kwak, 2000; Park & Chae, 2011; Yang et al., 2013) and Korean adolescent populations (Lee & Kwak, 2000) across diverse populations and diverse levels of socioeconomic statuses (Kim, 2004). It is clear that this scale is a reliable and valid tool to investigate the traditional bullying perpetration.
among Korean children and youth populations. The reliability (Cronbach’s alpha) of the traditional bullying perpetration scale was .72.

*Cyberbullying Victimization*

Cyberbullying victimization (see Appendix I) was identified using the Korean adaptation (Kim, 2012) of cyberbullying victimization scale designed by Hinduja and Patchin (2009). The scale investigates participants’ experience in the last six months as a victim of 11 different forms of aggression through online and cell phone. The scale includes various behaviors ranging from relatively minor (i.e., have you received an e-mail from someone you know that made you really mad?) to more serious (i.e., has anyone posted anything about you online that they did not want others to see?). The response set for the questions is never, once or twice, a few times, many times, and every times. Higher values indicate more experience as a victim in cyberspace.

In order to investigate factors related to cyberbullying among Korean adolescents, Kim (2012) examined the content validity of cyberbullying victimization and reported that 11 items had adequate validity. Further, Kim (2012) reported the Cronbach’s alpha .90 for cyberbullying victimization. The reliability and validity of this scale have been measured on Korean children populations (Jung et al., 2014) and Korean adolescent populations (Jeon, 2013; Jung et al., 2014; Kim, 2012). The modified Korean scale is a reliable and valid tool to investigate the cyberbullying victimization among Korean children and youth populations. The reliability (Cronbach’s alpha) of the cyberbullying victimization was .50.

*Cyberbullying Offending*

Cyberbullying offending (see Appendix J) was identified using the Korean adaptation
(Kim, 2012) of cyberbullying offending scale designed by Hinduja and Patchin (2009). The scale investigates participants’ experience in the last six months as a perpetrator of 13 different forms of aggression through online and cell phone. The sample items include “have you ever cursed others via chatting?” or “have you ever posted something online about someone else to make others laugh?”

The cyberbullying scale involves 13 items for cyberbullying offending. The scale includes various behaviors ranging from relatively minor to more serious. The response set for the questions is never, once or twice, a few times, many times, and every times. Higher values indicate more experience as a perpetrator in cyberspace.

In order to examine contributing factors of cyberbullying among Korean youth, Kim (2012) examined the content validity of cyberbullying offending and reported that 13 items had adequate validity. Cronbach’s alpha measured by Kim (2012) was .93 for cyberbullying offending. The researcher will use Cronbach’s alpha to assess reliability of cyberbullying offending. The reliability and validity of this scale have been measured across diverse populations in Korea: children populations (Jung et al., 2014) and adolescent populations (Jeon, 2013; Jung et al., 2014; Kim, 2012). The modified Korean scale is a reliable and valid tool to investigate the cyberbullying perpetration among Korean children and youth populations. The reliability (Cronbach’s alpha) of the cyberbullying perpetration was .68.

**Externalizing Problem Behaviors and Internalizing Problem Behaviors**

The study used the Korean Child Behavior Checklist (K-CBCL/6-18) for ages 6 to 18 to evaluate externalizing problem behaviors and internalizing problem behaviors. K-CBCL/6-18 is a Korean version of CBCL/6-18 designed by T. M. Achenbach (Oh & Kim, 2011). The scale (see
Appendices P and Q) is a parent-report form and has specifically been used to identify the level of social skills and problem behaviors of children and youth. The scale consists of three points labeled never, sometimes, and often. It is a norm-referenced, standardized instrument that includes two scales: an adjustment scale and a problem behavior scale. The problem behavior scale included six subscales: externalizing problems, internalizing problems, social immature, thought problems, attention problems, and other problems. Externalizing factors include delinquent and aggressive problems; whereas, internalizing factors involve anxious/depression, withdrawal/depression, somatic problems.

The present study used externalizing problem scale of K-CBCL/6-18 to evaluate externalizing problem behaviors. The scale consists of 35 items, a 3-point Likert scale ranging from 0, not true, to 2, very true. Internalizing problem behaviors were measured using internalizing problem scale of K-CBCL/6-18. The scale consists of 32 items, a 3-point scale ranging from 0, not true, to 2, very true. Parents were asked to rate how frequently their children exhibited behaviors during the preceding six months (Oh & Kim, 2011). Higher scores reflect more frequent response of each symptom.

The reliability and validity of CBCL/6-18 has been investigated numerous times and has been reported to be reliable and valid (Achenbach & Rescorla, 2001; Oh & Kim, 2011). Achenbach and Rescorla (2001) and Oh and Kim (2011) evaluated the content validity, the criterion-related validity, and the construct validity of the scale and concluded that all items had adequate validity. Cronbach’s alpha was used to measure the internal consistency and reliability of the CBCL. Internal consistency measured by Achenbach and Rescorla (2001) has been continuously high with a Cronbach’s alpha coefficient ranging from .90 to .94 (e.g., the Cronbach’s alpha .94 for externalizing behavior and .90 for internalizing behavior). Cronbach’s
alpha measured by Oh and Kim (2011) using the report of Korean parents’ perception about children and youth (aged 6-18) was .87 for externalizing behavior and .86 for internalizing behavior.

The reliability and validity of the CBCL scale have been measured on Korean general children and youth populations (Oh & Kim, 2011) and Korean children and adolescent populations with attention deficit and hyperactivity disorder (ADHD; Shin & Lee, 2009), aggressive and delinquent behavior problems (Lee, Park, Lim, & Jung, 2011) and autism spectrum disorders (Park, 2011) across diverse populations and diverse levels of socioeconomic statuses (Kim, 2004). It is clear that the CBCL scale is reliable and valid to investigate externalizing problem behaviors and the internalizing problem behaviors among Korean children and youth populations. The reliability (Cronbach’s alpha) of the externalizing problem behaviors and the internalizing problem behaviors was .77 and .77.

Parental Psychological Control

The modified version (Chang, 2013) of Psychological Control Scale-Youth Self-Report (PCS-YSR) developed by Barber (1996) was used to evaluate parental psychological control (see Appendices K and L). The PCS-YSR scale measured participants’ perception about their parents’ psychological controlling behaviors. The scale includes information on controlling parenting, guilt induction, love withdrawal, invalidating feelings, erratic emotional behavior, personal attack, and constraining verbal expression.

Besides the original eight items of Barber (1996), Chang (2013) added one item related to controlling Internet use (i.e., my father/mother monitors my internet use). The PCS-YSR is a self-report scale developed to enhance the Child Report of Parental Behavior Inventory (CRPBI;
Schaefer, 1965). Participants were asked to read and complete two forms: one form for mother/female guardian and the other for the father/male caregiver. Each form includes nine items, a 5-point Likert scale, ranging from “1= never like him/her”, “2=once in a while like him/her”, “3=about half of the time like him/her”, “4=very often like him/her”, and “always like him/her”. Higher scores represent higher levels of parental psychological control. Sample items include “my father/mother (guardian) is a person who often interrupts me”, or “my father/mother (guardian) changes the subject, whenever I have something to say”.

Cronbach’s alpha measured by Chang (2013) using Korean youth’s report about parental psychological control was .87 for psychological control of their fathers perceived by Korean adolescents and .86 for psychological control of their mothers. The reliability and validity of this scale have been measured across diverse populations in Korea: children populations (Ahn & Shin, 2012; Lee & Kwon, 2012); adolescent populations (Chang, 2013; Lee & Park, 2014), college students (Ma, 2014); and adults populations (Ahn, 2010). The psychological control scale is a reliable and valid tool to examine the parental psychological control behaviors among Korean children and youth populations. The reliability (Cronbach’s alpha) of psychological control from the mothers was .85. The reliability (Cronbach’s alpha) of psychological control from the fathers was .88.

**Peer Support**

Peer support (see Appendix M) was measured using the modified Korean version (Jang, 2010) of peer support related to close friends among Student Social Support Scale (SSSS) developed by Nolten (1994). Nolten indicated shortage of comprehension in measuring various social supports as a limitation of existing social support scale because many researchers measured
only particular social support (e.g., parent support or peer support) and did not include different types of support. He developed the SSSS to address the limitation. Social support in the scale refers positive attitudes or behaviors from parents, teachers, classmates, and close friends.

The SSSS is a self-reported scale designed to assess support from four sources: parents, teachers, classmates, and close friends. The scale is suitable for use with students in grades 3 to 8. The scale items are based on the multidimensionality of types of the social support (e.g., emotional, informational, appraisal, instrumental forms) identified by Tardy (1985)’s model. Participants were asked to read statements describing supportive behaviors from supports and answer how often the event occurs and how important it is to them. The participants were then asked to rate how often this event occurs on a 6-point scale (1 = never, 6 = always) and its importance on a 3-point scale (1 = not important, 3 = very important). The score is obtained by summing the frequency ratings for the subscale and then summing the importance rating for the subscale.

The SSSS has previously been applied and validated in Korea (Jang, 2010; Lee, 2001; Moon, 2002). The modified Korean version of the SSSS only uses the score obtained from frequency ratings (Jang, 2010; Lee, 2001; Moon, 2002). The current study will use Korean version of the SSSS modified by Jang (2010) which contains nine questions related to peer support in a 4-point Likert scale format ranging from 1=never, 2=almost never, 3=almost always, and 4= always. A higher score indicates a higher level of peer support. The SSSS has been found to be a reliable and valid tool utilized with a wide range of ages and Korean populations (Jang, 2010; Jang & Jin, 2009; Min & Jang, 2013; Moon, 2002). Jang (2010) examined the construct validity to assess validity of peer support of Korean high school students and reported that all items had adequate validity. Further, Jang (2010) indicated that the scale had high internal
consistency (Cronbach’s alpha=.92). The reliability and validity of this scale have been measured on children populations (Min & Jang, 2013) and adolescent populations (Jang, 2010; Jang & Jin, 2009; Moon, 2002) across diverse populations in Korea. The scale is a reliable and valid tool to examine the peer support of Korean children and youth. The reliability (Cronbach’s alpha) of peer support was .93.

Teacher Support

Teacher support (see Appendix N) was measured using the modified Korean version (Jang, 2010) of teacher support among the SSSS developed by Nolten (1994). The current study used the Korean version of the SSSS, modified by Jang (2010), which contains nine questions related to teacher support in a 4-point Likert scale format ranging from 1=never, 2=almost never, 3=almost always, and 4= always. A higher score represents greater teacher support. The modified Korean version of the SSSS only uses the score obtained from frequency ratings (Jang, 2010; Lee, 2001; Moon, 2002). The SSSS has been found to be a reliable and valid tool utilized with a wide range of ages and Korean populations (Jang, 2010; Lee, 2001; Moon, 2002). Jang (2010) conducted the construct validity to assess validity of teacher support with Korean high school students and reported that all items had adequate validity. Further, Jang (2010) indicated that the scale had high internal consistency (Cronbach’s alpha=.93). The reliability and validity of this scale have been assessed on children populations (Min & Jang, 2013) and adolescent populations (Jang, 2010; Jang & Jin, 2009; Moon, 2002) across diverse populations in Korea. The scale is a reliable and valid tool to investigate the teacher support of children and youth in Korea. The reliability (Cronbach’s alpha) of the teacher support was .93.
Collectivism and Individualism

To evaluate participants’ perception of collectivism and individualism, the Scale of Horizontal and Vertical Individualism and Collectivism (HVIC) developed by Triandis and Gelfand’s (1998) was used (see Appendix O). The scale is classified according to four constructs: horizontal individualism (HI), vertical individualism (VI), horizontal collectivism (HC), and vertical collectivism (VC) instead of traditional classification such as individualism and collectivism. Horizontal emphasizes equality, while vertical emphasizes hierarchy and accepts inequality. HI emphasizes self-reliance and independence of the individual, whereas, VI emphasizes being competitive and winning. HC focuses on the integrity of the in-group or family rather than the individual; however, VC focused on common goals with other people and cooperation. The authors theoretically defined the classification and empirically proved that the four constructs existed in Korea after conducting survey in 326 college students in Korea (Triandis & Gelfand, 1998). This version consisted of 32 items (e.g., 8 items for each of HI, VI, HC, and VC) with a 9-point Likert scale, ranging from 1, strongly disagree, to 9, strongly agree. A higher score indicates the higher level of HI, VI, HC, and VC. The Scale has been found to be a reliable and valid tool utilized with a wide range of ages and Korean populations (Park & Lee, 2004; Park & Park, 2012; Triandis & Gelfand, 1998). For Korean adolescent populations, internal consistency has been consistently high with a Cronbach’s alpha coefficient ranging from .78 to .84 (Park & Park, 2012). The reliability and validity of the instrument have been examined on Korean adolescent populations (Park & Park, 2012) and Korean youth and adult populations (Park & Lee, 2004). The scale is a reliable and valid tool to examine the collectivism and individualism of Korean children and youth. The reliability (Cronbach’s alpha) of HI, VI, HC, and VC was .73, .76, .80, and .50.
Data Collection Procedures

After receiving approval from the Institutional Review Board (IRB) of the University of North Texas (UNT), a pilot study was conducted for several purposes: (a) to examine the appropriateness of the length of time that it took to complete instruments; (b) to determine how well the participants understood the questions; and (c) to obtain participants' feedback.

Participants for the pilot study were 13 students (grade 3 =2 students, grade 4 = 2, grade 5 = 2, grade 6 =2, grade 7 = 2, grade 8 = 2, and grade 9 = 1) and their parents (guardians). The pilot study used a convenient sample among the community groups (e.g., churches) in Seoul, Korea. The researcher directly contacted potential participants' parents and provided information about the pilot study. After receiving the parental consent form (see Appendix A) and the student consent form (see Appendix B), participants completed the questionnaires under the supervision of the researcher in a comfortable place they selected (e.g., their homes).

For the principal study, the researcher contacted directors of child and youth counseling centers (e.g., government supported centers or private centers, and counseling centers) operating under the auspices of welfare service centers across several cities (e.g., Seoul, Incheon, Deajeon) of South Korea to obtain each agency’s permission and information on students diagnosed as having EBD. Since the majority of Korean students with EBD has been referred to the agencies or used the agencies to address their difficulties, the procedure was an efficient manner to solicit participants for the present study. The directors received a letter asking for cooperation of their agencies in the present study along with an informed consent form including purposes, procedures, inclusion criteria, the kinds of data to be completed, the expected risk and benefit of the current study, confidentiality, the right to withdraw from this study, and contact information (see Appendix C). When agencies agreed to participate, they were requested to sign an informed
consent form. Finally, the directors of 10 agencies agreed to participate in this study. They
provided the researcher personal information (e.g., a mobile phone number) of the potential
participants’ parents after receiving the permission related to a provision of personal information
from the parents.

Upon approval, the researcher contacted parents (guardians) of potential participants
through personal contact or a mobile phone and explained the purpose and the procedures for the
study. Upon agreement to participate, parents (guardians) and their children read and signed a
consent form which granted permission for participation in the study. The consent form for
participants and their parents (guardians) included purposes, procedures, the kinds of data to be
completed, the expected risk and benefit of the current study, confidentiality, the right to
withdraw from this study, and contact information (see Appendices D and E).

In the current study, directors or therapists in agencies working as research assistants (RA)
helped collect data for the researcher. Helpers held a master’s or doctoral degree in counseling.
Before starting the questionnaire, the researcher explained to the RA about the current study and
procedures including the purpose, duration of participation, procedures to be followed during
completion of the questionnaire, confidentiality, right about withdrawal of participants,
information about parents' information letter and child' informed consent, and survey. The
researcher or directors communicated with participants’ parents (caregivers) via the cell phones
and arranged dates and times for the survey with the participants and their parents (caregivers).
Although all participants could read, the RAs were told it was acceptable for them to explain a
term if any child did not understand it. The participants and their parents filled out the survey
when they visited the centers for participants’ treatment. Under the approval from staff of the
centers, the survey was conducted in a quiet and private room at the centers. The survey was
completed by each participant and his/her parents (caregivers) independently under one-on-one supervision of the researcher or the RA of each agency. While the child was completing surveys, parents waited in the waiting room. The researcher or the RA of the agencies provided participants and their parents with a paper copy of the survey and a pen. The researcher or the RA remained in place to answer potential questions of participants and their parents (caregivers) related to the survey questions. The researcher or the RA provided sufficient time needed to complete the questionnaire for participants and their parents. Figure 2 shows the detailed sequential steps related to data collection procedures utilized in the present study.

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Pilot Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2</td>
<td>Receiving Approval from Centers in Community</td>
</tr>
<tr>
<td>Step 3</td>
<td>Contacting Parents Using the Centers</td>
</tr>
<tr>
<td>Step 4</td>
<td>Selecting Participants</td>
</tr>
<tr>
<td>Criteria a) students who received a diagnosis on the EBD; b) students in grades four to nine; c) Students who have IQ scores measured by individual intelligence tests of over 80 or students who do not have intellectual disabilities or intellectual difficulties</td>
<td></td>
</tr>
<tr>
<td>Step 5</td>
<td>Receiving Approval from Parents and Students with EBD</td>
</tr>
<tr>
<td>Step 6</td>
<td>Completing Questionnaires</td>
</tr>
<tr>
<td>a) Parents: externalizing and internalizing problem scale of K-CBCL; b) Students: Bullying and Cyberbullying Scale, Psychological Control Scale, Social Support Scale, and Collectivism Scale</td>
<td></td>
</tr>
<tr>
<td>Step 7</td>
<td>Collecting the Questionnaires</td>
</tr>
</tbody>
</table>

*Figure 2. The sequential steps of data collection procedures*
Data Analysis Procedures

The Statistical Package for the Social Sciences (SPSS) version 18.0 for Windows was used for statistical analyses. A descriptive analysis of the demographic data including means and standard deviations was used to delineate the sample characteristics and prevalence of perpetration and victimization in school and cyberspace. To examine relationships among the independent variables (individual, family, peer, school, and culture) and dependent variables (bullying and cyberbullying), Pearson correlation coefficients were calculated. In order to investigate influencing factors on traditional bullying or cyberbullying, stepwise multiple regression analyses were conducted.
The current study investigated factors contributed to traditional bullying and cyberbullying among Korean children and youth with emotional and behavioral disabilities (EBD). The final sample of 112 students with EBD and their parents (adult caregivers) was surveyed. Chapter Four is divided into two sections: preliminary analyses and primary analyses. First, the preliminary analyses include descriptive analyses on demographic characteristics, prevalence of traditional bullying and cyberbullying, as well as mean and standard deviation of independence variables. The primary analyses include correlations and stepwise multiple regression analyses for addressing four research questions.

Preliminary Analyses

Preliminary analyses reported demographic information of the participants, prevalence of traditional bullying and cyberbullying, and means and standard deviations of independent variables.

Demographic information of the participants is summarized in Table 3. The participants were 76 male participants (67.9%) and 36 female participants (32.1%). Of the participants, 27 (24.1%) were in grade 4, 19 (17.0%) were in grade 5, and 28 (25.0%) were in grade 6. Twenty-one (18.8%) were in grade 7, 11 (9.8%) were in grade 8, and 6 (5.4%) were in grade 9. Of all participants 21 (18.8%) perceived their academic achievement as below average, 61 (54.5%) perceived their academic achievement as average, and 30 (26.8%) perceived their academic achievement as above average.
Table 3

*Frequencies and Percentages of Demographic Variables*

<table>
<thead>
<tr>
<th>Variable</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
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<td></td>
</tr>
<tr>
<td>Male</td>
<td>76</td>
<td>67.9</td>
</tr>
<tr>
<td>Female</td>
<td>36</td>
<td>32.1</td>
</tr>
<tr>
<td>Grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 4</td>
<td>27</td>
<td>24.1</td>
</tr>
<tr>
<td>Grade 5</td>
<td>19</td>
<td>17.0</td>
</tr>
<tr>
<td>Grade 6</td>
<td>28</td>
<td>25.0</td>
</tr>
<tr>
<td>Grade 7</td>
<td>21</td>
<td>18.8</td>
</tr>
<tr>
<td>Grade 8</td>
<td>11</td>
<td>9.8</td>
</tr>
<tr>
<td>Grade 9</td>
<td>6</td>
<td>5.3</td>
</tr>
<tr>
<td>Academic Performance</td>
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<td></td>
</tr>
<tr>
<td>Below average</td>
<td>21</td>
<td>18.7</td>
</tr>
<tr>
<td>Average</td>
<td>61</td>
<td>54.5</td>
</tr>
<tr>
<td>Above average</td>
<td>30</td>
<td>26.8</td>
</tr>
<tr>
<td>Total</td>
<td>112</td>
<td>100</td>
</tr>
</tbody>
</table>

Prevalence of traditional bullying and cyberbullying is showed in Table 4. The overall prevalence rate of traditional bullying victimization and perpetration among children and youth with EBD was 63.4% and 50.0%, respectively; however, the overall prevalence rate of cyberbullying victimization and perpetration among children and youth with EBD was 33.0% and 19.6%, respectively, in the study. Table 5 presents means and standard deviations of independent variables: internalizing problem behaviors (M=59.79, SD=12.11), and externalizing problem behaviors (M=62.14, SD=11.45), maternal psychological control (M=1.88, SD=.81), paternal psychological control (M=1.63, SD=.74), peer support (M=2.90, SD=.82), teacher
support (M=3.22, SD=.70), HI(M=5.97, SD=1.32), VI(M=4.98, SD=1.62), HC(M=6.71, SD=1.43), and VC (M=6.27, SD=1.78).

Table 4

Prevalence of Traditional Bullying and Cyberbullying

<table>
<thead>
<tr>
<th>Variable</th>
<th>No Involvement</th>
<th>N(%)</th>
<th>Involvement</th>
<th>N(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional Bullying Victimization</td>
<td>41(36.6)</td>
<td></td>
<td>71(63.4)</td>
<td></td>
</tr>
<tr>
<td>Traditional Bullying Perpetration</td>
<td>56(50.0)</td>
<td></td>
<td>56(50.0)</td>
<td></td>
</tr>
<tr>
<td>Cyberbullying Victimization</td>
<td>75(67.0)</td>
<td></td>
<td>37(33.0)</td>
<td></td>
</tr>
<tr>
<td>Cyberbullying Perpetration</td>
<td>90(80.4)</td>
<td></td>
<td>22(19.6)</td>
<td></td>
</tr>
</tbody>
</table>

Table 5

Means and Standard Deviations of Independence Variables

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internalizing problem behaviors</td>
<td>59.79</td>
<td>12.11</td>
</tr>
<tr>
<td>Externalizing problem behaviors</td>
<td>62.14</td>
<td>11.45</td>
</tr>
<tr>
<td>Maternal Psychological Control</td>
<td>1.88</td>
<td>.81</td>
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<tr>
<td>Paternal Psychological Control</td>
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<td>.74</td>
</tr>
<tr>
<td>Peer Support</td>
<td>2.90</td>
<td>.82</td>
</tr>
<tr>
<td>Teacher Support</td>
<td>3.22</td>
<td>.70</td>
</tr>
<tr>
<td>Horizontal Individualism</td>
<td>5.97</td>
<td>1.32</td>
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<td>Horizontal Collectivism</td>
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<td>Vertical Collectivism</td>
<td>6.27</td>
<td>1.78</td>
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</table>
Primary Analyses

Primary analyses reported findings from the four research questions. The four research questions asked which individual factors and contextual factors were associated with traditional bullying and cyberbullying among children and youth with EBD. Prior to computing stepwise multiple regression analyses, Pearson product-moment correlations among independent variables (externalizing problem behaviors, internalizing problem behaviors, psychological control from mother and father, peer support, teacher support, academic performance, and collectivism/individualism) and dependent variables (bullying and cyberbullying) were calculated to check multicolinearity. There was a positive correlation between traditional bullying victimization and internalizing problem behaviors \((r = .19, p < .05)\). Traditional bullying perpetration was significantly correlated with maternal psychological control \((r = .24, p < .05)\) and VI \((r = .22, p < .05)\). There was a negative correlation between cyberbullying victimization and peer support \((r = -.19, p < .05)\). Cyberbullying perpetration was significantly correlated with externalizing problem behaviors \((r = .20, p < .05)\), maternal psychological control \((r = .37, p < .01)\) and paternal psychological control \((r = .25, p < .01)\). Multicolinearity was checked and no variables were found to have a correlation of .70 or greater. A summary of these correlations can be found in Table 6.

Research Question 1. To what extent do social-ecological factors (e.g., individual, family, peers, school, culture) influence victimization of Korean children and youth with EBD? The independent variables were entered into a step-wise multiple regression analysis to determine which variables best predicted traditional bullying victimization among Korean children and youth with EBD.
Table 6

Correlations between the Regression Model Variables

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</table>

*p < .05. **p < .01. ***p < .001.


The independent variables entered into the model included externalizing problem behaviors, internalizing problem behaviors, psychological control from mother and father, peer support, teacher support, academic performance, and collectivism/individualism.

Multicolinearity was not a problem for the variables entered into the model. Variance inflation
factor (VIF) scores for each of the variables were less than 10 and ranged from 1.01 to 1.45; however, tolerance levels were greater than .10 and ranged from .68 to .99. The best fitting model explained 4% of the variance ($r^2 = .04$, $p < .05$) and included internalizing problem behaviors. Results are summarized in Table 7.

Table 7

*Stepwise Multiple Regression Analyses for Bullying Victimization*

<table>
<thead>
<tr>
<th>Source</th>
<th>$r^2$</th>
<th>$\beta$</th>
<th>$t$</th>
<th>Sig.</th>
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<td>Internalizing problem behaviors</td>
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<td>.04</td>
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</table>

Research Question 2. To what extent do social-ecological factors (e.g., individual, family, peers, school, culture) influence perpetration of Korean children and youth with EBD? The independent variables were entered into a step-wise multiple regression analysis to determine which variables best predicted traditional bullying perpetration among Korean children and youth with EBD. The independent variables included externalizing problem behaviors, internalizing problem behaviors, psychological control from mother and father, peer support, teacher support, academic performance, and collectivism/individualism.

Multicolinearity was not a problem for the variables entered into the model. VIF scores for each of the variables were less than 10 and ranged from 1.00 to 1.89; however, tolerance levels were greater than .10 and ranged from .52 to .99. The best fitting model included maternal psychological control and accounted for 6% of the variance ($r^2 = .06$, $p < .01$). Results of this regression analysis are summarized in Table 8.
Table 8

*Stepwise Multiple Regression Analyses for Bullying Perpetration*

<table>
<thead>
<tr>
<th>Source</th>
<th>$r^2$</th>
<th>$\beta$</th>
<th>$t$</th>
<th>Sig.</th>
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<td>2.54</td>
<td>.01</td>
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</table>

Research Question 3. To what extent do social-ecological factors (e.g., individual, family, peers, school, culture) influence cyber-victimization of Korean children and youth with EBD? The independent variables were entered into a step-wise multiple regression analysis to determine which variables best predicted cyberbullying victimization among Korean children and youth with EBD. The independent variables included externalizing problem behaviors, internalizing problem behaviors, psychological control from mother and father, peer support, teacher support, academic performance, and collectivism/individualism. Multicolinearity was not a problem for the variables entered into the model. VIF scores for each of the variables were less than 10 and ranged from 1.00 to 1.15; tolerance levels were greater than .10 and ranged from .86 to .99. The best fitting model included peer support and accounted for 4% of the variance ($r^2 = .04$, p < .05). Results of this regression analysis are summarized in Table 9.

Table 9

*Stepwise Multiple Regression Analyses for Cyberbullying Victimization*

<table>
<thead>
<tr>
<th>Source</th>
<th>$r^2$</th>
<th>$\beta$</th>
<th>$t$</th>
<th>Sig.</th>
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<td>Peer support</td>
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<td>-.19</td>
<td>-1.99</td>
<td>.04</td>
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</table>

Research Question 4. To what extent do social-ecological factors (e.g., individual, family, peers, school, culture) influence cyber-perpetration of Korean children and youth with EBD? The
independent variables were entered into a step-wise multiple regression analysis to determine which variables best predicted cyberbullying perpetration among Korean children and youth with EBD. The independent variables included externalizing problem behaviors, internalizing problem behaviors, psychological control from mother and father, peer support, teacher support, academic performance, and collectivism/individualism. Multicolinearity was not a problem for the variables entered into the model. VIF scores for each of the variables were less than 10 and ranged from 1.00 to 1.89; tolerance levels were greater than .10 and ranged from .52 to .99. The best fitting model included maternal psychological control and accounted for 13% of the variance ($r^2 = .13$, $p < .001$).

Results of this regression analysis in this current study are summarized in Table 10. On the other hand, school factors and a culture factor did not affect traditional bullying and cyberbullying.

Table 10

<table>
<thead>
<tr>
<th>Source</th>
<th>$r^2$</th>
<th>$\beta$</th>
<th>$t$</th>
<th>Sig.</th>
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</thead>
<tbody>
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<td>.37</td>
<td>4.13</td>
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CHAPTER 5
DISCUSSION

The present study provides fundamental data related to contributing factors to traditional bullying and cyberbullying in Korean students with emotional and behavioral disabilities (EBD) between ages of 10 and 15 and their parents (adult guardians). Chapter Five summarizes and discusses results from the study. Finally, the chapter presents limitations in the study and implications for future studies.

Summary and Discussion

In preliminary analyses, the overall prevalence rate of traditional bullying victimization for students with EBD at school was 63.4% and the overall prevalence rate of traditional bullying perpetration for students with EBD was 50.0%. In the study, the overall prevalence rate of traditional bullying victimization and perpetration for students with EBD at school was higher. Furthermore, the overall prevalence rate of cyberbullying victimization and perpetration among children and youth with EBD was 33.0% and 19.6%, respectively. The overall prevalence rate of cyberbullying victimization and perpetration for students with EBD in the present study was high.

The majority of studies conducted earlier indicated that students with disabilities are more likely to engage in traditional bullying and cyberbullying than their peers without disabilities (Blake, Lund, Zhou, Kwok, & Benz, 2012; Christensen, Fraynt, Neece, & Baker, 2012; Heiman & Olenik-Shemesh, 2015; Rose & Monda-Amaya, 2011; Rose, Monda-Amaya, & Espelage, 2011; Shin & Lee, 2009; Son, Parish, & Peterson, 2012; Son et al., 2014; Wiener & Mak, 2009; Zablotsky, Bradshaw, Anderson, & Law, 2014).
Based on the principal analyses, the results of the present study found as follows. First, the stepwise multiple regression analysis was conducted to investigate research question 1: To what extent do social-ecological factors (e.g., individual, family, peers, school, culture) influence victimization of Korean children and youth with EBD? Among the independent variables including externalizing problem behaviors, internalizing problem behaviors, psychological control from mother and father, peer support, teacher support, academic performance, and collectivism/individualism, internalizing problem behaviors including anxious/depression, withdrawal/depression, and somatic problems significantly influenced traditional bullying victimization of Korean students with EBD. In other words, the present study indicated that higher level of internalizing problem behaviors (e.g., anxious/depression, withdrawal/depression, somatic problems) was a significant predictor of the traditional bullying victimization of Korean students with EBD.

The current result is partly corroborated in findings of existing literatures (Baumeister, Storch, & Geffken, 2008; Humphrey, Storch, & Geffken, 2007; Mallory, 2014) that victims with disabilities showed the high level of internalizing behaviors including depression and anxiety although a direct comparison is difficult because disabilities mentioned earlier studies are not EBD. For example, Mallory (2014) examined factors related to victimization among children with autism spectrum disorders (ASD) and other disabilities (OD) in the USA and found that anxious/depression significantly affected peer victimization. Furthermore, Humphrey et al. (2007) sampled 116 children with ADHD in the USA to investigate psychosocial correlates of victimization and reported that children identified as victims exhibited higher levels of psychosocial problems (e.g., withdrawal, anxiety, depression, somatic complaints). Baumeister et al. (2008) investigated the correlation between psychological problems and victimization among
77 children diagnosed with learning disabilities (LD) in the USA and found that victimization showed a positive correlation with withdrawal, anxiety, and depression. Son et al. (2014) reported that for students with disabilities, their internalizing problems behaviors affected poor social skills. Ultimately, they experienced traditional bullying victimization because of a lack of social skills and peer-relation difficulties.

Previous research conducted in various countries including Korea has consistently indicated internalizing behaviors (e.g., withdrawal, anxiety, depression) as major individual factors related to traditional bullying victimization among children and youth with typical development (Cook, Williams, Guerra, Kim, & Sadek, 2010; Hemphill et al., 2011; Huang, Hong, & Espelage, 2013; Lee & Lee, 2004; Swearer, Espelage, & Napolitano, 2009) and clarified further in several longitudinal research (Yang et al., 2013). Students who are victimized at school are more timid, withdrawn, and anxious than regular students. It appears that passive attitudes of victims mentioned earlier lead to aggression because bullies generally judge that victims have a passive hallmark and will not make a counterattack. After all, it seems they become the target of ongoing bullying (Jung, Lee, & Kim, 2012).

Rose and Espelage (2012) pointed out that a risk factor related to victimization among students with disabilities at school is associated with the hallmark associated with the disability rather than presence or absence of a disability. Students identified as having EBD typically display one or more the following symptoms for a long time: (a) incompetence to develop or maintain good interpersonal relationships with people (e.g., peers, teachers); (b) inappropriate emotion and behavior under normal conditions; (c) pervasive unhappy or depressive mood; (d) excessive anxiety or physical symptoms related to various problems; and (e) excessive withdrawn or aggressive behaviors from reciprocal action with others (Evers, 2010). As a result,
children and youth with EBD become victims frequently and easily because students with EBD are typically more vulnerable and unable to defend due to their representative natures. Students with EBD who are targeted as victims once in elementary and middle schools were at higher risk of being bullied consistently (Blake et al., 2012).

Second, the stepwise multiple regression analysis was conducted to investigate research question 2: To what extent do social-ecological factors (e.g., individual, family, peers, school, culture) influence perpetration of Korean children and youth with EBD? The result revealed that the maternal psychological control significantly influenced traditional bullying perpetration of Korean students with EBD. This finding confirms limited literature reviews conducted in Korea (Baek & Bullock, 2015; Kim & Kim, 2013) argued a correlation between bullying perpetration and psychological control. For example, Kim and Kim (2013) verified the mediating effect of moral disengagement on the relationship between the parental psychological control and bullying among 541 Korean children and youth (11-14 years of age). They reported that the parental psycholgocical control was directrly and positively related to traditional bullying perpetration. Moreover, the moral disengagement meditated the parental psychological control and bullying perpetration.

Although a direct comparison is difficult because earlier research that examined a relationship between psychological control and traditional bullying perpetration did not exist, negative parenting behaviors has been pointed out as a critical factor affecting bullying perpetration among students with disabilities (Dwairy et al., 2010) and students without disabilities (Huang et al., 2013; Kokkinos, 2013; Park & Chae, 2011) in earlier studies conducted in different countries. For example, Dwairy et al. (2010) surveyed 2,884 adolescents with disabilities (i.e., generalized anxiety disorder, depression, and conduct disorder) in nine countries
(i.e., France, Poland, Argentina, Kuwait, Algeria, Saudia, Bedouins, Jordan, and India) to assess the association between parental factors (e.g., control, inconsistency, rejection) and EBD for youths. They found that maternal control, maternal situational inconsistency, and maternal rejection appeared to be significant factors among youths with psychological disorders.

Furthermore, for regular students, Park & Chae (2011) investigated the influence of social ecological factors (e.g., parenting behaviors, child's communication, problem solving skills) on bullying among Korean 481 children aged 11-12 with typical development. The result indicated that mothers’ rejective parenting attitudes have significant influence on bullying perpetration among Korean children. Huang et al. (2013) found negative parents’ rearing attitudes (e.g., psychological control for parenting, poor parent-child relationships) fostered involvement in traditional bullying as perpetrators in Chinese schools. Kokkinos (2013) surveyed 601 Greek children and youth to investigate the correlation among bullying, victimization, attachment styles and perceived parenting behaviors. The finding revealed that bullying was positively associated with perceived rejective parenting attitudes; whereas, bullying was negatively related to emotional warmth from parents. Cook et al. (2010) examined the main factors of bullying victimization in child and youth using a meta-analytic investigation with 153 studies published in English since 1970 and found family environment such as parenting styles and parental monitoring significant factors of bullying perpetration.

Furthermore, previous empirical research regarding maternal psychosocial control has consistently demonstrated that students who experienced high levels of maternal psychological control were more likely to engage in aggressive behavior (Murray, Dwyer, Rubin, Knighton-Wisor, & Booth-Laforce, 2014; Jeon & Son, 2013), antisocial behavior (Roman, Human, & Hiss, 2012), and externalizing behavior problems (Kim, 2003; Nam, Sung, & Gwon, 2014; Pettit,
In conclusion, it appears that maternal psychological control, which is one of negative parenting behaviors significantly affects traditional bullying perpetration. Maternal psychological control is an inappropriate parenting attitude that impedes autonomy and restricts independent thinking or expression of children (e.g., love withdrawal from children, severe accusation, guilt induction; Barber, 1996). Because of the maternal psychological control that negatively influences autonomy and independence among children and youth with EBD, students with EBD experience psychological problems (e.g., frustration, anger, hopelessness). As a result, they are more likely to express aggressive behavior to weaker friends out of doors instead of suppressing their negative emotions in front of the authoritative mothers.

Third, the stepwise multiple regression analysis was conducted to investigate research question 3: To what extent do social-ecological factors (e.g., individual, family, peers, school, culture) influence cyber-victimization of Korean children and youth with EBD? The finding from the present study showed that the peer support significantly influenced cyberbullying victimization of Korean students with EBD. In order words, the study revealed that higher level of perceived peer support led to higher level of cyberbullying victimization of Korean students with EBD. The current finding is consistent with the notion that perceived peer support is significantly related to cyberbullying victimization (Chung & Du, 2014; Kowalski, Giumetti, Schroeder, & Lattanner, 2014). Kowalski et al. (2014) used 131 studies to review the literatures associated with cyberbullying among youth using meta-analysis. The meta-analysis result was presented that students who received higher level of peer support are less likely to be victimized in cyber space. Chung and Du (2014) reviewed research related to cyberbullying and concluded that students who received higher peer support in relationship with friends is less
likely to engage in cyberbullying victimization.

According to previous research (Campbell, Spears, Slee, Butler, & Kift, 2012; Wachs, 2012), cybervictims without disabilities reported significantly higher levels of loneliness and social difficulties. Furthermore, they tended to perceive they were unpopular. These characteristics perceived by them seem to lead to Internet access because they want to communicate with others and avoid their loneliness. As a result, they are more likely to become cybervictims because of their poor social skills or social competence (Navarro et al., 2012). Additionally, they had difficulties expressing their thoughts emotions, opinions and fears about negative evaluation from others. Finally, their vulnerable natures seem to accelerate victimization.

Students with EBD are more likely to be victimized in cyberspace because students with disabilities including EBD have fewer close friends, maintain fewer regular relationships, show poor social skills, and are too passive to the attacks of others more often than students without nondisabled (Christensen et al., 2012; Rose et al., 2010). In summary, the current result indicates that for students with EBD, lower levels of social support from peers are a risk factor for being cyberbullied.

Fourth, the stepwise multiple regression analysis was conducted to investigate research question 4: To what extent do social-ecological factors (e.g., individual, family, peers, school, culture) influence cyber-perpetration of Korean children and youth with EBD? The results indicated that the maternal psychological control significantly influenced cyberbullying perpetration of Korean students with EBD. The finding supports results from a previous research in Korea that examined the relationship between maternal psychological control and cyberbullying perpetration among regular students (Paek, 2014). For example, Paek (2014)
examined the impact of maternal psychological control on cyberbullying victimization and among students with typical development and the mediating effect of relational aggression on the relationship between the maternal psychological control and cyberbullying among 601 children and youth (11-14 years of age) living in Korea. The results indicated that the maternal psychological control was directly and positively related to cyberbullying perpetration.

Furthermore, the results of the present study is somewhat consistent with findings from previous studies in Korea (Ahn & Lee, 2014; Kim, 2014) that students with typical development who have experienced negative parenting styles and poor parent-child relationships are more likely to bully others in cyber space. For example, the finding in Ahn and Lee’s study (2014) was drawn from 611 Korean students (7th - 9th grade) and revealed that poor parental attachment affected perpetration on Social Network Service. Kim (2014) used the sample of 575 Korean students without disabilities and reported that the students are more likely to engage in delinquent behavior in cyber space when their parents showed authoritative and dominant parenting attitudes and poor communication with children. As demonstrated earlier, it appears that maternal psychological control, one of ineffective parenting behaviors, has significant influence on cyberbullying perpetration.

The maternal psychological control was a significant factor affecting perpetration at school and in cyber world; whereas, paternal psychological control did not affect bullying and cyberbullying perpetration in the study. The finding is consistent with other literature (Dwairy et al., 2010; Shin & Ahn, 2013). In Korea, Confucian tradition has affected values of family and society for more than 500 years and continues to this day. The ideology has influenced authoritarian parenting values (Chang, 2013), as Korean children are primarily raised by mothers. Dwairy et al. (2010) demonstrated that mothers in the eastern countries generally have had more
Finally, school and culture factors including teacher support, academic performance, and collectivism and individualism did not affect traditional bullying victimization and perpetration as well as cyberbullying victimization and perpetration in the current study. The result is not consistent with findings of earlier research mentioned teacher support (Flasphohler et al., 2009; Kim, 2012) as a significant factor influencing bullying and cyberbullying; however, this finding is partly consistent with a finding of earlier Korea research that cyberbullying perpetration among general students was not associated with attachment with teacher (Jun & Lee, 2010).

Furthermore, the result is not consistent with findings of earlier research that academic performance (Hemphill et al., 2014; Yang et al., 2013) is a main factor influencing bullying and cyberbullying. Whereas, this finding is consistent with findings of earlier research that there were no significant association between grade point average (GPA) and cyberbullying perpetration as well as GPA and cyberbullying victimization (Shamel, 2013). In the current study, higher academic performance perceived by participants may affect on no significant correlation between academic performance and bullying in school and on cyber space. About 80% among participants in the study reported their academic performance was average (54.5%) or above average (26.8%) and the participants reported higher academic performance may have skewed the result (Shamel, 2013). Huang et al. (2013) revealed significant relationship between poor academic performance and traditional bullying victimization.

The results is not consistent with earlier literatures mentioned the relationship between collectivism and individualism and aggressive behaviors in schools and on cyber space (Chang, 2013; Li et al., 2010). Many studies mentioned above have appeared that school and culture factors affect traditional bullying and cyberbullying; therefore, these findings in the study
mentioned above should be interpreted with caution. Future research should be conducted across different sample populations to confirm the results.

Limitation and Recommendation

Although the findings demonstrated by the present study significantly contribute to the field of traditional bullying and cyberbullying as one of the few studies in Korea to investigate prevalence rates and factors affecting traditional bullying and cyberbullying among students with EBD, several limitations exist in the present study. The first limitation is an issue of generalization. The sample of the current study was relatively small, so it is difficult to generalize the findings among all Korean students with EBD. Therefore, further study should be conducted with a larger sample to obtain more systematic information.

Second, the present study relied on survey research; however, participants could subjectively interpret questions or could exaggerate their experience related to traditional bullying and cyberbullying. Therefore, for the future research, it is necessary to collect data via both quantitative and qualitative methods. Future studies may rely on a multi-informant approach (self- and peer-report) to improve the validity of bullying.

Third, the current study used parent reports for internalizing and externalizing problem behaviors among their children. Considering characteristics of participants in the study, overall means of these scales were very low. The results seem to be associated with denial of a disability. Parents in Korea are more likely to perceive disabilities of their children as their fault or dishonor of their families, so many Korean parents deny the existence of a disability (Cartledge et al., 2002). The attitude about disabilities of Korean parents may affect low scores on internalizing and externalizing problem behaviors scales. Therefore, further research is needed to use the data
by student self-report or both the data from parents and students in the survey regarding internalizing and externalizing problem behaviors.

Fourth limitation is to show low Cronbach’s alphas with cyberbullying victimization (Cronbach’s alpha = .50), cyberbullying perpetration (Cronbach’s alpha = .68), and VC (Cronbach’s alpha = .50) in the current study. Because the acceptable range of Cronbach’s alpha is .70 or higher (George & Mallery, 2005), future research should improve reliability and validity such as determining the appropriate questionnaire or rewording questions after the pilot study (Chang, 2013).

Implication

The current results suggest critical implications for practice of traditional bullying and cyberbullying prevention as well as intervention. The findings of the present study demonstrated that bullying victimization and perpetration among children and youth with EBD at school and in cyber world have commonly occured in Korea. Based on this result, the development of traditional bullying and cyberbullying prevention and intervention programs for students with EBD is needed because most existing programs are for the general student. Further, prevention and intervention programs focused on students with EBD who are more vulnerable to traditional bullying and cyberbullying must be developed and implemented.

The present study found that Korean students with EBD who exhibited higher levels of internalizing problem behaviors (e.g., anxious/depression, withdrawal/ depression, somatic problems) were more likely to become traditional bullying victims. The results support the importance of early identification and intervention in order to prevent victimization among students with EBD. Son et al. (2012) have emphasized the early identification and intervention
for preventing repeated and consistent victimization among student with EBD. Furthermore, Huang et al. (2013) suggested social-emotional learning approach, which taught bullying prevention and social and emotional skills including emotion management, empathy, communication skills, and social problem solvings to the students. A social-emotional learning approach could serve as an intervention strategy for addressing victimization among Chinese students. The Korean researchers could conduct such a program with Korean students with EBD to examine the effectiveness of the program as a strategy to reduce victimization among students with disabilities.

The current study showed that lower peer support is a significant factor affecting cyberbullying victimization for Korean students with EBD. Based on this result, implementing peer support programs are needed to help prevent cyberbullying victimization among Korean students with EBD. Although research regarding the effect of peer-focused programs for reducing cyberbullying victimization in Korea is not readily available or does not exist, some Korean researchers (Choi, 2001; Seo, You, & Kwon, 2011) demonstrated the effectiveness of peer-focused program for combating victimization. For example, Seo et al. (2011) developed a group peer support program to address bullying for regular students in Korea and reported that this program was effective to reduce victimization. Choi (2001) found that a peer support network program positively improved peer relationships among students with disabilities and reduced their negative behaviors in the Korean classes.

As mentioned in the results section, maternal psychological control was a main factor influencing both traditional bullying perpetration and cyberbullying perpetration among Korean students with EBD. Mothers in Korea generally have had the distinct responsibility of nurture, discipline, and education regarding children (Dwairy et al., 2010; Shin & Ahn, 2013). Based on
the results demonstrated earlier, mothers (female primary caregivers) should be included in prevention and intervention programs against traditional bullying and cyberbullying perpetration among Korean students with EBD. Furthermore, prevention programs or parent education programs for mothers should be conducted before each child enters school especially.

Lee (2014), a Korean researcher, suggested parent education and counseling including parents as strategies for addressing traditional bullying perpetration. Parent education included the following contents: concept of bullying, prevention of bullying, disposal of incidents related to bullying at school and coping methods for dealing with bullying. The counseling program for parents included learning emotion coaching espoused by Dr. John Gottman (Gottman, Choi, & Jo, 2011) to help them understand emotions of their children and establish effective communication with their children. Orpinas and Horne (2006) indicated that the most effective programs for addressing bullying were family programs such as family therapy and parent education. In the USA, studies regarding family therapy and parenting programs (e.g., Families and Schools Together, Strengthening Families, Family Solutions for first-time offenders) have been conducted over the past 40 years and empirically demonstrated the effectiveness that these programs reduced aggressive behaviors for children and youth and fostered positive parenting for their parents (Baek & Bullock, 2015; Orpinas & Horne, 2006). Previous research (Baek & Bullock, 2014; Hinduja & Patchin, 2009; Huang et al., 2013; Kokkinos, 2013) has emphasized the importance of education for parents of bullies at school and in cyber world because the programs encouraged positive practices for parents, reduced aggression, and improved positive psychological development. Researchers (Huang et al., 2013; Orpinas & Horne, 2006) have emphasized the assessment of negative parenting attitudes for parents of bullies before parent training. Therefore, prior to implementing parent education for mothers of perpetrators with EBD
at school and in cyber space, school practitioners should assess parenting practices such as the quality of mother-child relationship or the level of maternal psychological control.

As another strategy for bullying and cyberbullying prevention including parents, researchers (Baek & Bullock, 2015; Hinduja & Patchin, 2009; Orpinas & Horne, 2006; Wong-Lo & Bullock, 2011) have recommended use of websites. The websites provide educational and practical information related to bullying and cyberbullying prevention for teachers, parents, and students.

In conclusion, traditional bullying and cyberbullying victimization and perpetration for children and youth with EBD have become common problems in Korea. A different approach is required in order to prevent and address traditional bullying and cyberbullying victimization and perpetration among Korean students with EBD. For example, anxious/depression, withdrawal/depression, and somatic problems among students with EBD should be managed to prevent and reduce traditional bullying victimization; whereas, peer support should be fostered to prevent and impede cyberbullying victimization. Decreasing maternal psychological control is needed to prevent and intervene perpetration of traditional bullying and cyberbullying. Therefore, researchers in Korea should develop prevention and intervention programs for victims and bullies with EBD at school and in cyber space with consideration given to several strategies: reducing psychological characteristics, especially internalization problem behaviors of students with EBD; increasing perceived peer support; and decreasing maternal psychological control.
APPENDIX A

PARENTAL ASSENT FORM FOR PILOT STUDY (ADULT CAREGIVERS)
Dear Parents (Adult caregivers),

My name is Jieun Baek, and I am a doctoral student at the University of North Texas in the United States. Currently, I am conducting a research project to investigate factors related to the traditional bullying and cyberbullying in Korean children and youth with emotional and behavioral problems. This project may help international researchers, school administrators, educators, and parents to understand characteristics associated with the traditional bullying and cyberbullying Korean students with emotional and behavioral problems and help researchers to develop bullying prevention or intervention programs.

Before the main study, I would like to conduct a pilot study to (a) examine appropriateness in the length of time it takes to complete instruments; (b) determine difficult questions that participants understand; and (c) obtain participants' feedback. I am asking your permission for you and your child to participate in the pilot study. Participation of you and your child in this project is completely voluntary. You and your child are able to decide whether or not to participate. The acquired data from the survey will be confidential and kept anonymous. The acquired information will be only used for this research purpose.

If you agree to participate in the pilot study, you and your child will be asked to complete the survey related to contributing factors of traditional bullying and cyberbullying. All of the questionnaire will take about 30-40 minutes. You and your child are able to stop completing the question at any time if you and your child do not feel comfortable completing it. This survey does not involve physical risks; however, a potential risk is likely to be due to several questions related to past experiences including bullying and cyberbullying, so participants may be sensitive or painful emotionally. Without penalty, you and your child have the right to exclude any question or withdraw participation at any time.

I appreciate the opportunity to communicate with you. If you have any questions or concerns please feel free to contact me at jieunbaek@my.unt.edu or 010-6797-7425 or my major professor, Dr. Lyndal M. Bullock, at Lyndal.bullock@unt.edu. This research study has been reviewed and approved by the UNT Institutional Review Board (IRB). The UNT IRB can be contacted at (940) 565-4643 with any questions regarding the rights of research subjects. Thank you very much for your time.

Sincerely,
Jieun Baek
Doctoral Candidate, Department of Educational Psychology

Please sign your name below if you want to participate in this study. Your signature below indicates that you have read the above information and agree to participate in the study.

________________________________________
Your Child Name

________________________________________
Printed Your Name

________________________________________
Signature

________________________________________
Date
Parental Assent Form for the Pilot Study: Korean Version

부모동의서

학부모님 귀하,

안녕하세요. 저는 미국 노스텍사스 대학의 박사과정 학생인 백지은입니다. 현재 저는 정서, 행동적 어려움을 가지고 있는 한국 아동과 청소년의 왕따와 사이버 왕따에 관련된 요인들을 조사하는 연구를 실시하고 있습니다. 이 연구는 연구자, 학교 관계자, 교사, 그리고 선생님들이 정서, 행동적 어려움을 가진 학생들의 왕따나 사이버 왕따에 영향을 미치는 특성을 이해하도록 정보를 제공할 것입니다. 또한, 이 연구는 정서, 행동적 어려움을 가진 학생들의 왕따를 예방하거나 중재하기 위한 프로그램을 개발하는데 도움을 줄 것입니다.

연구자는 본 연구를 실시하기 전 설문조사의 적합성, 설문조사에 걸리는 시간, 참여자가 이해하기 어려운 문항과 척도에 대한 참여자의 피드백을 얻기 위해 예비연구를 실시하고자 하고자 합니다. 현재, 예비조사를 위한 설문조사에 응해주시기를 부탁 드리며 학부모님의 허락을 구하고자 이렇게 편지를 드립니다. 학부모님과 자녀의 자발적 참여를 권장하며 설문조사 참여여부를 결정하실 수 있습니다. 설문조사의 모든 내용은 익명으로 처리되고 비밀이 보장되며, 모든 자료는 본 연구 이외의 어떠한 다른 목적으로도 사용되지 않을 것을 약속드립니다.

본 연구의 참여에 동의하시는 참여자는 왕따와 사이버 왕따에 영향을 미치는 요소와 관련된 설문지를 작성해주시면 됩니다. 설문지를 작성하시는 데 소요되는 시간은 약 30-40 분 정도입니다. 연구 참여자가 설문지 작성에 불편함을 느끼시면 설문조사를 더 이상 원치 않는다면 언제든지 설문지 작성을 중지할 수 있습니다. 이 설문조사는 신체적 위험은 없으나 왕따나 사이버 왕따와 관련된 문항들로 인해 참여자가 정서적으로 어려움을 경험할 수 있습니다. 부모님과 아동은 언제든지 질문에 응답하지 않거나 참여를 거부할 권리가 있습니다.

연구에 관련된 질문이 있으시면 연구자의 이메일 (jieunbaek@my.unt.edu)이나 헬드폰 (010-6797-7425), 또는 지도교수님 (Dr. Lyndal Bullock)의 이메일 (Lyndal.bullock@unt.edu)로 연락주시기 바랍니다. 이 연구는 UNT Institutional Review Board (IRB)에 의해 검토되고 승인된 것입니다. 연구 주제의 권리에 관한 어떠한 질문이 있으시면 UNT IRB (940-565-4643)로 연락주세요. 소중한 시간을 할애해 주셔서 감사합니다.

박지은
교육심리학과 박사과정
노스텍사스 대학

본 연구에 참여를 원하시면 아래의 아동명과 부모명을 기입하시고 사인을 부탁드립니다.
본인의 사인은 위의 내용을 읽고 본 연구에 참여하기로 동의한다는 뜻입니다.

아동명

부모명 (인) 날짜

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APPENDIX B

CHILD ASSENT FORM FOR PILOT STUDY
Child Assent Form for the Pilot Study: English Version

Dear students,

My name is Jieun Baek, and I am a doctoral student at the University of North Texas in the United States. I am doing a study on experiences of repeated harassment in school or cyberspace among children and youth. Before the main study, I would like to conduct the pilot study for getting participants' feedback about instruments. I am asking for your help in completing my pilot study.

Your participation in this project is completely voluntary. Although your parents want to participate in this study, you can choose whether to participate or not. You are able to talk with your parents (adult caregivers) about the participation in this research. We respect your decision. The acquired data from the survey will be confidential and be kept anonymous. The acquired information will be only used for this research purpose.

If you agree to participate in this study, you will be asked to complete the survey related to contributing factors of traditional bullying and cyberbullying. All of the questionnaire will take about 30-40 minutes. You are able to stop completing the question at any time if you do not feel comfortable completing it. Without penalty, you have the right to exclude any question or withdraw participation at any time.

I appreciate the opportunity to communicate with you. If you have any questions or concerns please feel free to contact me at jieunbaek@my.unt.edu or 010-6797-7425 or my major professor, Dr. Lyndal Bullock, at Lyndal.bullock@unt.edu. This research study has been reviewed and approved by the UNT Institutional Review Board (IRB). The UNT IRB can be contacted at (940) 565-4643 with any questions regarding the rights of research subjects. Thank you very much for your time.

Sincerely,
Jieun Baek
Doctoral Candidate, Department of Educational Psychology
University of North Texas

Please sign your name below if you want to participate in this study. Your signature below indicates that you have read the above information and agree to participate in the research.

______________________
Printed Your Name

______________________
Your Signature

______________________
Today’s Date
Child Assent Form for the Pilot Study: Korean Version

아동동의서

학생 여러분,
안녕하세요. 저는 미국 노스텍사스 대학의 박사과정 학생인 백지은입니다. 현재 저는 학교나 사이버 공간에서 아동이나 청소년이 경험하는 반복적인 집단 괴롭힘에 대해 연구하고 있습니다. 연구자는 본 연구를 실시하기 전에 설문지에 대한 참여자의 피드백을 얻기 위해 예비연구를 실시하고자 합니다. 예비 연구에서 실시하는 설문조사에 응해주시기를 바라며 이렇게 편지를 드립니다.

본 연구는 학생들의 자발적 참여를 지지합니다. 부모님에게 연구 참여를 권했으나 여러분이 스스로 자신의 설문조사 참여여부를 결정할 수 있습니다. 여러분이 원한다면 부모님들과 설문조사 참여여부를 상의할 수 있습니다. 연구자는 여러분의 의견을 절대적으로 존중합니다. 설문조사의 모든 내용은 이름이 공개되지 않으며 비밀이 보장됩니다. 또한, 모든 자료는 본 연구 이외의 어떠한 다른 목적으로도 사용되지 않습니다.

본 연구의 참여를 신청한 학생들은 설문조사에 참여하게 됩니다. 설문지를 작성하는데 소요되는 시간은 약 30-40 분 정도입니다. 여러분이 설문지를 작성하는 중에 불편함을 느끼거나 설문조사를 더 이상 원치 않는다면 언제든지 설문지를 중지할 수 있습니다. 여러분은 언제든지 질문에 응답하지 않거나 참여를 거부할 권리가 있습니다.

연구에 관한 질문이 있으시면 연구자의 이메일 (jieunbaek@my.unt.edu)이나 핸드폰 (010-6797-7425), 또는 지도교수님 (Dr. Lyndal Bullock) 의 이메일 (Lyndal.bullock@unt.edu) 로 연락주세요. 이 연구는 UNT Institutional Review Board (IRB)에 의해 검토되고 승인된 것입니다. 연구 주제의 권리에 관한 어떠한 질문이 있으시면 UNT IRB (940-565-4643) 로 연락주세요. 소중한 시간을 할애해 주셔서 감사합니다.

백지은
교육심리학과 박사과정
노스텍사스 대학

본 연구에 참여를 원하시는 아래의 아동명을 기입하시고 사인을 해주세요. 본인의 사인은 위의 내용을 읽고 본 연구에 참여하기로 동의한다는 뜻입니다.

_________________________________________
아동명

_________________________________________
아동 사인

날짜

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APPENDIX C

AGENCIES LETTERHEAD
Letters of Cooperation:
I am Jieun Baek, a doctoral student at the University of North Texas in the United States. Currently, I am conducting a research project entitled Traditional Bullying and Cyberbullying in Korean Children and Youth with Emotional and Behavioral Disabilities (EBD): Examination of Contributing Factors. I have requested permission to collect research data from students with EBD of 4th-9th graders and their parents.

The risk related to participation in this research is minimal. The nature of some questions asked in this study is able to lead to discomfort of the participants; however, they are able to stop completing the question at any time. Without penalty, they have the right to exclude any question or withdraw participation at any time. Participation in this project is completely voluntary. Participants are able to decide whether to participate or not. The researcher will not request the participants to answer questions beyond contexts in this study.

This project may help international researchers, school administrators, educators, and parents to understand characteristics associated with the traditional bullying and cyberbullying Korean students with emotional and behavioral problems. Furthermore, it may help researchers to develop the bullying prevention or intervention programs for helping the students.

Parents who agree to participate in this study will be asked to complete the questionnaire related to externalizing and internalizing problem behaviors of their child, while their child who agree to involve in this research will be asked to complete the questionnaires associated with demographic information, traditional bullying, cyberbullying, peer support, school support, and collectivism and individualism. All of the questionnaire will take about 30-40 minutes. Acquired data from the survey will be confidential and be kept anonymous. The acquired information will be only used for this research purpose.

If you have any questions or concerns please feel free to contact me at jieunbaek@my.unt.edu or 010-6797-7425 or my major professor, Dr. Lyndal Bullock, at Lyndal.bullock@unt.edu. This research study has been reviewed and approved by the UNT Institutional Review Board (IRB). The UNT IRB can be contacted at (940) 565-4643 with any questions regarding the rights of research subjects. Thank you very much for your time.

Sincerely,
Jieun Baek
Doctoral Candidate, Department of Educational Psychology

Your Statement of Permission
As a representative of ________________, I am authorized to grant permission to have the researcher recruit research participants from our agency. Jieun Baek is also permitted to collect data from the students and their parents who agree participation in this study.

______________________________
Your Agency

__________________  __________________
Printed Your Name           Signature           Date
안녕하세요. 저는 미국 노스 텍사스 대학의 교육심리학과에서 특수교육을 전공하고 있는 박사과정 학생입니다. 저는 현재 정서행동을 가진 학생(초등 4-중 3)의 집단 따돌림 (왕따)과 사이버 왕따에 영향을 미치는 요인에 대해 박사논문을 쓰고 있습니다. 본 기관을 이용하는 학생 중 초등학교 4학년에서 중학교 3학년이며 정서행동장애 진단을 받은 학생들과 그들의 부모에게 설문조사를 실시하려는 의도를 본 기관에 제기하고 있습니다.

본 연구에 참여를 원하는 학생과 그들의 부모는 설문조사를 수행하도록 개인의 편안함을 고려하여 편안하게 설문지를 작성할 수 있도록 하기 위해 필요한 조기 허가를 백지은 교육심리학과 박사과정 허가서의 대표 (담당자)로부터 받고, 본 기관의 연구 참여를 허락합니다. 백지은에게 본 기관에 다니며 본 연구에 참여를 원하는 학생과 그들의 부모로부터 자료 수집을 수립할 수 있도록 허락합니다.

---

기관명: Office of Special Projects in Behavior Disorders
University of North Texas
1155 Union Circle #311335
Denton, TX 76203-5017

백지은 교육심리학과 박사과정 허가서

의 대표 (담당자)로서, 본 기관의 연구 참여를 허락합니다. 백지은에게 본 기관에 다니며 본 연구에 참여를 원하는 학생과 그들의 부모로부터 자료 수집을 수립할 수 있도록 허락합니다.
APPENDIX D

CONSENT FORM FOR PARENTS (ADULT CAREGIVERS)
Consent Form for Parents (Adult Caregivers): English Version

Dear Parents (Adult caregivers),

My name is Jieun Baek, and I am a doctoral student at the University of North Texas in the United States. Currently, I am conducting a research project to investigate factors related to the traditional bullying and cyberbullying in Korean children and youth with emotional and behavioral problems. This project may help international researchers, school administrators, educators, and parents to understand characteristics associated with the traditional bullying and cyberbullying of Korean students with emotional and behavioral problems and help researchers to develop the bullying prevention or intervention programs for helping the students.

I am asking you to request permission for you and your child to participate in this study. Participation of you and your child in this project is completely voluntary. You and your child are able to decide whether to participate or not. The acquired data from the survey will be confidential and be kept anonymous. The acquired information will be only used for this research purpose.

If you agree to participate in this study, you and your child will be asked to complete questionnaires related to contributing factors of traditional bullying and cyberbullying. Questionnaires will take about 30-40 minutes. You and your child are able to stop completing the question at any time if you and your child do not feel comfortable completing it. This survey does not involve physical risks; however, a potential risk is likely to be due to several questions related to past experiences including bullying and cyberbullying, so participants may be sensitive or painful emotionally. Without penalty, you and your child have the right to exclude any question or withdraw participation at any time. I will provide you a copy of the consent form for your records after returning the signed form to me.

I appreciate the opportunity to communicate with you. If you have any questions or concerns please feel free to contact me at jieunbaek@my.unt.edu or 010-6797-7425 or my major professor, Dr. Lyndal Bullock, at Lyndal.bullock@unt.edu. This research study has been reviewed and approved by the UNT Institutional Review Board (IRB). The UNT IRB can be contacted at (940) 565-4643 with any questions regarding the rights of research subjects. Thank you very much for your time.

Sincerely,
Jieun Baek
Doctoral Candidate, Department of Educational Psychology

Please sign your name below if you want to participate in this study. Your signature below indicates that you have read the above information and agree to participate in the study.

________________________________________
Your Child Name

________________________________________
Printed Your Name

________________________________________
Signature

________________________________________
Date

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Consent Form for Parents (Adult caregivers): Korean Version

부모동의서

학부모님 귀하,

안녕하세요. 저는 미국 노스텍사스 대학의 박사과정 학생인 백지은입니다. 현재 저는 정서, 행동적 어려움을 가지고 있는 한국 아동과 청소년의 왕따와 사이버 왕따에 관련된 요인들을 조사하는 연구를 실시하고 있습니다. 이 연구는 연구자, 학교 관계자, 교사, 그리고 선생님들이 정서, 행동적 어려움을 가진 학생들의 왕따나 사이버 왕따에 영향을 미치는 특성들을 이해하도록 정보를 제공할 것입니다. 또한, 이 연구는 정서, 행동적 어려움을 가진 학생들의 왕따를 예방하거나 중재하기 위한 프로그램을 개발하는데 도움을 줄 것입니다.

본 연구에서 실시하는 설문조사에 응해주시기를 부탁드리며 학부모님의 허락을 구하고자 이렇게 편지를 드립니다. 학부모님과 자녀의 자발적 참여를 권장하며 설문조사 참여여부를 결정하실 수 있습니다. 설문조사의 모든 내용은 익명으로 처리되고 비밀이 보장되며, 모든 자료는 본 연구 이외의 어떠한 목적으로도 사용되지 않을 것을 약속드립니다.

본 연구의 참여에 동의하신 참여자들은 왕따와 사이버 왕따에 영향을 미치는 요소와 관련된 설문지를 작성해주시면 됩니다. 설문지를 작성하시는 데 소요되는 시간은 약 30-40분 정도입니다. 연구 참여자가 설문지 작성에 불편감을 느끼면서 설문조사를 더 이상 원치 않는다면 언제든지 설문지 작성 중지할 수 있습니다. 이 설문조사는 신체적 위협은 없으나 왕따나 사이버 왕따와 관련된 문항들로 인해 참여자가 정서적으로 어려움을 경험할 수 있습니다. 부모님과 아동은 언제든지 질문에 응답하지 않거나 참여를 거부할 권리가 있습니다. 사인하신 동의서를 받은 후에 그 복사본을 학부모님에게 제공할 것입니다.

연구에 관련된 질문이 있으시면 연구자의 이메일 (jieunbaek@my.unt.edu)이나 휴대폰 (010-6797-7425), 또는 지도교수님 (Dr. Lyndal Bullock) 의 이메일 (Lyndal.bullock@unt.edu)로 연락해주세요. 이 연구는 UNT Institutional Review Board (IRB)에 의해 검토되고 승인된 것입니다. 연구 주제의 권리에 관한 어떠한 질문이 있으시면 UNT IRB (940-565-4643)로 연락주세요. 소중한 시간을 할애해 주셔서 감사합니다.

백지은
교육심리학과 박사과정
노스텍사스 대학

본 연구에 참여를 원하시는 아래의 아동명과 부모명을 기입하시고 사인을 부탁드립니다.
본인의 사인은 위의 내용을 읽고 본 연구에 참여하기로 동의한다는 뜻입니다.

________________________________________
아동명

________________________________________
부모명 (인)                      난짜
APPENDIX E

CHILD ASSENT FORM
Dear students,

My name is Jieun Baek and I am asking for your help in completing my project to earn my doctorate. I am doing a study on experiences of repeated harassment in school or cyberspace among children and youth.

Your participation in this project is completely voluntary. Although your parents want to participate in this study, you can choose whether to participate or not. You are able to talk with your parents (adult caregivers) about the participation in this research. We respect your decision. All of your responses will be protected and will not be shared with your parents or anyone else. The acquired information will be only used for this research purpose.

If you agree to participate in this study, you will be asked to complete questionnaires about you, your friend, your teacher, and your parents. Questionnaires will take about 30-40 minutes. You are able to stop completing the question at any time. Without penalty, you have the right to exclude any question or withdraw participation at any time.

I appreciate the opportunity to communicate with you. If you have any questions, please contact me at jieunbaek@my.unt.edu or 010-6797-7425 or my major professor, Dr. Lyndal Bullock, at Lyndal.bullock@unt.edu. This research study has been reviewed and approved by the UNT Institutional Review Board (IRB). The UNT IRB can be contacted at (940) 565-4643 with any questions regarding the rights of research subjects. Thank you very much for your time.

Sincerely,

Jieun Baek
Doctoral Candidate, Department of Educational Psychology
University of North Texas

Please sign your name below if you want to participate in this study. Your signature below indicates that you have read the above information and agree to participate in the research.

________________________________________
Printed Your Name

________________________________________
Your Signature

________________________________________
Today’s Date

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아동동의서

학생 여러분,

제 이름은 백지은이며 박사 학위를 받기 위한 연구를 실행하는데 학생 여러분의 도움을 바라며 이렇게 편지를 드립니다. 현재 저는 학교나 사이버 공간에서 아동이나 청소년이 경험하는 반복적인 집단 괴롭힘에 대해 연구하고 있습니다.

본 연구는 학생들의 자발적 참여를 지지합니다. 부모님에게 연구 참여를 권했으나 여러분이 스스로 자신의 설문조사 참여여부를 결정할 수 있습니다. 여러분이 원한다면 부모님들과 설문조사 참여여부를 상의할 수 있습니다. 연구자는 여러분의 의견을 정대적으로 존중합니다. 설문조사의 모든 내용은 보호되며, 부모나 다른 사람과 자료를 공유하지 않을 것입니다. 또한, 모든 자료는 본 연구 외의 어떠한 다른 목적으로도 사용되지 않습니다.

본 연구의 참여를 신청한 학생들은 학생 자신, 친구, 선생님, 그리고 부모님과 관련된 설문조사에 참여하게 됩니다. 설문지를 작성하는데 소요되는 시간은 약 30-40 분 정도입니다. 여러분이 설문지를 작성하는 중에 불편함을 느끼거나 설문조사를 더 이상 원치 않는다면 언제든지 설문지 작성을 중지할 수 있습니다. 여러분은 언제든지 질문에 응답하지 않거나 참여를 거부할 권리가 있습니다.

연구에 관련된 질문이 있으시면 연구자의 이메일 (jieunbaek@my.unt.edu)이나 휴대폰 (010-6797-7425), 또는 지도교수님 (Dr. Lyndal Bullock)의 이메일 (Lyndal.bullock@unt.edu)로 연락주세요. 소중한 시간을 할애해 주셔서 감사합니다. 이 연구는 UNT Institutional Review Board (IRB)에 의해 검토되고 승인된 것입니다. 연구 주제의 권리에 관한 어떠한 질문이 있으시면 UNT IRB (940-565-4643)로 연락주세요. 소중한 시간을 할애해 주셔서 감사합니다.

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본 연구에 참여를 원하시면 아래의 아동명을 기입하시고 사인을 해주세요. 본인의 사인은 위의 내용을 읽고 본 연구에 참여하기로 동의한다는 뜻입니다.

아동명

아동 사인 __________________ 날짜 __________________
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