

The development of peer relation difficulties: New findings from longitudinal studies

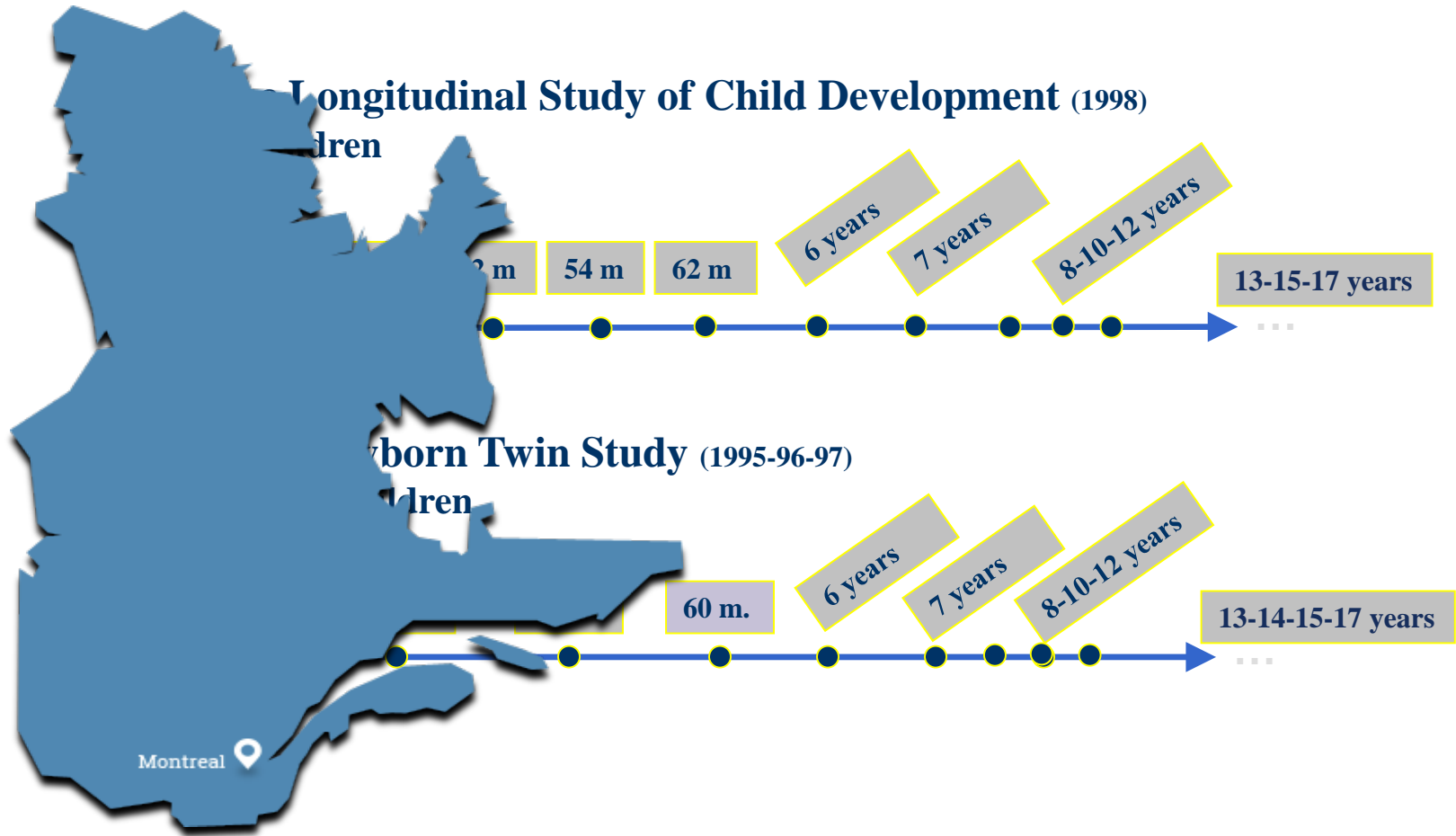
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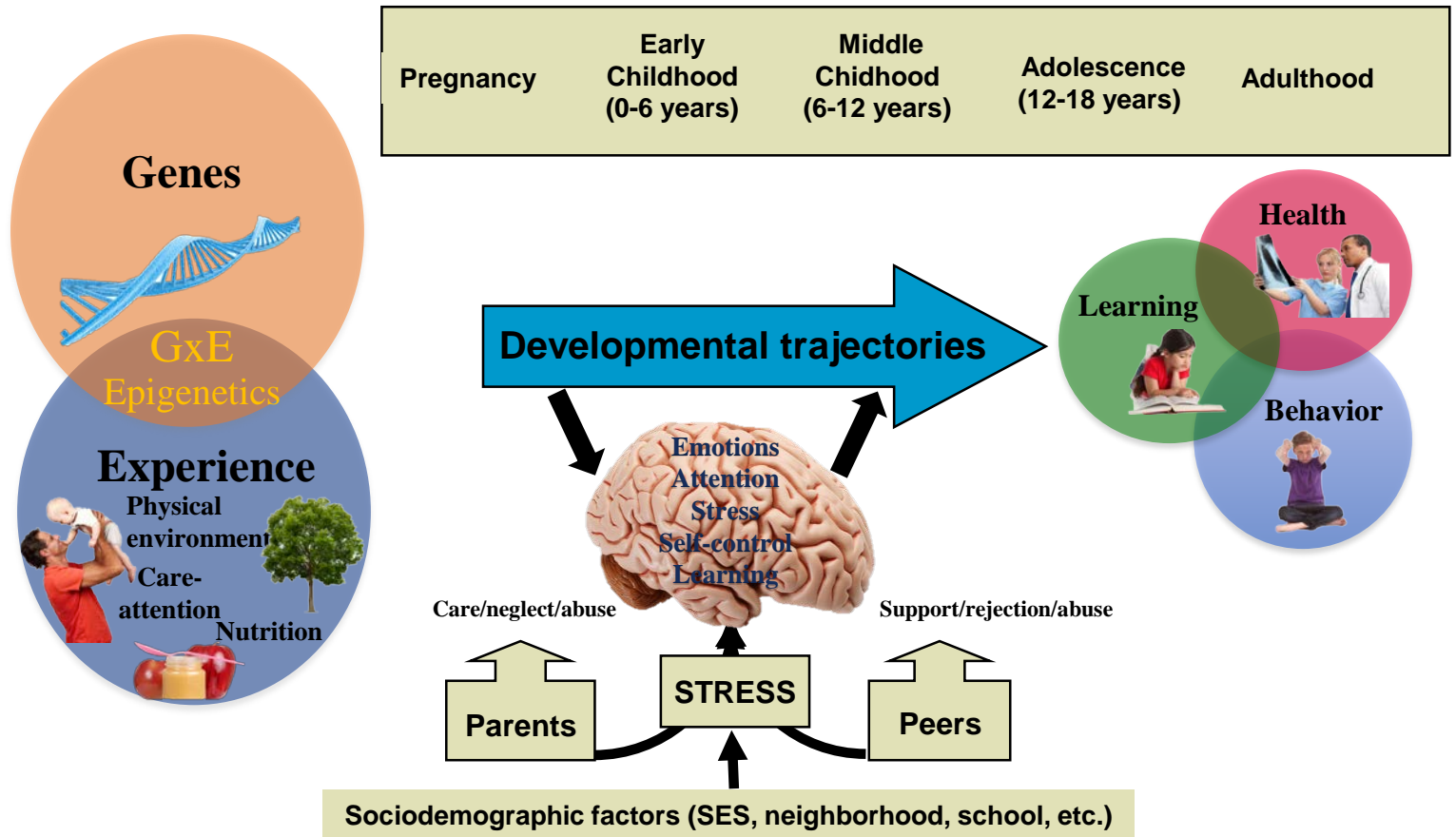
**Anti-Bullying Conference 2018
October 29-30, 2018
Sydney, Australia**



A family of birth cohorts from Québec



A life-long, bio-social model of human development





Longitudinal studies inform human development...

By documenting:

- Developmental trajectories;
- Predictive associations;
- Developmental cascades and processes;

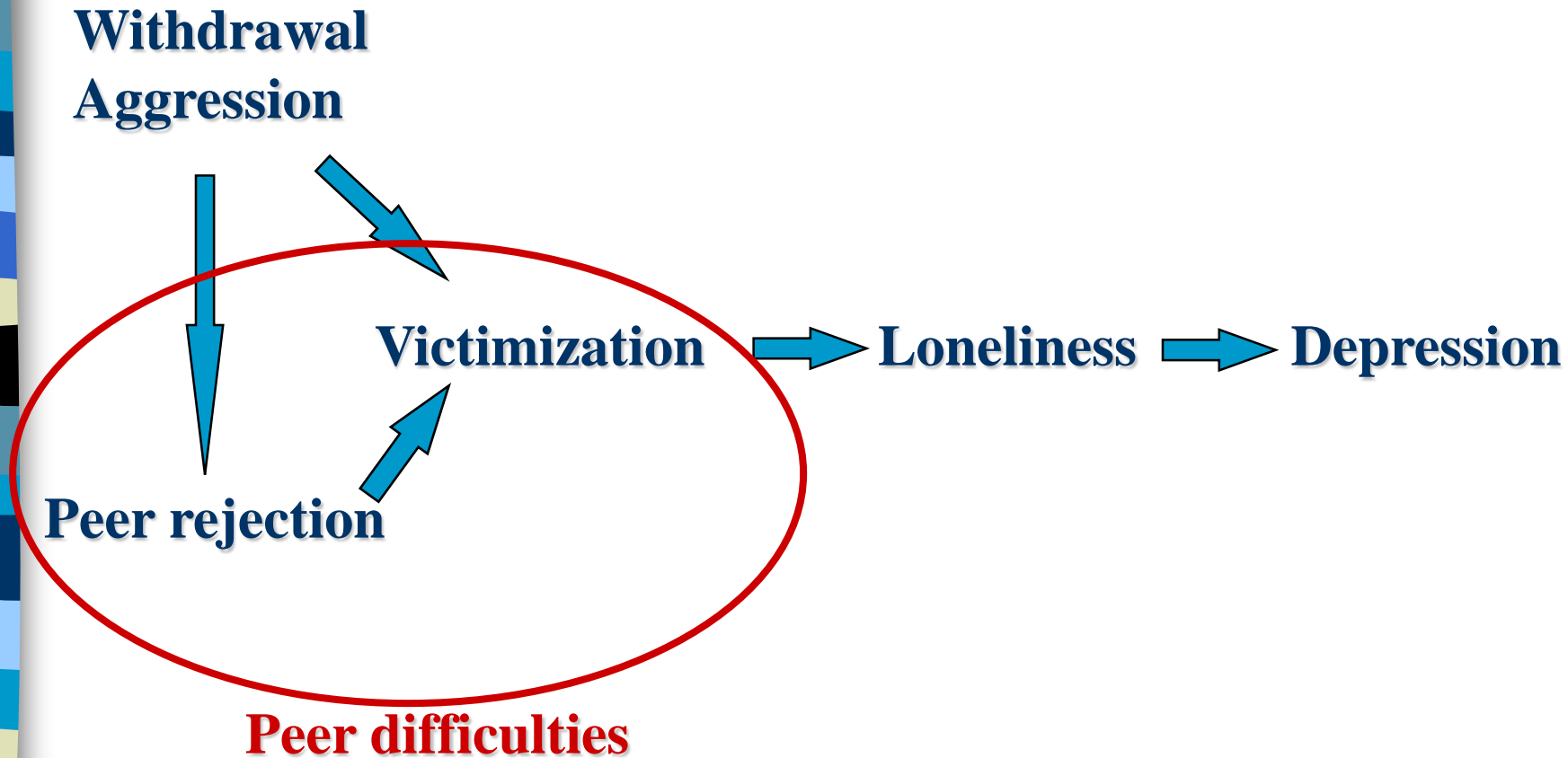
...pointing to stable features, as well as change;

...assessing associated risk (e.g., mental health and suicide);

...suggesting possible targets for intervention;

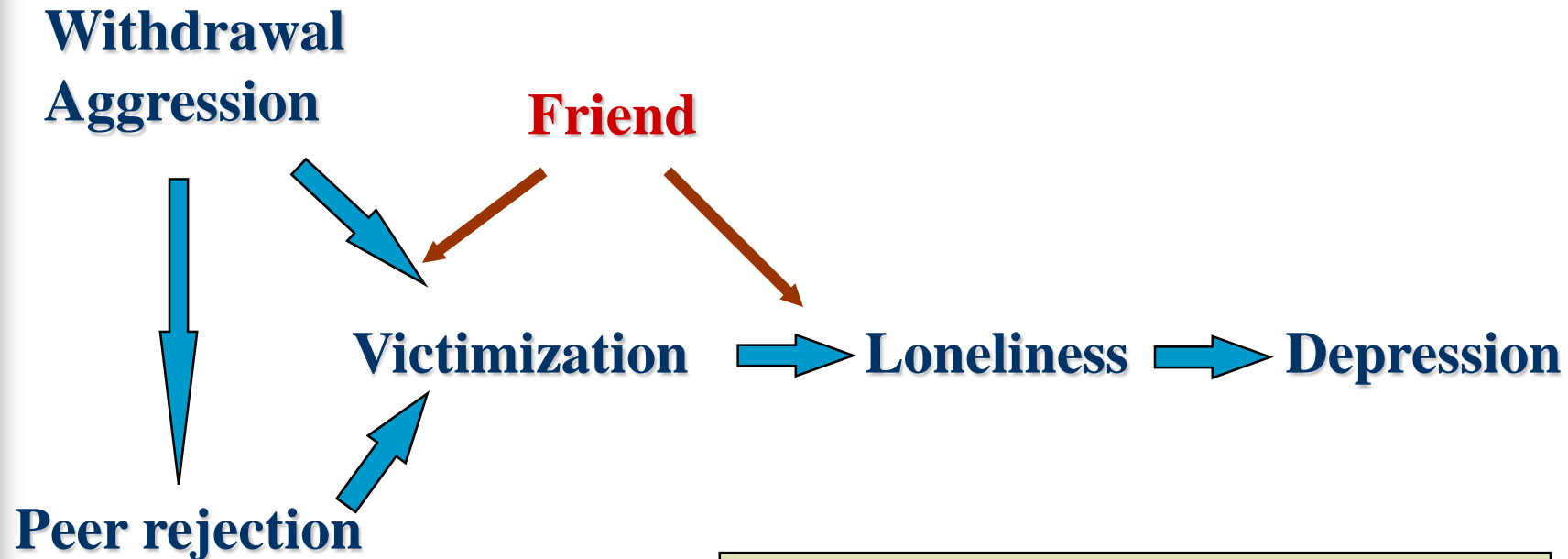
...may also assess the “impact” of programs and policies.

Behavior tendencies may initiate a negative social process leading to internalizing problems.



Adapted from Boivin, Hymel, & Bukowski, *Development and Psychopathology* (1995);
Boivin & Hymel, *Developmental Psychology* (1997)

The social process model revisited. Friend may play a protective role

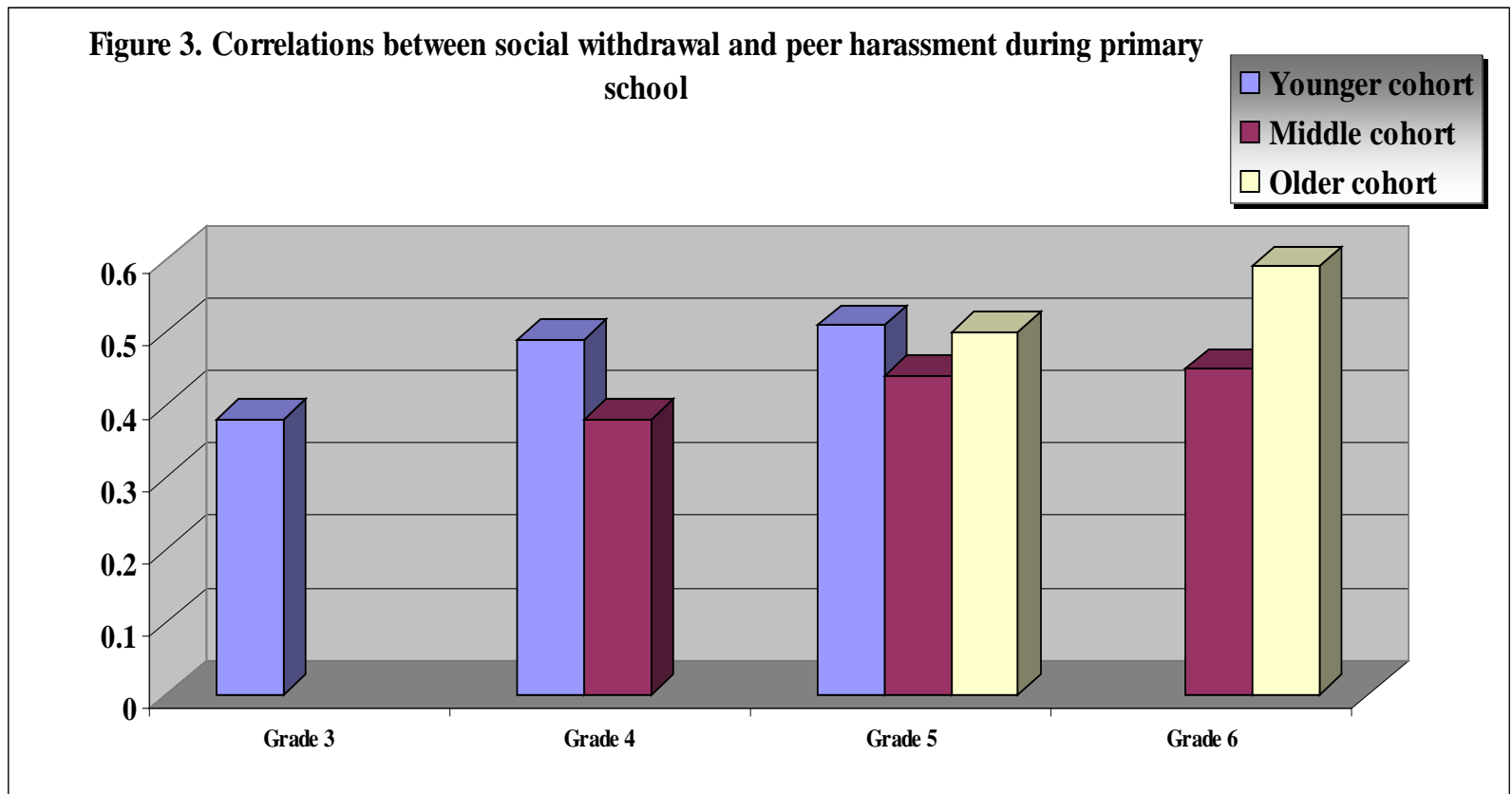


However model was revisited:

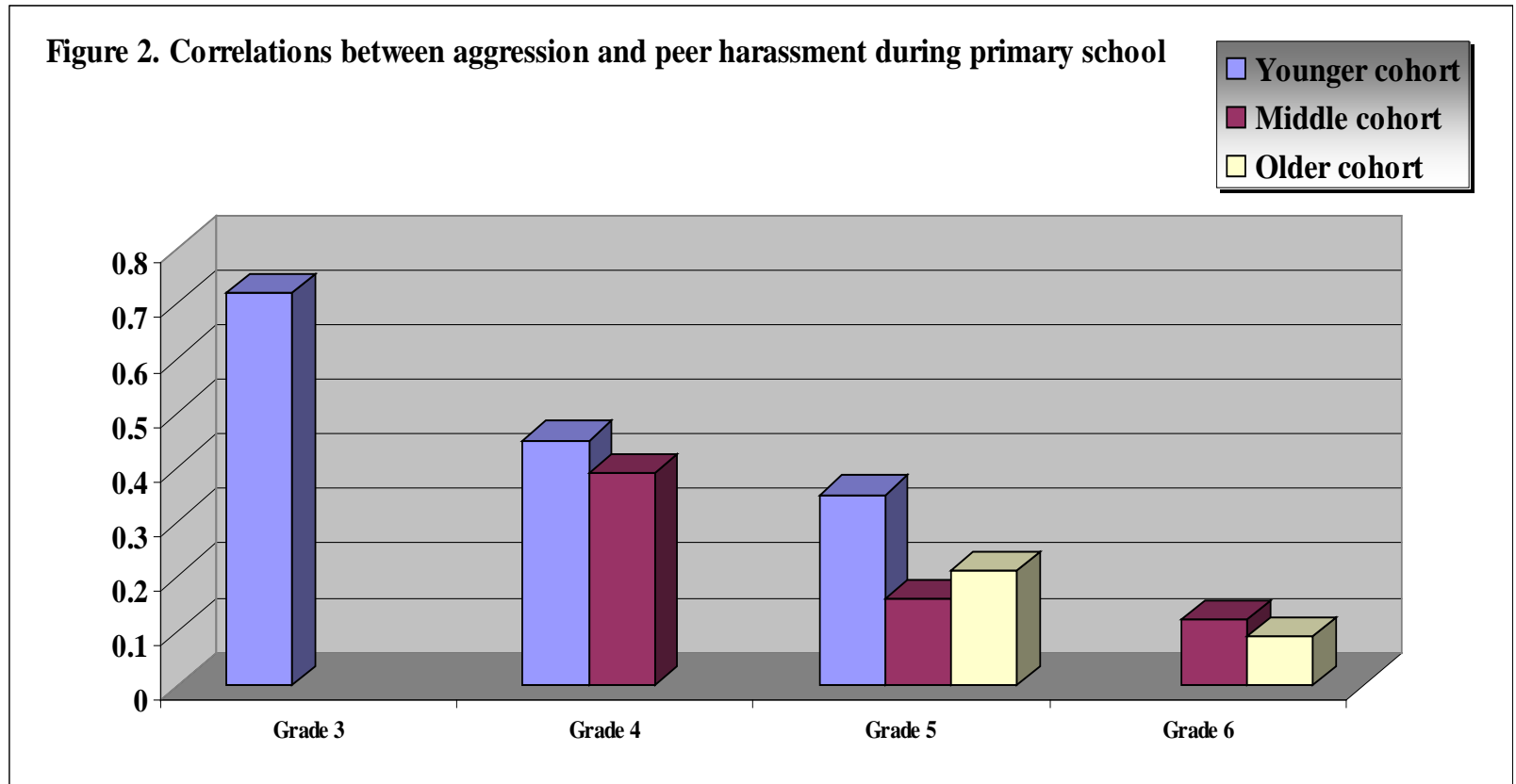
- Direct pathway to negative self-perceptions
- Active withdrawal rather than shyness
- The protective role of friendships
- ++ bidirectional influences

Adapted from Boivin, Hymel, & Bukowski, *Development and Psychopathology* (1995);
Hodges, Boivin, Vitaro, & Bukowski, *Developmental Psychology* (1999)

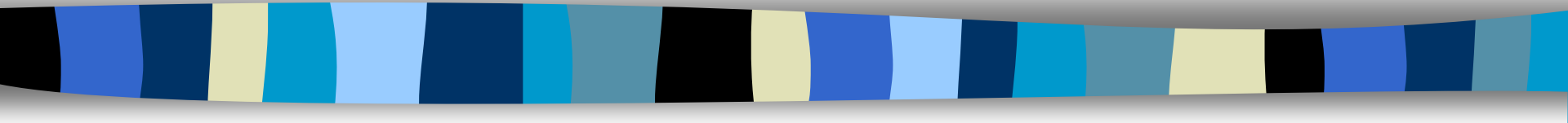
Developmental norms change; the *growing* link Between social withdrawal and peer difficulties



A change in developmental norms: The *vanishing* link between aggression and peer harassment



Predictive associations through developmental trajectories of peer relation difficulties



Associations Between Peer Victimization and Suicidal Ideation and Suicide Attempt During Adolescence: Results From a Prospective Population-Based Birth Cohort

Marie-Claude Geoffroy, PhD, Michel Boivin, PhD, Louise Arseneault, PhD, Gustavo Turecki, MD, PhD, Frank Vitaro, PhD, Mara Brendgen, PhD, Johanne Renaud, MD, FRCPC, Jean R. Séguin, PhD, Richard E. Tremblay, PhD, Sylvana M. Côté, PhD

J Am Acad Child Adolesc Psychiatry 2016;55(2):99–105.

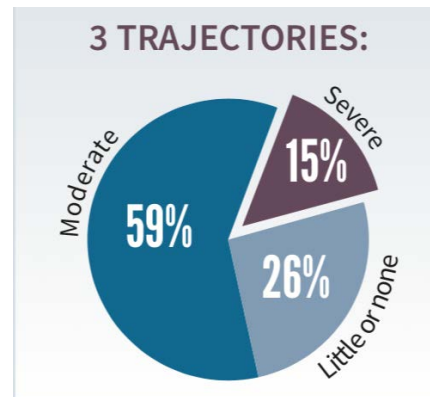
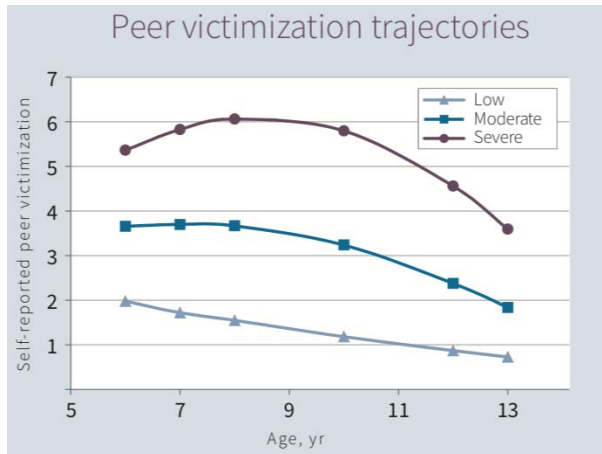
Adolescents victimized at 13 years were more likely to

- (1) **Had suicidal ideation** (OR=2.27, 95% CI=1.25-4.12)
- (2) **Committed a suicide attempt** (OR=3.05, CI=1.36-6.82) at 15 years, and after accounting for baseline suicidality and mental health and a series of confounders.

Childhood trajectories of peer victimization and prediction of mental health outcomes in midadolescence: a longitudinal population-based study

Marie-Claude Geoffroy PhD, Michel Boivin PhD, Louise Arseneault PhD, Johanne Renaud MD MSc, Léa C. Perret MSc, Gustavo Turecki MD PhD, Gregory Michel PhD, Julie Salla PhD, Frank Vitaro PhD, Mara Brendgen PhD, Richard E. Tremblay PhD, Sylvana M. Côté PhD

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Chronic and severe versus lowest levels of peer victimization

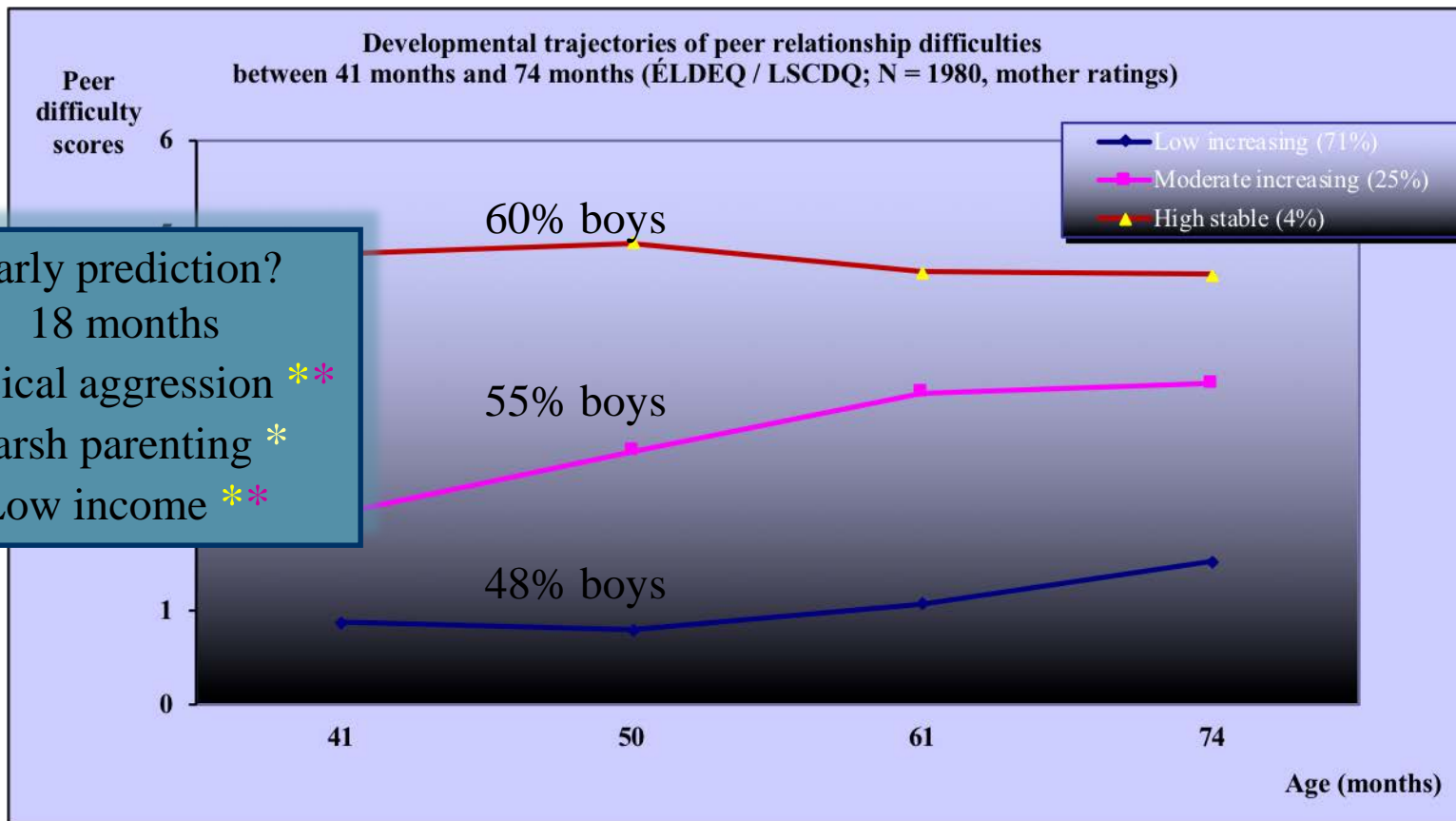
GREATER ODDS:

- 2.6x** Debilitating depression
- 3.3x** Generalized anxiety
- 3.5x** Suicidality

IMP: after adjusting for childhood mental health and ++ confounders

Note : predict suicidality after controlling for concurrent depression and anxiety.

Developmental trajectories of peer difficulties in preschool



Early prediction?

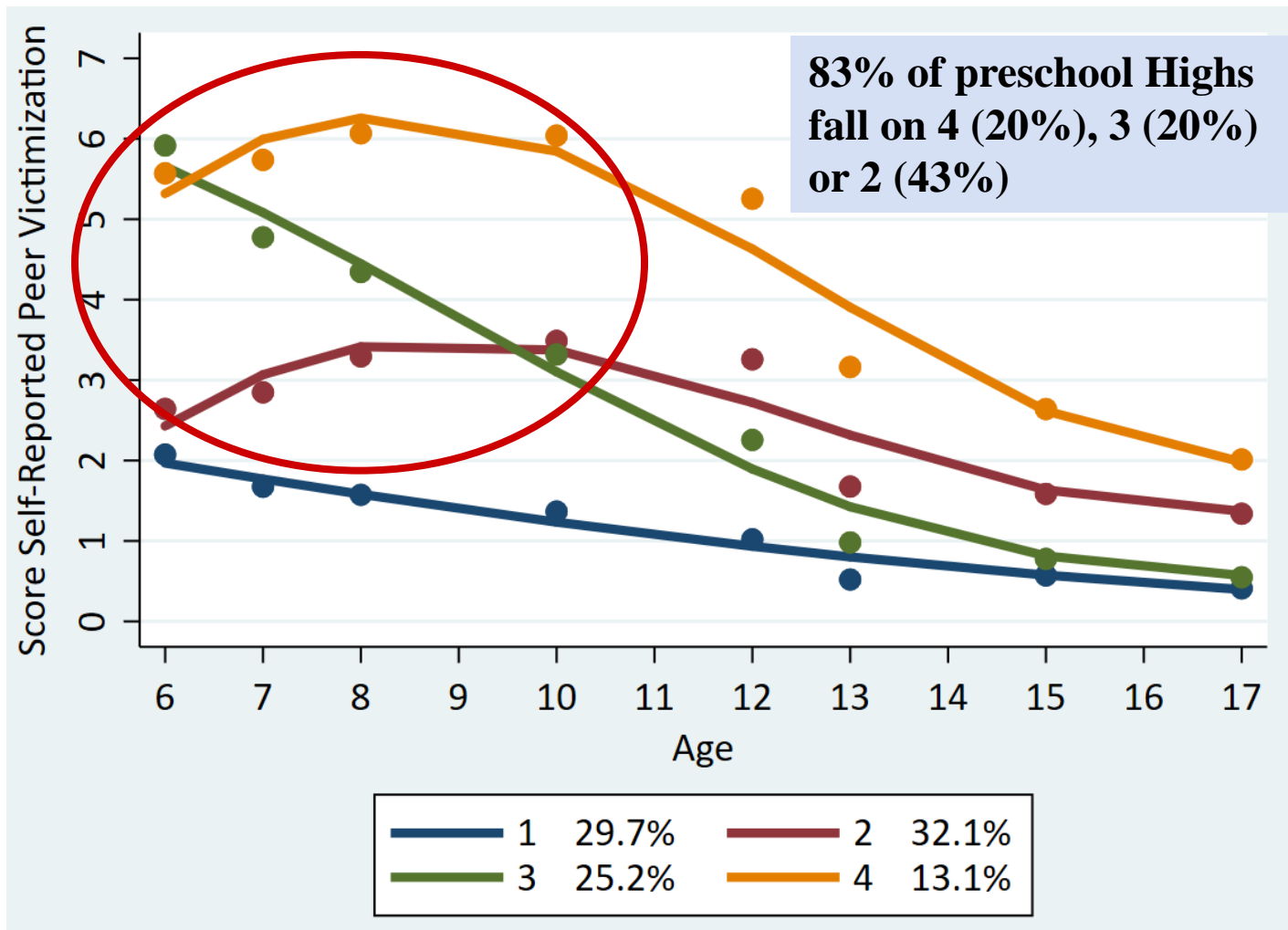
18 months

Physical aggression **

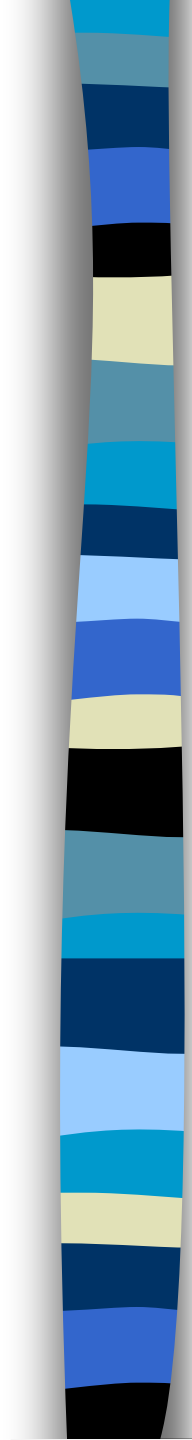
Harsh parenting *

Low income **

Trajectories of self-reported victimization by peers ages 6-17 (QLSCD, N=1760)



Oncioiu et al., (in preparation)



Trajectories of, and normative trends in
perceived peer victimization from K to G12
(Ladd et al., 2017)

How do we account for this systematic downward trend in perceived peer victimization ?

1. Artifact of self-report ? e.g. adolescents more willing to report than children; change in what is perceived as peer victimisation; habituation process ?
2. Is there a change in the form of peer victimisation with age ?

The low correlation between perceived peer difficulties and other (peer & teacher) measures of peer difficulties (Grades K, 1 & 4)

Table 2

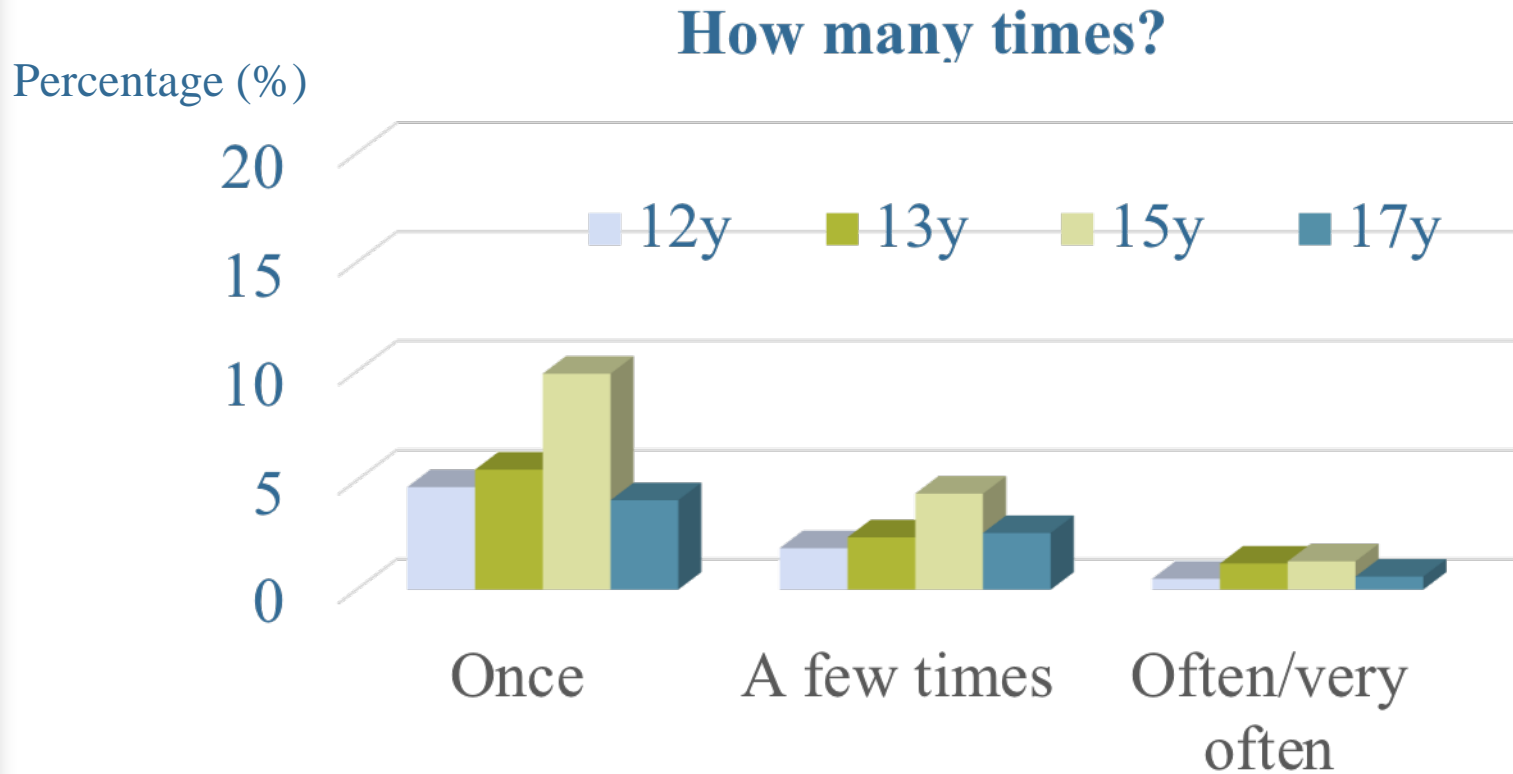
Phenotypic Associations Between Peer Difficulties Measures in Kindergarten, in Grade 1, and in Grade 4

	Peer rejection	Victimization peers	Victimization teacher	Victimization self
1. Kindergarten				
Peer rejection	—	.18***	.26***	.10*
Victimization peers		—	.23***	.10*
Victimization teacher			—	.11*
Victimization self				—
2. Grade 1				
Peer rejection		.22***	.31***	.11**
Victimization peers			.29***	.25***
Victimization teacher				.16**
Victimization self				
3. Grade 4				
Peer rejection	—	.46***	.33***	.15***
Victimization peers		—	.42***	.22***
Victimization teacher			—	.22**
Victimization self				—

Note. *N* varies from 315 to 400 pairs in kindergarten, from 415 to 470 pairs in Grade 1, and from 380 to 427 pairs in Grade 4.
 p* < .05. *p* < .01. ****p* < .001.

Cyber-bullying in LSCDQ

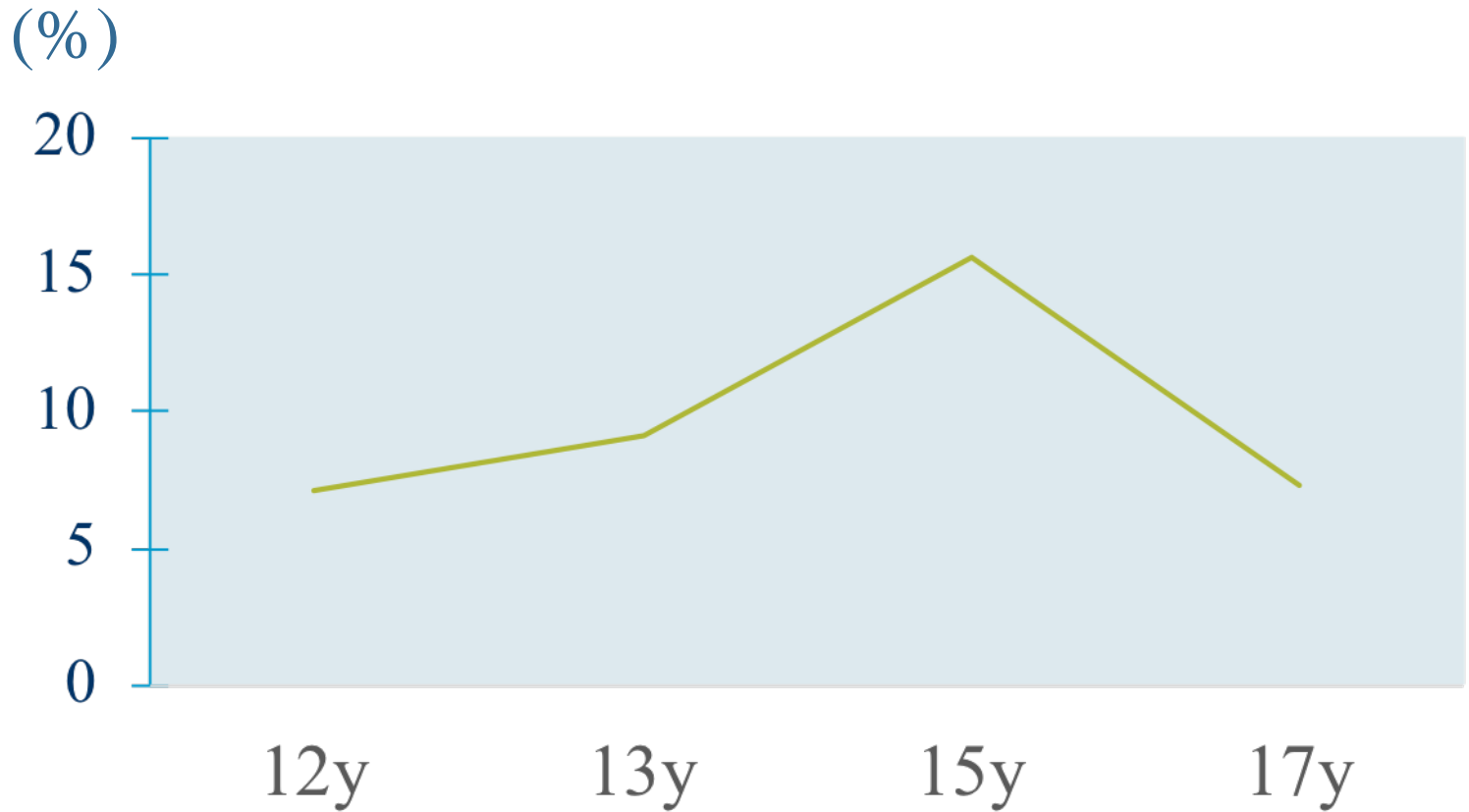
Since the beginning of the school year, I was a victim of 'cyber-bullying' on the internet or by cellphone (perpetrated by other students) ?



Perret et al. (in preparation);
Viau, Denault, ...& Boivin (submitted, JEA)

Cyber-bullying in LSCDQ

Since the beginning of the school year, I was a victim of 'cyber-bullying' on the internet or by cellphone (perpetrated by other students) ?



Cyber-bullying in LSCDQ

<i>Cyber-bullying originated from:</i>				
	<i>Students at my school</i>	<i>Other young people who don't go at my school</i>	<i>I never knew whom</i>	<i>Other</i>
12y	54.0%	20.7%	25.0%	7.6%
13y	69.2%	22.1%	16.3%	5.8%
15y	65.8%	20.7%	15.3%	9.0%
17y	58.0%	25.0%	19.3%	12.5%

Perret et al. (in preparation);

Viau, Denault, ...& Boivin (submitted, JEA)



Issues, challenges and take-home messages

- To come