Poly-victimisation over time: sub-types, relational predictors and mental health outcomes.

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Poly-victimisation – what we know

- Multiple types of victimisation within the same time frame, across contexts (e.g., Finkelhor, et al., 2005, 2007, 2011)

- 8 – 20% prevalence rate in child and adolescent samples

- Two to six classes of poly-victims identified cross-sectionally (e.g., Tossone, et al., 2016; Turner et al., 2015)

- Youth in poly-victimisation groups at higher risk of mental health and maladaptive behavioural outcomes (e.g., Bender et al., 2014; Turner et al., 2016)

- Positive/supportive relationships with parents, teachers, peers strong protective factors for victimisation (e.g., Meinck, et al., 2017)

Poly-victimisation – what we know less about

- Can we identify different sub-groups of adolescents (11 – 17) with experiences of poly-victimisation when looking at their experiences of victimisation over time?

- Can we find support for the 'transitivity of risk' hypothesis (Finklehor, 2007)

- What are the outcomes linked to the probability of group membership

- What are the predictors of group membership – focusing on relational predictors as potential risk and protective factors
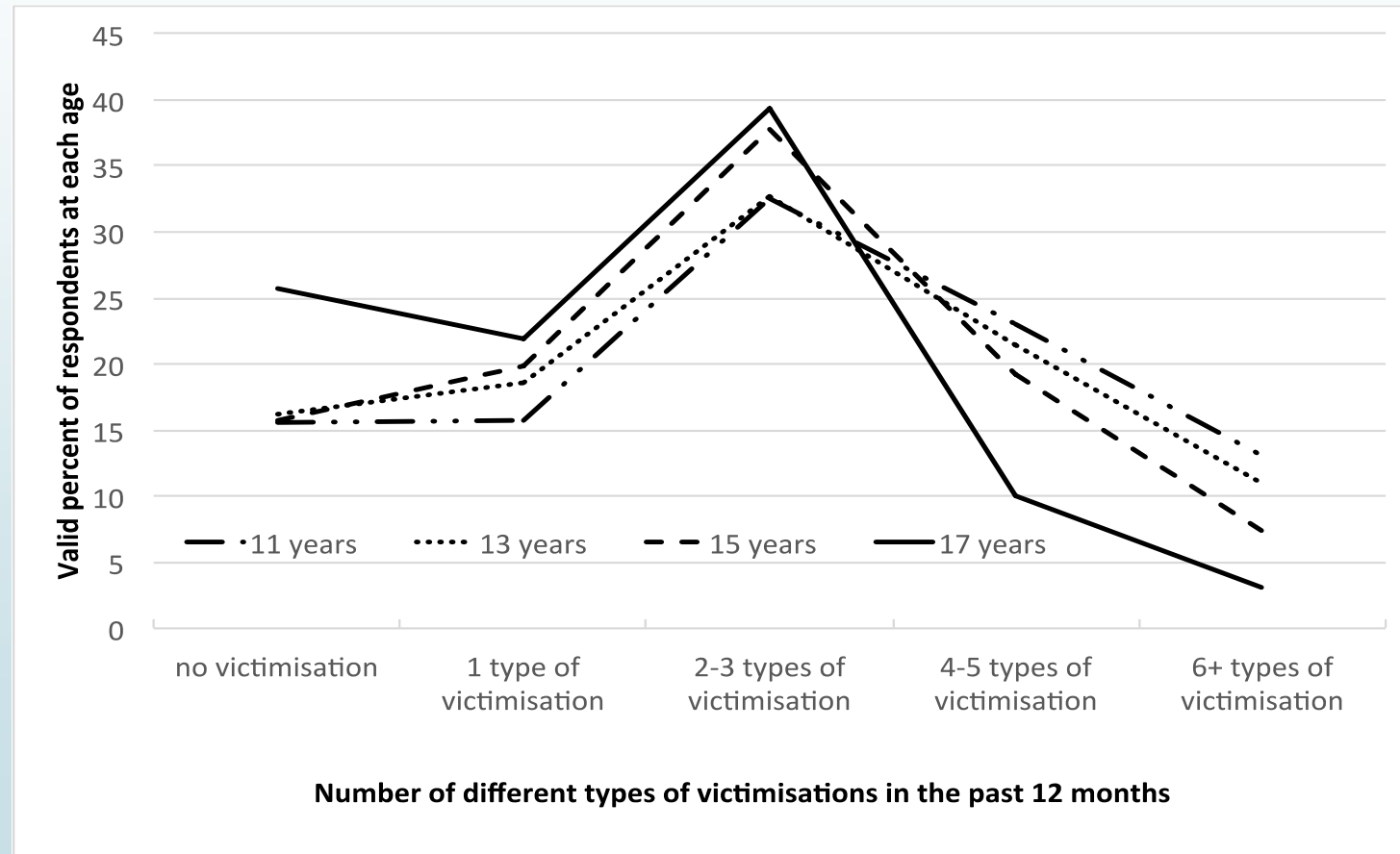
Poly-victimisation – what we did

- z-proso, 1523 participants (52% boys; 11% born outside of Switzerland)
- Measures:
  - Victimisation – self-reports (ages 11, 13, 15, 17)
    - corporal punishment (APQ) – slapped, hit, spanked, pulled hair
    - peer victimisation/bullying – experiences of being physically attacked, ignored, excluded, belongings destroyed
    - assault/robber – assaulted with/out a weapon, robbed
    - sexual victimisation
  - Outcomes (age 17)
    - SBQ – self and teacher reported – depression/anxiety, aggression, prosocial behaviour
    - delinquency – 14 different acts of delinquency; dichotomised and adding up incidences
    - substance use – use of 8 types of substances; variety and frequency score
  - Predictors (age 7)
    - parent reports – corporal punishment, erratic parenting, parental involvement, relationship to siblings
    - child reports – prosocial behaviour, likes school
    - teacher reports – prosocial behaviour, popularity among peers, victimisation by peers, isolation by peers
- Analyses
  - Frequencies of victimisation
  - Longitudinal latent class analyses
  - Regressions

Poly-victimisation – what we found

Percentage of respondents with different numbers of types of victimisation at each age point

Number of different types of victimisations in the past 12 months

Poly-victimisation – what we found

TABLE 4

Fit Statistics for the 2-, 3-, and 4-Class Solutions of Longitudinal Latent Class Cluster Analysis

	2 Classes	3 Classes	4 Classes
LMR *p*-value	.010	.0276	.5837
VLMR *p*-value	.009	.0272	.5844
BLRT *p*-value	<.001	<.001	<.001
saBIC	96,534.483	93,887.169	92,456.873
AIC	96,254.763	93,502.015	91,966.287
Entropy	0.977	0.928	0.946
CProb %	97, 99	97, 93, 98	95, 98, 91, 97
CCP			
Class 1. *n*; %	144; 9.4%	1,110; 72%	85; 5%
Class 2. *n*; %	1,379; 90%	296; 19%	1,118; 73%
Class 3. *n*; %		117; 8%	268; 17.5%
Class 4. *n*; %			52; 3%

Note. LMR, Lo–Mendell–Rubin Adjusted LRT test; VLMR, Vuong–Lo–Mendell–Rubin Likelihood ratio test; BLRT, bootstrap likelihood ratio test; sa BIC, sample-adjusted Bayesian information criteria; AIC, Akaike information criteria; CProb, classification probabilities for the most likely latent class membership; CCP, class count and proportions. In bold are the values for the three-class solution, suggesting best model fit.

Poly-victimisation – what we found

Class 1	Class 2	Class 3
Low victimisation group	**Non-parental poly-victimisation group**	**Long-term parental victimisation group**
n = 1,110 (72%; 558 girls)	n = 296 (19%; 125 girls)	n = 117 (8%; 55 girls)
Compared to the other two classes, lowest probability to be victimised in any way at any of the assessed time periods (11, 13, 15, 17)	Highest probability to be bullied at school at each time point and also highest probability to be exposed to out-of school violence	Highest probability to be exposed to persistent parental victimisation across adolescence and medium probability of experiencing all other types of victimisation

Mean number of different victimisation types experienced in the past 12 months
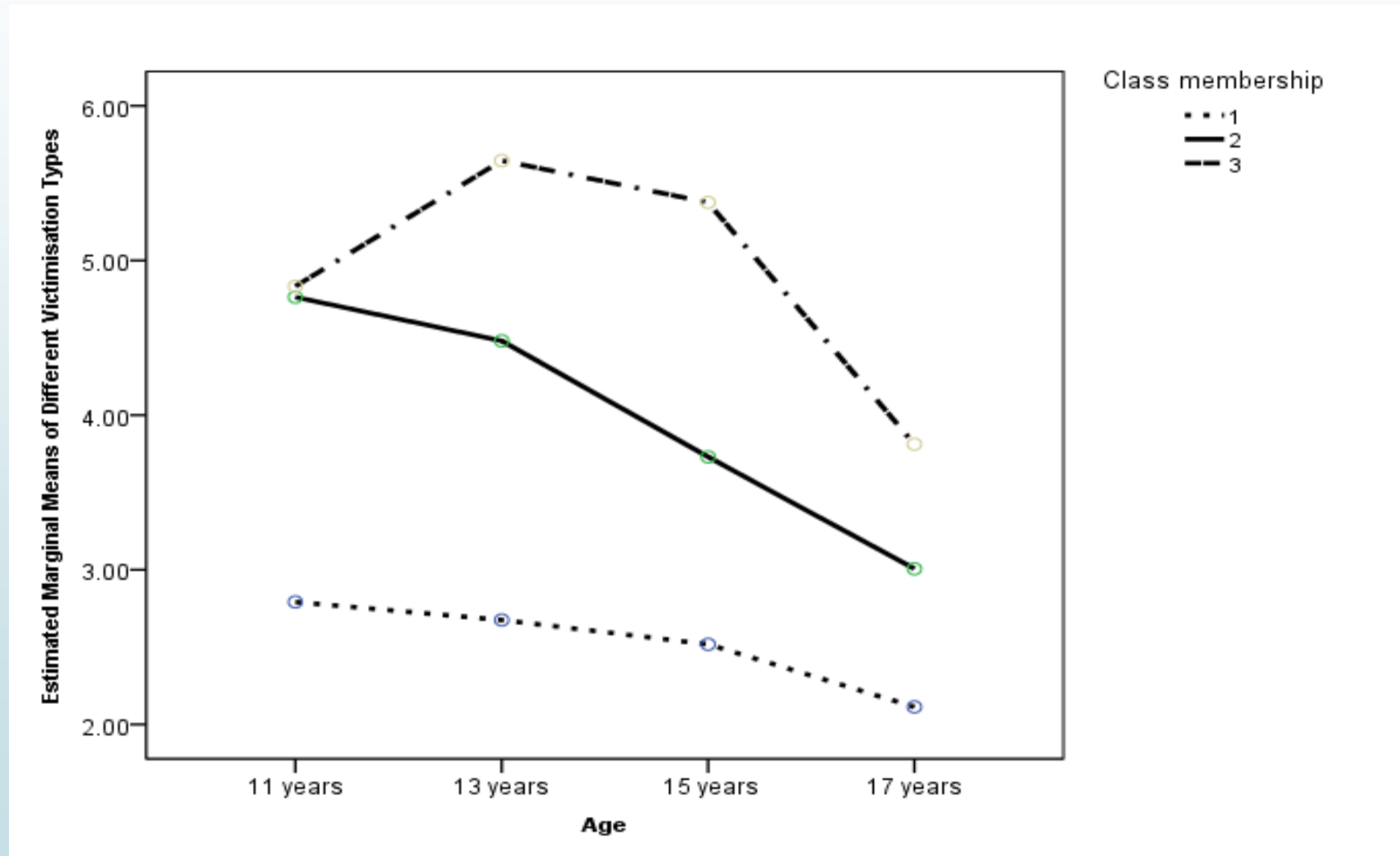
Mental health and behavioural outcomes (age 17)

		Class 1	Class 2	Class 3
Teacher	Prosocial	.038	-.066*	.037
	Anxiety/Depression	-.062	-.001	.107**
	Aggression	-.077*	.068*	.027
Young person	Prosocial	.143	-.029	-.198
	Anxiety/Depression	-.306***	.420***	.100***
	Aggression	-.176***	.089**	.163***
	Delinquency	-.130***	.119***	.037
	Substance use (frequency)	-.072*	.062*	.027
	Substance use (variety)	-.075*	.076*	.012

Note: *p < .05, **p < .01, ***p < .001; all regression were done controlling for age 9 self-control, anxiety/depression and aggression; standardised betas

Relational/social predictors (age 7)

		Class 1	Class 2	Class 3
Parent	Parental involvement	.066*	-.074**	.020
	Erratic parenting	-.045	.017	.050
	Corporal punishment	-.082*	.006	.131***
	Relationship with sibling	.084*	-.098**	.007
	Relationship with teacher	.032	-.018	-.026
Child	Prosocial behaviour	.018	.003	.029
	Likes school	.024	-.082**	.080**
	Relationship with teacher (Age 8)	.082**	-.078**	-.021
Teacher	Prosocial behaviour	.064*	-.050	-.032
	Popularity among peers	.074**	-.019	-.092***
	Victimisation by peers	-.085**	.075**	.031
	Isolation by peers	-.079**	.059*	.043

Implications

- Potentially masked depression/anxiety in those who are most likely to be bullied over time and exposed to other types of victimisation as well

- Importance of school as a 'refuge'?

- A number of relational predictors suggest this may be a good focus of early intervention/prevention practices

Summary of findings and future directions

- Probabilities of membership in each class predict differential outcomes, painting a more serious picture of those with greater likelihood of being in class 2 despite potentially experiencing fewer victimisation types than those in class 3

- There seem to be clear and differential predictors of probabilities of membership in each class

- Knowing what these early relational predictors are may help us fine tune early detection and prevention practices

- One should look at a variety of predictors not only relational ones, but also individual and broader social etc.

- Earlier predictors than age 7; sex/gender differences

- Exploration of mediators or the processes linking predictors to victimisation and to outcome may help fine tune and develop intervention and prevention practices