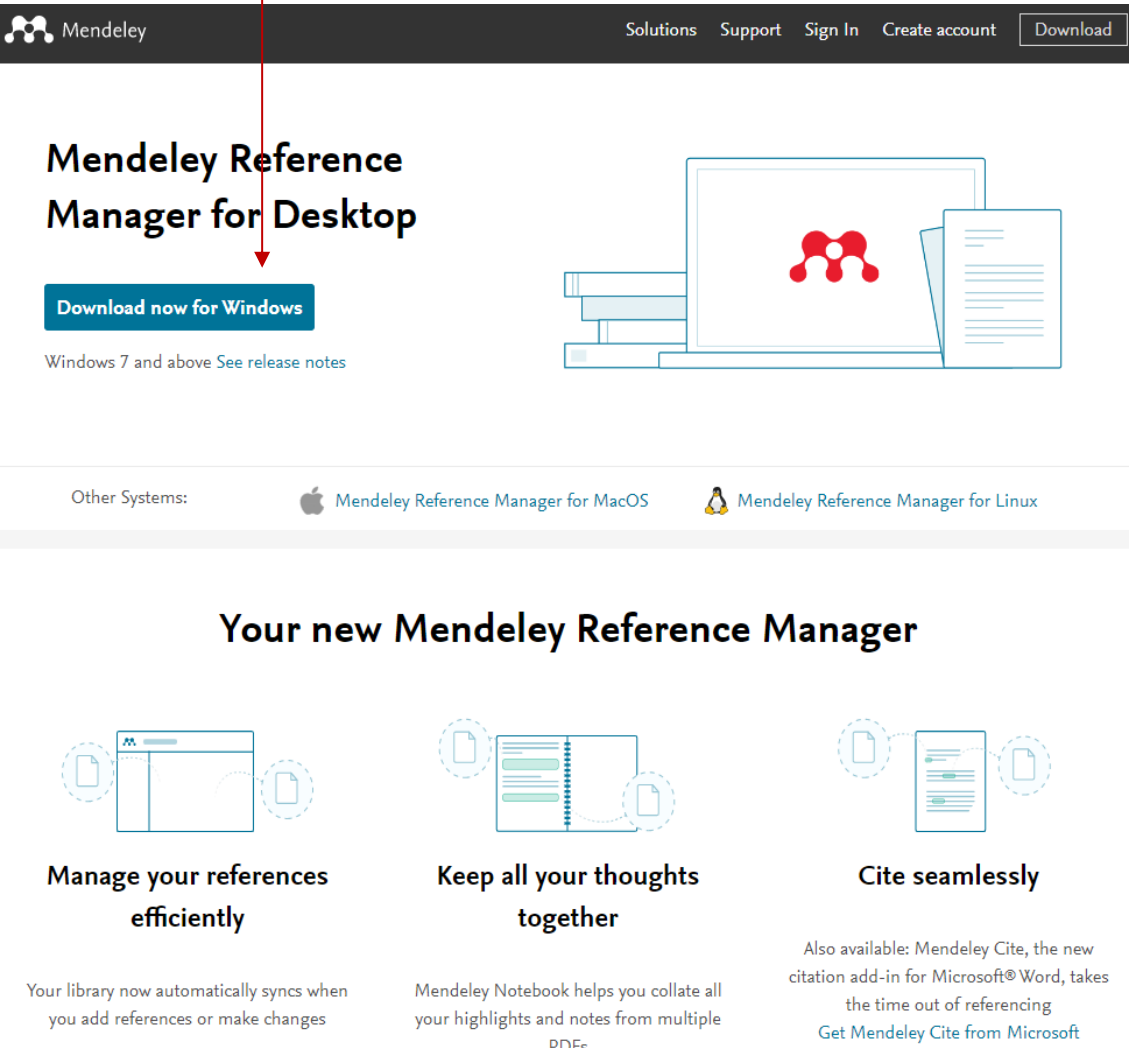


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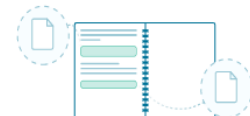
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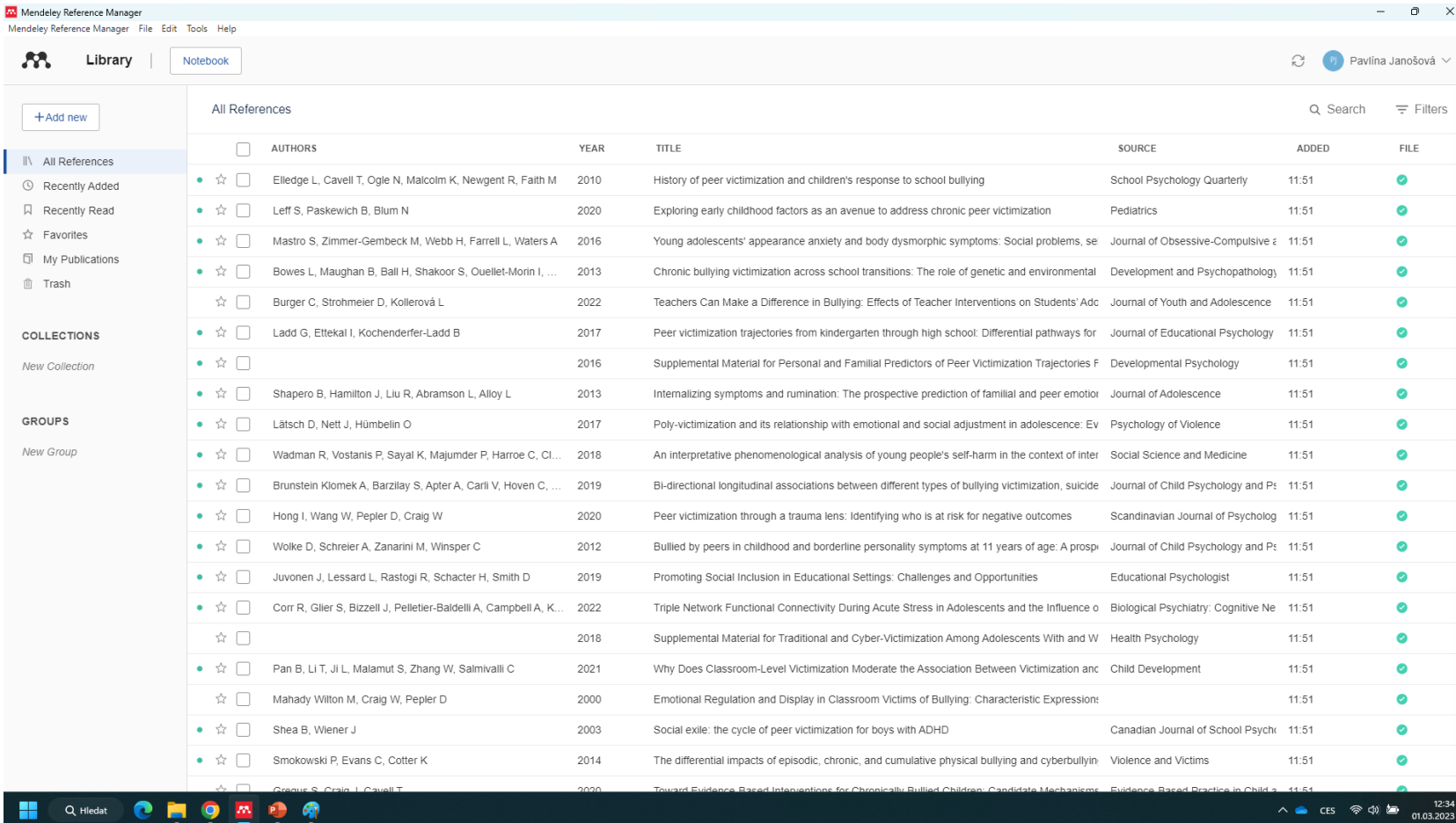
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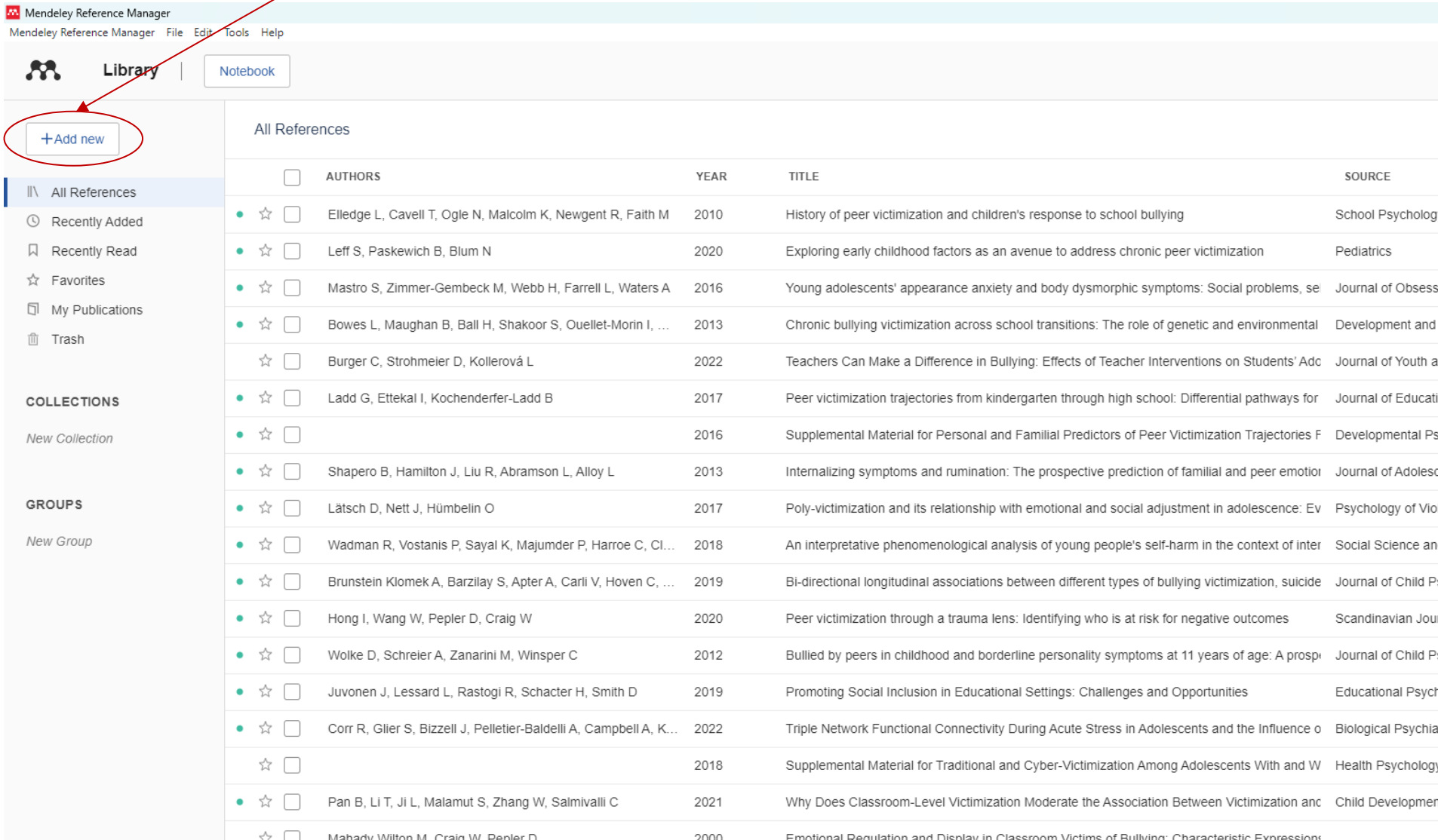
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| <input checked="" type="checkbox"/> | <input type="checkbox"/> Leff S, Paskewich B, Blum N                                        | 2020 | Exploring early childhood factors as an avenue to address chronic peer victimization                | Pediatrics                          | <input type="text" value="Search in authors"/> |               |
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fying who is at risk for negative outcomes, Hong I, Wang W et al. 2020

1 / 12

Scandinavian Journal of Psychology, 2020, 61, 6–16 DOI: 10.1111/sjop.12488

### Peer victimization through a trauma lens: Identifying who is at risk for negative outcomes

IRENE K. HONG,<sup>1</sup> WEIJUN WANG,<sup>1</sup> DEBRA J. PEPLER<sup>2</sup> and WENDY M. CRAIG<sup>1</sup>

<sup>1</sup>Department of Psychology, Queen's University, Kingston, ON, Canada  
<sup>2</sup>Department of Psychology, York University, Toronto, ON, Canada

Hong, I. K., Wang, W., Pepler, D. J. & Craig, W. M. (2020). Peer victimization through a trauma lens: Identifying who is at risk for negative outcomes. *Scandinavian Journal of Psychology*, 61, 6–16.

Peer victimization is a chronic stressor that occurs within the context of peer interactions and has been robustly associated with numerous negative psychological and social adjustment problems. Although increased frequency of peer victimization has been linked to psychosocial problems, few researchers have studied the role of duration and pervasiveness of victimization (i.e., number of places it occurs). The objective of this study was to examine how frequency, duration, and pervasiveness of peer victimization are associated with youth adjustment. Canadian adolescents ( $N = 879$ ), ages 12–18 completed an online survey about experiences with peer victimization. Youth also answered questions about internalizing problems, distress, relationship quality with family, friends, and adults in their school and community, as well as academic functioning. Data were analyzed using multinomial logistic regression modeling. Both duration and pervasiveness of peer victimization were predictive of increased internalizing problems, distress, relationship problems, and academic difficulties. Duration and pervasiveness of peer victimization were identified as important factors to consider when predicting youth psychosocial adjustment. By asking questions about these situational factors, parents, teachers, and healthcare providers may more effectively identify youth who are at risk for experiencing mental health problems associated with peer victimization.

**Key words:** Bullying, peer victimization, adolescence, trauma, frequency, duration, pervasiveness.

Irene K. Hong, Department of Psychology, Queen's University, Humphrey Hall, 62 Arch Street, Kingston, ON, Canada, K7L 3N6. Tel: (613) 533-2881; fax: (613) 533-2499; e-mail: i.hong@queensu.ca

**INTRODUCTION**

Peer victimization has been associated with the emergence of negative psychological and social adjustment, including increased internalizing problems, distress, and poorer academic performance (Craig, 1998; Olweus, 1991). Victimized youth also report difficulties with family and peer relationships, as well as with adults in the school and community (Ahmed & Braithwaite, & Keane, 2007). When individuals experience interpersonal trauma, there is an initial fear response, which is followed by maladaptive social cognitions and emotional and physiological dysregulation (Jones & Barlow, 1990). Peer victimized youth often have difficulty regulating emotions such as anxiety or anger and can experience heightened emotional reactivity, shame, and guilt (Kochenderfer-Ladd, 2004; Rieffe, Camodeca, Pouw, Lanee & Stockmann, 2012; Rosen, Milich & Harris,

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## Peer victimization through a trauma lens: Identifying who is at risk for negative outcomes

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**ABSTRACT**

Peer victimization is a chronic stressor that occurs within the context of peer interactions and has been robustly associated with numerous negative psychological and social adjustment problems. Although increased frequency of peer victimization has been linked to psychosocial problems, few researchers have studied the role of duration and pervasiveness of victimization (i.e., number of places it occurs). The objective of this study was to examine how frequency, duration, and pervasiveness of peer victimization are associated... [Read more](#)

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# ZVÝRAŽŇOVÁNÍ ČÁSTÍ TEXTU



## Peer Victimization Trajectories From Kindergarten Through High School: Differential Pathways for Children's School Engagement and Achievement?

Gary W. Ladd, Idean Ettekal, and Becky Kochenderfer-Ladd  
Arizona State University

This investigation's aims were to map prevalence, normative trends, and patterns of continuity or change in school-based peer victimization throughout formal schooling (i.e., Grades K–12), and determine whether specific victimization patterns (i.e., differential trajectories) were associated with children's academic performance. A sample of 383 children (193 girls) was followed from kindergarten ( $M_{age} = 5.50$ ) through Grade 12 ( $M_{age} = 17.89$ ), and measures of peer victimization, school engagement, academic self-perceptions, and achievement were repeatedly administered across this epoch. Although it was the norm for victimization prevalence and frequency to decline across formal schooling, 5 trajectory subtypes were identified, capturing differences in victimization frequency and continuity (i.e., high-chronic, moderate-emerging, early victims, low victims, and nonvictims). Consistent with a chronic stress hypothesis, high-chronic victimization consistently was related to lower—and often prolonged—disparities in school engagement, academic self-perceptions, and academic achievement. For other victimization subtypes, movement into victimization (i.e., moderate-emerging) was associated with lower or declining scores on academic indicators, and movement out of victimization (i.e., early victims) with higher or increasing scores on these indicators (i.e., “recovery”). Findings provide a more complete account of the overall prevalence, stability, and developmental course of school-based peer victimization than has been reported to date.

**Keywords:** peer victimization, trajectories of peer victimization, peer relations, school engagement, achievement

### Introduction

Bullying and peer victimization in educational settings has become a national public concern in part because youth who are victimized by schoolmates—particularly across multiple school years (Troop-Gordon & Ladd, 2005)—evidence a plethora of psycho-social and scholastic adjustment problems (see Ettekal, Kochenderfer-Ladd, & Ladd, 2015; Nakamoto & Schwartz, 2010). Peer victimization has been defined as being bullied or aggressed upon repeatedly and over time by one or more students (Juvonen & Graham, 2014; Olweus, 1999), and has been operationalized by

assessing how frequently youth are the recipients of peers' aggressive acts (e.g., see Ladd & Kochenderfer-Ladd, 2002).

The link between peer victimization and academic performance has been examined less thoroughly than its association with other aspects of development, such as child health and psychological adjustment (see Ettekal et al., 2015). Even though research on peer victimization in school contexts is ongoing and has been a source of important discoveries (see Juvonen & Graham, 2014), insight into this phenomenon and its links with children's academic development could be enhanced if investigative attention were focused on three pivotal objectives. First, a more complete descriptive account is needed of the prevalence, stability, and developmental course of peer victimization across the entire period

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## History of Peer Victimization and Children's Response to School Bullying

L. Christian Elledge, Timothy A. Cavell, Nick T. Ogle, Kenya T. Malcolm, Rebecca A. Newgent, and Melissa A. Faith  
University of Arkansas

We examined the degree to which children with and without a history of stable peer victimization differentially endorse strategies for dealing with school bullies. Participants were 323 children, 58 of whom met criteria for chronic peer victimization. Children with a history of stable peer victimization differed from comparison children in how they rated various strategies, but the findings were gender specific. Chronically bullied girls were less inclined to endorse any strategy (coercive or noncoercive), whereas chronically bullied boys generally endorsed adult-recommended strategies. However, strategy endorsement for boys was associated with greater levels of peer victimization in the following grade. Discussed is the complex role of interpersonal strategies in affecting change in bullied children's victimization experiences and the implications for intervening on behalf of chronically bullied children.

**Keywords:** peer victimization, bullying, strategies, school

Universal interventions can reduce the incidence of school bullying (Merrell, Gueldner, Ross, & Isaacs, 2008; Olweus, 1993), but little is known about interventions that specifically target bullied children (Pepler, 2006). Based on evidence that bullied children are prone to mismanaging peer conflict (see Card & Hodges, 2008), researchers have developed intervention programs designed to promote more effective strategies for responding to peer bullying (e.g., DeRosier, 2004; Fox & Boulton, 2003). Some researchers question the viability of this approach, given the peer dynamics that contribute to and maintain school bullying (Salmivalli, 2009). In this study, we considered the possibility that bullied children's interpersonal strategies for dealing with school bullies are as much consequence as cause of peer victimization. We hypothesized that children with a history of peer victimization would evince a distinct pattern of strategy endorsement. We also examined whether strategies endorsed by chronically bullied children predicted current victimization. Relations among victimization history, strategy choice, and current victimization were explored within the context of child gender and school level.

### Peer Victimization

Peer victimization involves repeated exposure to peer interactions that a) convey harmful intent, b) produce harmful effects, and c) are sanctioned (often implicitly) by peer groups in which nonintervention is the norm (Olweus, 1993; Salmivalli, 2009). Prevalence rates can vary by measure, developmental level, and victimization type (Ladd & Kochenderfer-Ladd, 2002; Nicolaides, Toda, & Smith, 2002). Researchers commonly observe that middle and high school students report less peer victimiza-

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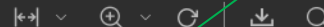
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School Psychology Quarterly  
2010, Vol. 25, No. 2, 129–141

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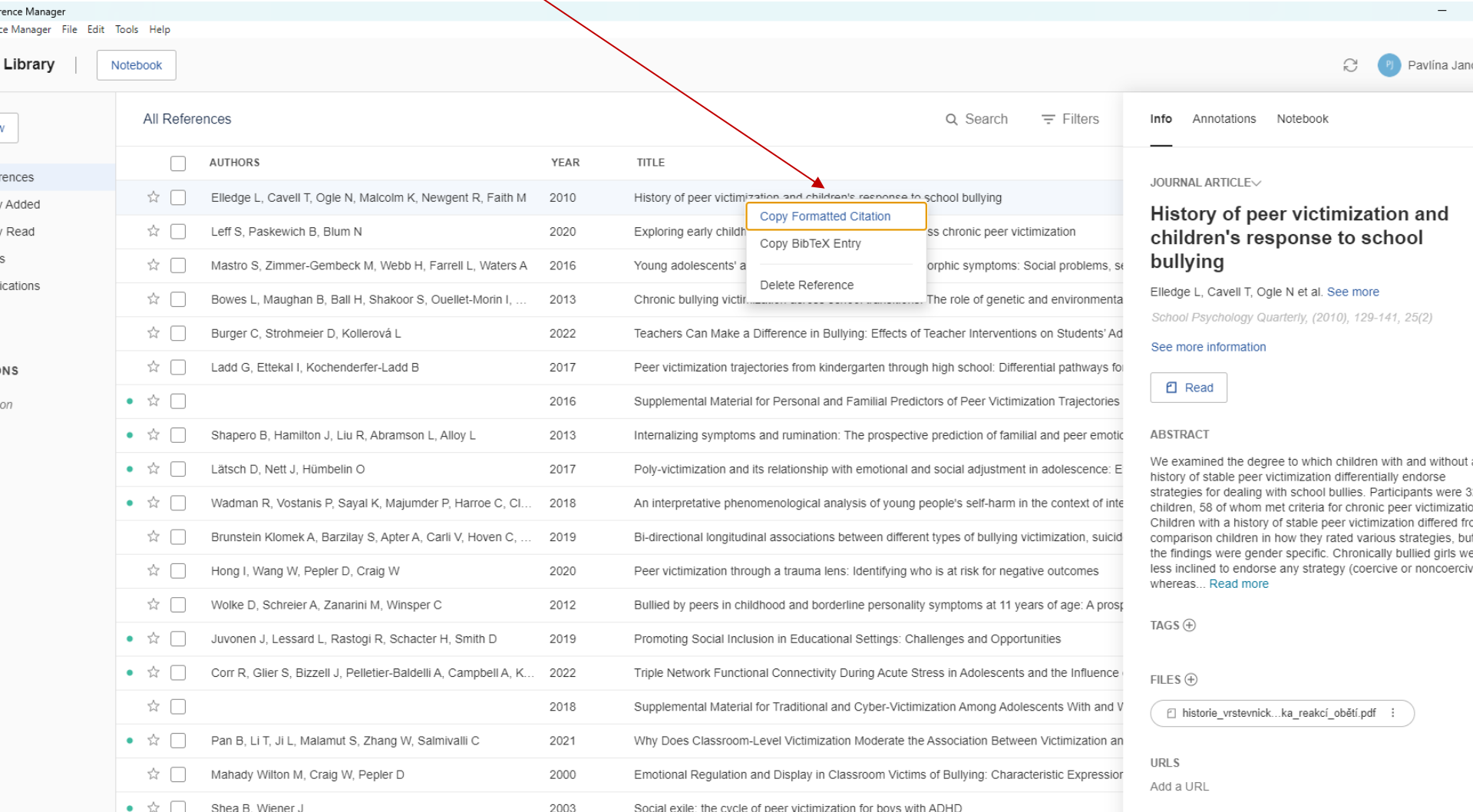
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