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# Stability and change in bullying roles: A latent class and latent transition analysis

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# Stability and change in bullying roles: A latent class and latent transition analysis

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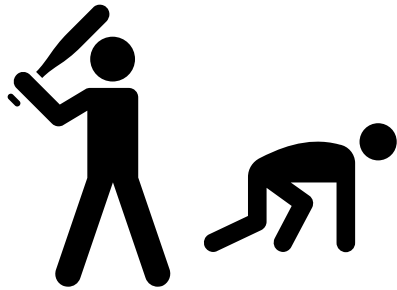
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**bullying**

- Among peers
- Repeated
- Intentional
- Long-term
- Defined roles
- Power imbalance



# Bullying is an antisocial behaviour with serious consequences

depression

offending

suicidal thoughts  
and behaviours

drug use



Although most of the studies in the field describe different bullying roles, very little is known about the developmental stability and change in these roles.

Stability and change in antisocial behaviours have been described (Eisner & Malti, 2015). Nevertheless, to the best of our knowledge, stability and transitions among different bullying roles have not yet been studied longitudinally with several waves and across adolescence.

# Methodology



916 participants aged

11y

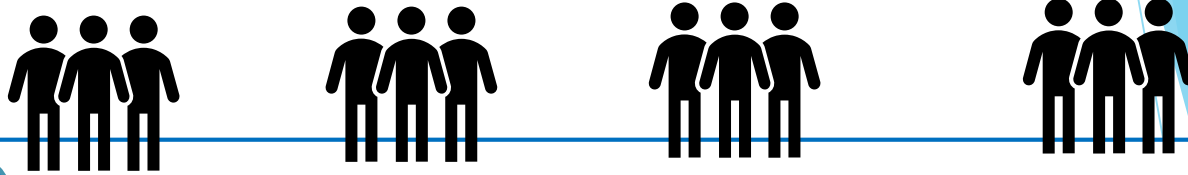
13y

15y

17y

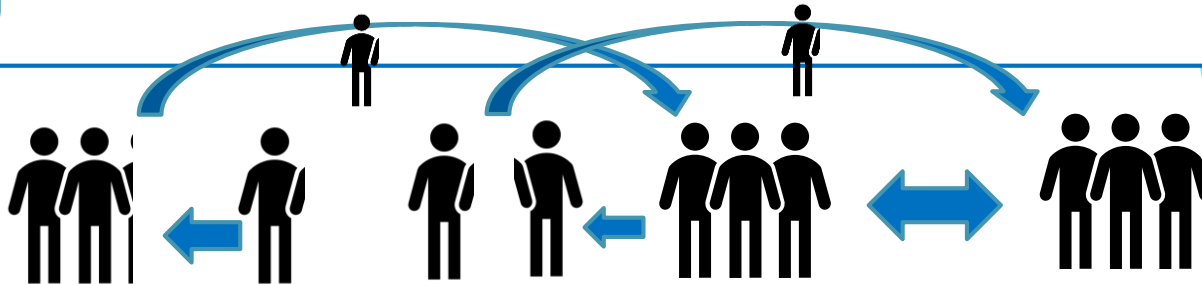
A questionnaire about bullying perpetration (4 ítems) and victimisation (4 ítems) validated by Murray et al. (in press)

# Data analysis



## Latent Class Analysis

A procedure that groups participants in a dataset in meaningful groups based on their response patterns.



## Latent Transition Analysis

A procedure that shows transitions among these groups across time.

# Results

	Uninvolved (%)				Victims (%)				Perpetrators (%)				Bully/Victims (%)			
Age	11	13	15	17	11	13	15	17	11	13	15	17	11	13	15	17
Was ignored	1.4	3.1	2.4	2.3	55.3	36.6	53.3	57.4	10.1	3.3	9.4	0	64.4	40.5	52.9	26.1
Was insulted	3.2	1.7	4.3	2.4	79.5	70.6	70.3	71	25.4	8.1	22.7	17.4	72	83.8	100	100
Was physically attacked	0	0.8	2.1	0	20.1	12.5	4.4	1.4	33.6	9.6	7.3	5.4	58.2	68	50.8	65.1
Had destroyed things	2.7	1.7	4.2	1.4	24.3	27.7	22.8	13.6	16.2	5.7	14.9	3.1	43.5	65	75	84.1
Ignored others	1	4.3	5.7	2.1	13.9	19.9	35.3	38.3	7.8	55.2	63.1	42.2	60.3	51	56.3	41.2
Insulted others	0	2.9	6.4	0	25.3	30.5	41.8	45	23.6	77.5	86.4	74.3	76.5	85.5	93.9	100
Physically attacked others	0.6	2.5	2.9	0.8	0.6	1.4	0.8	0	26.7	34.5	23.7	13.9	57.6	62.7	44.3	65.4
Destroyed others' belongings	0	1.3	1.1	0	0	0	1	5	9.5	30	26.8	15.6	33.7	43.4	57.2	66.5



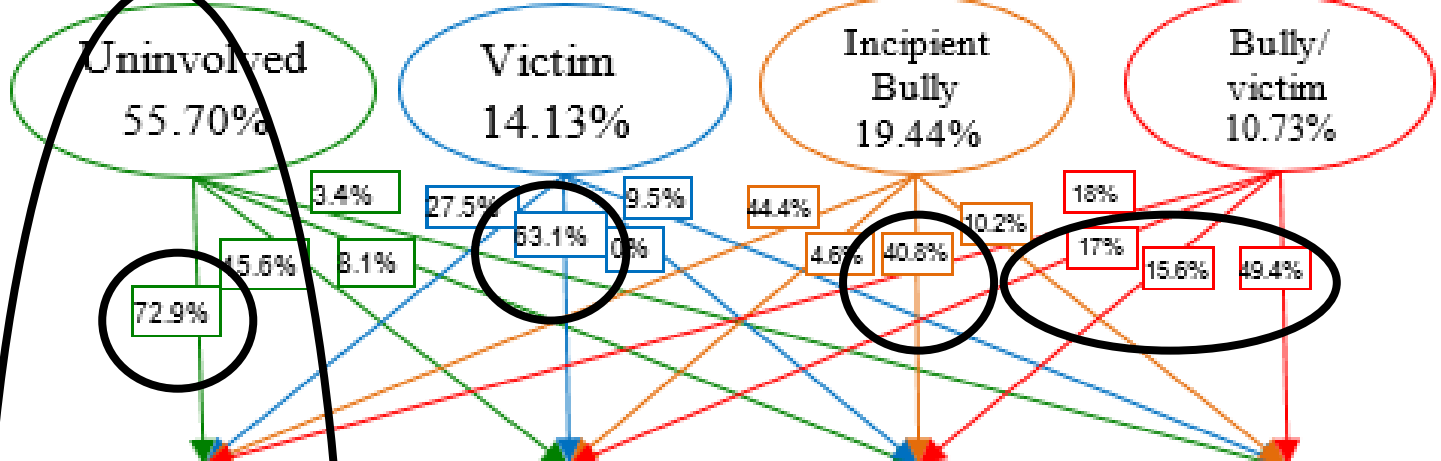
# Results

	Uninvolved (%)				Victims (%)				Perpetrators (%)				Bully/Victims (%)				
	Age	11	13	15	17	11	13	15	17	11	13	15	17	11	13	15	17
Was																	
Was																	
Was attacked																	
Had destroyed things	2.7	1.7	4.2	1.4	24.3	27.7	22.8	13.6	16.2	5.7	14.9	3.1	43.5	65	75	84.1	
Ignored																	
Insulted																	
Physically attacked others	0.0	2.5	2.5	0.0	0.0	1.4	0.0	0	20.7	34.5	23.7	15.5	97.0	62.7	44.5	65.4	
Destroyed others' belongings	0	1.3	1.1	0	0	0	1	5	9.5	30	26.8	15.6	33.7	43.4	57.2	66.5	

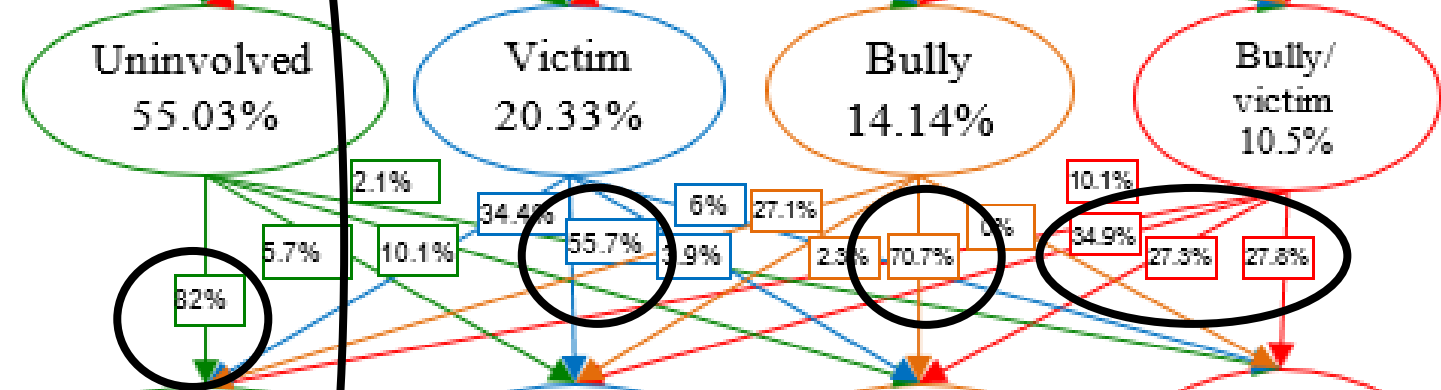
Developmental change in bullying roles

Bullying roles are not “pure”

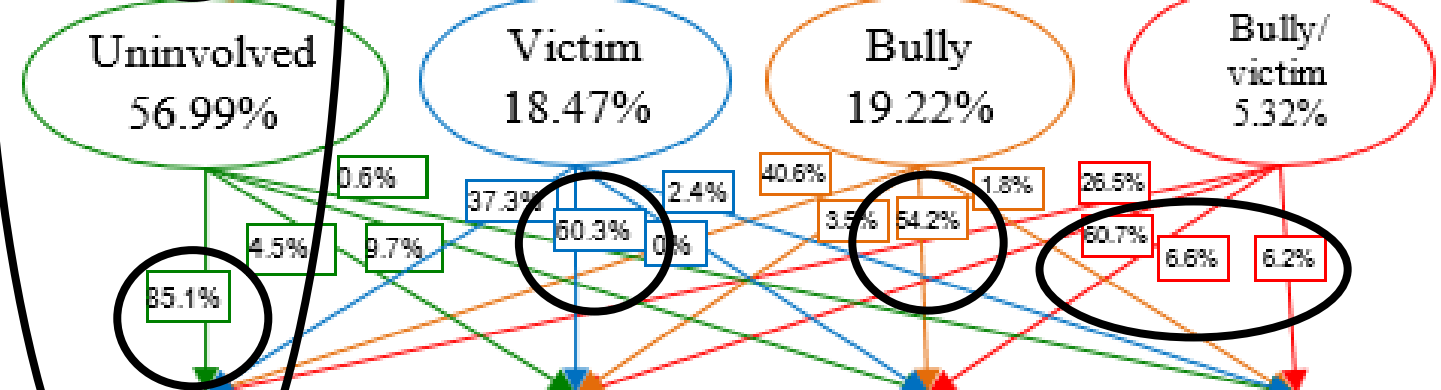
Age 11



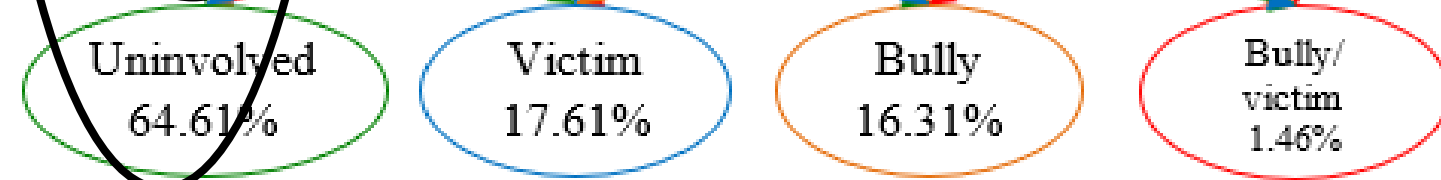
Age 13



Age 15



Age 17



Age 11

Uninvolved

Victim

Incipient  
Bully

Bully/  
victim

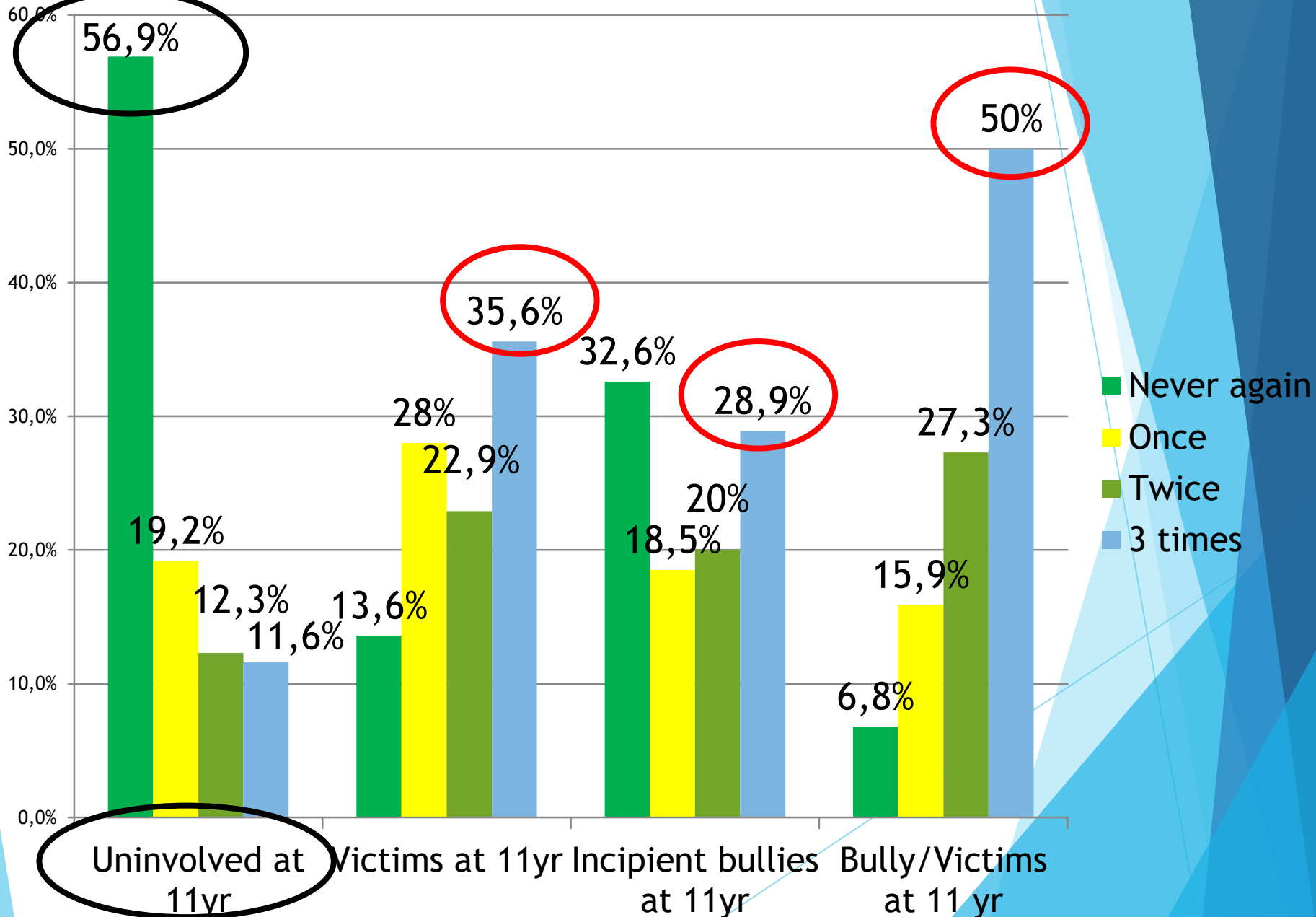
Bullying decreases with age

Victims remain victims or transition to uninvolved

Bullies remain bullies or transition to uninvolved

Bully/victims are the least stable group, the most aggressive and with low percentages of transitions to uninvolved

Percentages of participants in each bullying role at the age 11 who were not involved in bullying later, who were involved once, twice and three more times



Most of the children uninvolved at age 11 remain uninvolved at all waves

There is a high percentage of children involved at age 11 in any bullying role who remain involved in bullying in all the waves



This is especially true for bully/victims

Uninvolved at 11yr  
Victims at 11yr  
Bully/victims at 11yr

# Implications

These findings open new horizons in research and practice related to bullying and can be useful for its early detection or design of targeted interventions

Developmental change not only in the rates but also in the nature of bullying

Bullying becomes less physical, but verbal and indirect aggression persists. It is important to focus on detecting these less visible forms in adolescence.

# Implications

Although far from perfect, our results show that prediction of future involvement in bullying is possible if past involvement is detected. This is especially true for bully/victims.

It is also possible that different patterns of involvement could benefit from specific targeted interventions which could improve effectiveness of anti-bullying programmes.

Focusing on bully/victims is especially important because they are highly victimised and aggressive across all the waves.

# New generation of research on bullying

Given that perpetrators, victims and bully/victims seem to be well defined groups, specific risk and protective factors for each role could be evaluated and addressed.

Similarly, the consequences for each group could be studied and possibly prevented.

...this could be done separately for early onset, late onset and persistent involvement.



And all this has only been  
possible thanks to...



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**Thank you very much for your  
attention**

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