The Research Group on Child and Adolescent Victimization and the z-proso

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Zurich, October 2018

UNIVERSITAT DE BARCELONA

GReVIA
Grup de Recerca en Victimització
Infantil i Adolescent

The Research Group on Child and Adolescent Victimization

'I always want to give the victim a voice'

Ann Rule
(1931-2015)

Noemí Pereda
Victimology

Georgina Guilera
Methodology

Judit Abad
Psychology

Anna Segura
Psychology

Marina Bartolomé
Criminology

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Psychology

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Psychology

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Education

Universidad de Chile
Universidad Diego Portales
Universidad de Tarapacá
Universidad Santo Tomás

Universidad de La
Sabana

Universidad
Autónoma de
México

Good Practices in the Assessment of Victimization: The Spanish Adaptation of the Juvenile Victimization Questionnaire

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Objective: To provide the first validity evidence for the Juvenile Victimization Questionnaire (JVQ) under the causal indicators approach, using lifetime experiences of victimization in a community sample of adolescents, and to explore the associations between polyvictimization and psychopathological symptoms. **Method:** The final sample comprised 804 adolescents aged between 12 and 17 years ($M = 14.52$, $SD = 1.76$) and recruited from 7 secondary schools in northeastern Spain. Victimization experiences and psychopathological symptoms were assessed through the JVQ (Finkelhor, Hamby, Ormrod, & Turner, 2005) and the Youth Self-Report (Achenbach & Rescorla, 2001). **Results:** There were low correlations between JVQ items, indicating that victimization events tend to be independent. The causal indicators model for causing psychological distress fitted the data, explaining up to 38% and 40% of the variance in internalizing and externalizing symptoms, respectively. **Conclusions:** An inappropriate approach to validation can have important consequences for applied research into victimization. Using a causal indicators approach it can be concluded that the JVQ is a valid assessment instrument that can obtain relevant information regarding victimization directly from children and adolescents. This information can be used to help tailor clinical interventions to the needs of child and adolescent victims.
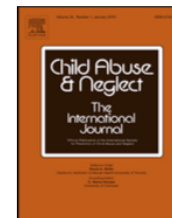
Keywords: adolescence, measurement, psychopathology, validity, victimization

Victimization and polyvictimization of Spanish children and youth: Results from a community sample[☆]

CrossMark

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ARTICLE INFO

ABSTRACT

Most research into adolescent victimization and polyvictimization has been carried out in the United States and in northern European countries. The present study aims to determine the prevalence of victimization and polyvictimization in a community sample of Spanish adolescents. The sample consisted of 1,107 youth ($M = 14.52$, $SD = 1.76$), 590 males and 517 females, randomly recruited from 7 secondary schools in a north-eastern region in Spain. The Spanish version of the Juvenile Victimization Questionnaire was applied, assessing 6 aggregate categories of childhood victimization (conventional crimes, caregiver, peer and sibling, witnessed and indirect, sexual, and electronic victimization). A total of 83% of adolescents reported at least 1 type of victimization during their lives, and 68.6% during the last year. Boys were generally more exposed to conventional crimes (68.0%), and girls to emotional abuse by caregivers (23.0%) and to sexual (13.9%) and electronic (17.6%) victimization during their lifetime. Age differences obtained in victimization rates for the past year confirmed that peer and sibling victimization peak in early adolescence (33.9%). Witnessing community violence was more frequent in older adolescents (34.7%). Almost 20% of the sample were considered as polyvictims (i.e., experienced victimization in 7 or more forms of victimization). Adolescent polyvictims experienced victimization in 4 or more domains during their lifetime. This study adds new information on the epidemiology of victimization in the international context and is the first to do so from the perspective of a country in south-western Europe. It illustrates that Spanish youth experience a higher level of victimization than official records suggest, and that gender and age should be taken into account when analyzing this complex area of study.

Check for updates

Child Victimization and Poly-Victimization in a Community Sample of Adolescents in Northern Chile

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ABSTRACT

The aim of this article is to report the prevalence of youth victimization and poly-victimization in northern Chile. Using the Juvenile Victimization Questionnaire, a sample of 706 adolescents ages 12 to 17 were surveyed. The results indicated that 89% of the participants had experienced victimization at least once in their lives and 76.8% had experienced at least 1 experience of victimization in the past year. The most frequent forms were conventional crimes (70% and 54.7%), witnessing and indirect victimization (63.2% and 45.2%), and peer and sibling victimization (50.0% and 34.6%), for the lifetime and the past year, respectively. Sexual victimization was less common for both time periods, but still relevant (15.9% lifetime and 9.9% past year). Older females and younger adolescents presented a higher risk of victimization particularly in conventional crimes and victimization by caregivers. As for poly-victimization, 21% of the adolescents presented between 4 and 6 different forms of victimization (the low poly-victimization group) and 16% reported seven or more (the high poly-victimization group) in the last year. The results showed that child and adolescent victimization is a significant problem in Chile. Percentages of victimization in Chilean adolescents were higher than those found in Europe or North America. Results from the group of poly-victims reinforces the need to evaluate the multiple forms of victimization that affect adolescents in Chile and to prioritize it in the design of the treatment of the consequences of violence, taking into account differences in gender and age.

Corporal punishment in rural Colombian families: Prevalence, family structure and socio-demographic variables

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ARTICLE INFO

ABSTRACT

Objective: To reveal the prevalence of corporal punishment in a rural area of Colombia and its correlates to family structure and other socio-demographic variables. Method: A survey about childrearing and childcare was developed for this study, including a specific question about corporal punishment that was developed based on the Conflict Tactics Scale (CTS). Family structure was categorized as follows, based on previous literature: 'nuclear family,' 'single parent' family, 'extended family,' 'simultaneous family' and 'composed family.' Results: Forty-one percent of the parents surveyed admitted they had used corporal punishment of their children as a disciplinary strategy. The type of family structure, the number of children living at home, the age of the children, the gender of the parent who answered the survey, and the age and gender of the partner were significant predictors of corporal punishment. Conclusion: Family structure is an important variable in the understanding of corporal punishment, especially in regard to nuclear families that have a large number of children and parents who started their parental role early in life.

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z-proso

'The best way to make children good is to make them happy'

Oscar Wilde
(1854-1900)

working papers

Victimization and educational outcomes: Can the bond with teachers make a difference?

1) Whether different forms of victimization can predict academic [...]

2) Does the [...] moderate the links for [...]

**Erasmus+
'Schools Against Victimization
from an Early age'**
to improve teachers' and school staff members'
ability to detect children and adolescents that
might be going through victimization and help
them in their every-day school life

Dating violence

'It would perhaps be nice to be alternately the victim and the executioner'

Charles Baudelaire
(1821-1867)

working papers

Are Different Typologies of Teen Dating Violence Predicted by the Same Factors?

1) To establish the prevalence of dating violence victimization, perpetration, and victimization and perpetration in adolescents at age 17.

2) To examine if the same early factors (e.g., other victimization experiences, anger, anxiety, depression, aggression against peers, grade point average) predict teen dating violence victimization, perpetration, and the overlap of these experiences.
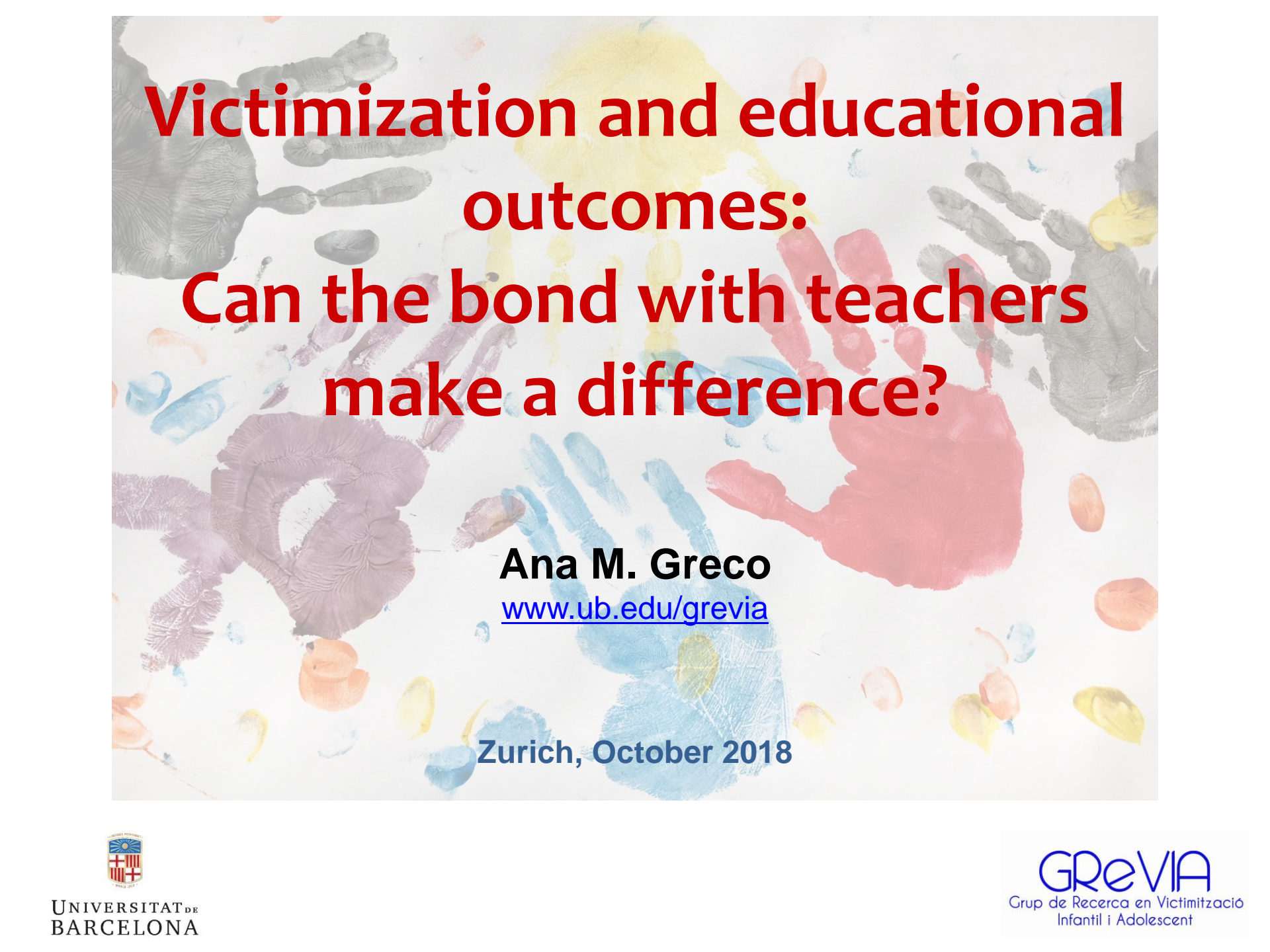
Thank you!

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Victimization and educational outcomes:
Can the bond with teachers make a difference?

Ana M. Greco
www.ub.edu/grevia

Zurich, October 2018

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Our first study

'When the times are a crucible, when the air is full of crisis, those who are the most themselves are the victims'

Gregory Maguire
(1954)

performance

(e.g., _____ngwasan, 2018)

truancy

, & Rinfrette, 2018)

dropout

**_n_ = 1448
(51.6% boys)
_M_ = 17.4 (_SD_ = 0.4)**

(Wave 6)

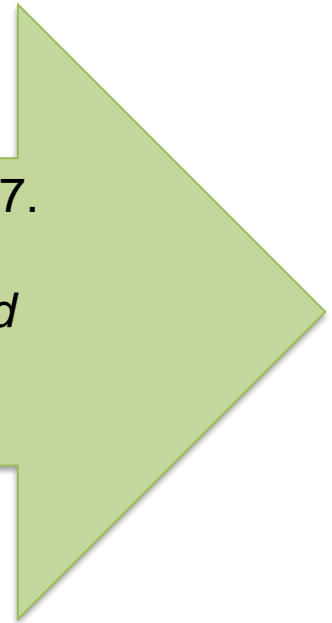| Mediation	Moderation
$Y \sim X1+X2+X3...Xn$ $X \sim M$ $Y \sim X+M$	$Y \sim X+M+(X*M)$

- **Continous variables:** age, achievement, commitment and self-perceived problems, bullying, corporal punishment, yelling, relationship with teachers.

- **Dichotomic variables:** gender, truancy, parental highest level of education, conventional crimes and neglect.

- **Categorical variables:** sexual victimization.
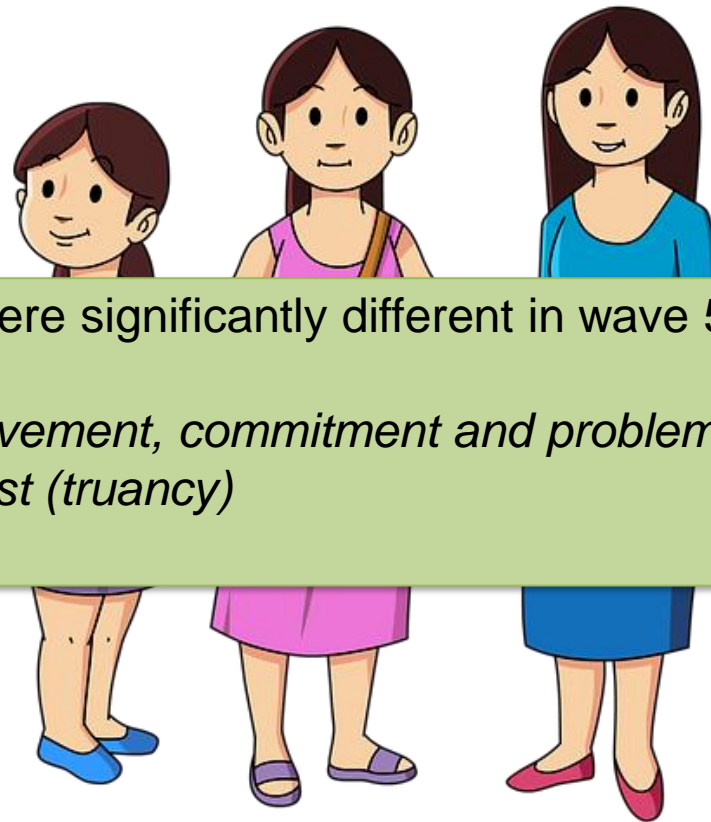
Outcomes were significantly different in wave 5 and 7.

T-test (achievement, commitment and problems) and McNemar test (truancy)

Maths achievement

Predictors:

- Bullying β(SE) = -0.26(0.09), $p > .01$
- Sexual victimization β(SE) = 0.65(0.17), $p < .001$ for the category "serious sexual victims"

No mediation nor moderator effects found.

Language achievement

Predictors:

- Bullying $\beta(SE)$ = -0.18(0.08), p >.05

Predictor ~ mediator:

- Relationship with the teacher has a significant effect ($\beta(SE)$= -0.09(0.03), p >.01) on bullying

Full model

- The effect of bullying was no longer significant once the mediator was added to the equation, but no significant indirect effect was found

Self-perceived academic problems

Predictor:
- Bullying β(SE) = 0.06(0.01), *p* >.01

Mediation effect:
- Relationship with the teacher β(SE) = -0.07(0.02), *p* >.001
- Bullying β(SE) = 0.05(0.01), *p* >.01

Truancy

Victimization was not a significant predictor but the relationship with the teacher was: β(SE) = -0.28(0.08), p >.001

Commitment

Predictors:

- Corporal punishment β(SE) = 0.11(0.04), $p > .01$
- Bullying β(SE) = -0.05(0.02), $p > .01$
- Yelling β(SE) = -0.06(0.01), $p > .001$

Predictor ~ Mediator:

- Relationship with the teacher predicted yelling β(SE) = -0.08(0.03), $p > .05$ and bullying

Full model:

- Bullying β(SE) = -0.04(0.01), $p > .05$
- Yelling β(SE) = -0.03(0.01), $p > .05$
- Relationship with the teacher β(SE) = 0.15(0.02), $p > .001$

Conclusions

- **Sexual victimization** on maths achievement: potential effect of dissociative amnesia (Hardner et al., 2018).

- **Corporal punishment** could have a negative effect in early ages (Font & Cage, 2018) but in adolescence seems to be different.

Conclusions

- **Truancy** could not be predicted by violence but it could be predicted by the relationship with the teacher.

- **Relationship with the teacher** can mediate the effect of yelling and bullying in commitment and the effect of bullying in self-perceived academic problems.

- **Commitment** predicts achievement so further research in this regard could develop a model to understand these complex relationships.
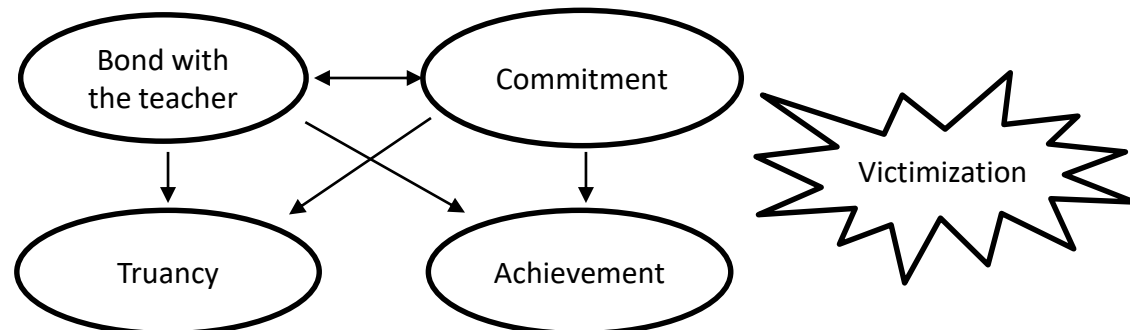
Further questions and next steps

Include co-variables:
- Nationality.
- Language spoken at home.
- Parents highest level of education.

Define a way to include:
- Achievement as categorical.
- Poly-victimization.

Ideas on more complex models

Thank you!

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