

Electronic Supplementary Material 1

Table S1

Descriptive statistics and correlations between peer-nominations for roles of the RoleGrid.

	School bullying			Cyberbullying			Victim	Bully	Reinforcer	Defender	Outsider
	<i>M</i> (<i>SD</i>)	Max	ICC	<i>M</i> (<i>SD</i>)	Max	ICC					
Victim	0.33 (0.82)	13.4	.005	0.12 (0.38)	6.3	.029	.615***	-.022	-.021	-.017	-.008
Bully	0.82 (1.17)	10.0	.315	0.23 (0.50)	6.0	.254	.064*	.605***	.514***	-.050	-.109***
Reinforcer	0.71 (0.94)	8.2	.727	0.29 (0.49)	3.3	.732	.033	.383***	.630***	.022	.152***
Defender	0.33 (0.56)	8.0	.226	0.13 (0.35)	4.7	.301	.038	-.039	.025	.554***	.207***
Outsider	1.09 (1.00)	7.2	.519	0.43 (0.73)	5.7	.754	.030	.103***	.294***	.149***	.505***

Note. Statistics refer to the mean number of peer-nomination for each role separately for school bullying and cyberbullying. Pearson's correlation coefficients are displayed for associations within the RoleGrid off above the diagonal (school bullying) and within the RoleGrid on beneath the diagonal (cyberbullying). Values on the diagonal represent the associations between a certain role in school bullying and this role in cyberbullying. Bootstrapping was performed to ensure significance, because data was not normally distributed.

N = 1506 (from 64 class rooms)

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

Electronic Supplementary Material 2

Table S2

Descriptive statistics and bivariate correlations between self-reported social-cognitive and affective reactions to bullying.

	School bullying		Cyberbullying		Empathy	MD	Responsibility	Self-efficacy	Apprehensions
	<i>M (SD)</i>	ICC	<i>M (SD)</i>	ICC					
Empathy	1.56 (0.72)	.055	1.41 (0.78)	.069	.818***	-.534***	.748***	.529***	.210***
MD	0.85 (0.48)	.047	0.90 (0.55)	.046	-.536***	.769***	-.481***	-.349***	.007
Responsibility	1.33 (0.78)	.039	1.08 (0.80)	.044	.743***	-.483***	.763***	.499***	.185***
Self-efficacy	1.37 (0.71)	.054	1.25 (0.75)	.044	.545***	-.298***	.558***	.675***	-.032
Apprehensions	0.80 (0.74)	.042	0.74 (0.74)	.034	.253***	-.040	.252***	.047	.735***

Note. Statistics refer to the mean scores of the five SCARB scales (ranging from 0 to 3) separately for school bullying and cyberbullying: Empathy with the victim, moral disengagement (MD), feelings of responsibility, defending self-efficacy and apprehensions of negative outcomes. Pearson's correlation coefficients are displayed for associations within the SCARBoff above the diagonal (school bullying) and within the SCARBon beneath the diagonal (cyberbullying). Values on the diagonal represent the associations between reactions to school bullying and reactions to cyberbullying for each scale.

N varies between 1021 and 1144 because of missing values.

* $p < .05$, ** $p < .01$, *** $p < .001$

Electronic Supplementary Material 3

Table S3

Linear regressions with random intercepts predicting the social-cognitive and affective reactions to school bullying.

Parameter	Empathy	Moral disengagement	Responsibility	Defending self-efficacy	Apprehensions
Fixed effects B (SE)					
Intercept	1.89 (0.09)***	0.64 (0.06)***	1.65 (0.10)***	1.55 (0.09)***	0.78 (0.10)***
Role ^a					
Victim	-0.02 (0.12)	0.03 (0.08)	-0.06 (0.13)	-0.08 (0.12)	0.21 (0.13)
Outsider	-0.38 (0.10)***	0.22 (0.07)***	-0.36 (0.11)***	-0.21 (0.10)*	0.00 (0.11)
Reinforcer	-0.39 (0.12)**	0.27 (0.08)***	-0.45 (0.13)***	-0.17 (0.12)	-0.08 (0.13)
Bully	-0.45 (0.10)***	0.27 (0.07)***	-0.36 (0.11)**	-0.15 (0.11)	-0.09 (0.11)
Reinforcer-bully	-0.78 (0.12)***	0.57 (0.08)***	-0.77 (0.13)***	-0.43 (0.12)***	-0.22 (0.13)
Random effects σ^2 (SD)					
Intercept	0.02 (0.16)	0.01 (0.08)	0.02 (0.13)	0.03 (0.17)	0.03 (0.18)
Residual	0.43 (0.66)	0.20 (0.44)	0.50 (0.70)	0.43 (0.66)	0.48 (0.69)
R_{β}^2	.092	.100	.073	.024	.022
$n_{\text{individuals}}$	659	660	642	641	640

Note. Social-cognitive and affective reactions to school bullying are predicted from the peer-nominated roles in context of school bullying. The roles of victim, bully, reinforcer and reinforcer-bully include pupils who have an additional outsider role. Pupils come from 56 classrooms.

^a Reference group for the roles is the defender role.

* $p < .05$, ** $p < .01$, *** $p < .001$

Electronic Supplementary Material 4

Table S4

Linear regressions with random intercepts predicting the social-cognitive and affective reactions to cyberbullying.

Parameter	Empathy	Moral Disengagement	Responsibility	Defending Self-Efficacy	Apprehensions
Fixed effects <i>B</i> (<i>SE</i>)					
Intercept	1.94 (0.17)***	0.45 (0.11)**	1.54 (0.18)***	1.58 (0.15)***	0.88 (0.20)***
Role ^a					
Victim	-0.38 (0.23)	0.43 (0.15)**	-0.41 (0.25)	-0.21 (0.22)	-0.08 (0.27)
Outsider	-0.59 (0.19)**	0.41 (0.12)**	-0.51 (0.20)*	-0.38 (0.18)*	-0.10 (0.21)
Reinforcer	-0.59 (0.22)**	0.43 (0.14)**	-0.58 (0.23)*	-0.47 (0.19)*	-0.07 (0.25)
Bully	-0.99 (0.22)***	0.74 (0.14)***	-0.93 (0.23)***	-0.58 (0.20)**	-0.44 (0.25)
Random effects σ^2 (<i>SD</i>)					
Intercept	0.06 (0.24)	0.01 (0.07)	0.04 (0.21)	0.01 (0.09)	0.07 (0.27)
Residual	0.47 (0.68)	0.25 (0.50)	0.56 (0.75)	0.49 (0.70)	0.61 (0.78)
R_{β}^2	.140	.153	.111	.065	.029
$n_{\text{individuals}}$	164	164	163	162	163

Note. Social-cognitive and affective reactions to cyberbullying are predicted from the peer-nominated roles in context of cyberbullying controlling for gender and grade. The roles of victim, bully and reinforcer include pupils who have an additional outsider role. Pupils come from 28 classrooms.

^a Reference group for the roles is the defender role.

* $p < .05$, ** $p < .01$, *** $p < .001$