Latent Bullying Victim Profiles Derived from Child and Teacher Reports: Differential Associations with Psychological and Social Functioning

A Thesis Presented for the

Master of Arts

Degree

The University of Tennessee, Knoxville

Caroline Kelly Fowler

May 2025

ABSTRACT

A major challenge in addressing childhood bullying victimization is the accurate identification of bullied youth, as researchers often rely on multiple report sources (e.g., self-reports and teacher reports) that can offer conflicting accounts. This study used latent profile analysis (LPA) to identify distinct groups of children based on patterns of self- and teacher-reported bullying victimization. Also examined was whether profile membership was concurrently associated with sociodemographic characteristics and measures of psychosocial functioning. Finally, this study examined whether profile membership predicted changes in psychosocial functioning over time. Participants were 482 third- and fourth-grade students and their teachers. LPA revealed three concordant groups (nonvictims, victims with high self- and moderate teacher-reported victimization, and victims with moderate self- and teacher-reported victimization) and one discordant group (self-identified victims). Both concordant and self-identified victims reported greater concurrent and later maladjustment compared to nonvictims. Teachers' perceptions of victimization, externalizing behaviors, and student-teacher relationships remained stable throughout the school year. Teachers rated concordant victims as displaying more externalizing behavior and having more negative interactions compared to nonvictims and self-identified victims. Notably, self-identified victims were just as vulnerable to adjustment problems as concordant victims, despite lacking corroboration from teachers regarding their bullying victimization experiences. These findings highlight the importance of giving weight to self-reports in identifying bullied children, as this is a vulnerable group of youth who might not be identified when relying on teacher-report or multi-informant concordance.

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER ONE: INTRODUCTION AND LITERATURE REVIEW

Bullying Victimization

Childhood bullying victimization is a national public health problem that affects one in five students and has profound consequences for victims (Luxenberg et al., 2019; Thomsen et al., 2024). Bullying victimization refers to the experience of repetitive, persistent, and intentionally harmful acts of aggression that (a) are perpetrated by one or more similar-aged peers and (b) occur in the context of a power imbalance that limits the victim's ability to defend themself (Olweus, 1993, 2013). Bullying behaviors are often grouped into two categories, overt or relational bullying (Casper & Card, 2017). Overt bullying includes direct, observable acts of aggression such as physical (e.g., hitting, pushing) and verbal (e.g., teasing, threatening) attacks, whereas relational bullying behavior involves more covert forms of aggressive behavior like spreading rumors or excluding someone from social groups or activities (Card et al., 2008; Casper & Card, 2017). Over the last decade, cyberbullying has received increased attention in the bullying literature. Cyberbullying refers to acts of aggression that largely parallel traditional bullying behaviors (Wolke et al., 2017) but are carried out through digital social communication methods (e.g., texting, social media).

Bullying victimization is linked to a variety of adverse outcomes over the lifespan. It is well documented that chronically bullied children and adolescents are at greater risk for experiencing significant psychological, social, behavioral, and academic difficulties relative to their non-bullied peers (Singham et al., 2017; Moore et al., 2017; Wu et al., 2015; Sukhawathanakul & Leadbeater, 2020; Nakamoto & Schwartz, 2010), and that the adverse effects of childhood bullying extend into adulthood when bullying victimization persists for a

more protracted period of time (Brendgen & Poulin, 2017; Copeland et al., 2013; Arseneault, 2017).

Effectiveness of Antibullying Interventions

Researchers, educators, and policymakers have invested in the development, evaluation, and implementation of school-based programs to reduce bullying. These antibullying interventions are generally effective when implemented consistently and with fidelity (Gaffney et al., 2019b; Jiménez-Barbero et al., 2016); however, meta-analyses have shown that most anti-bullying interventions reduce only a small fraction of the victimization that occurs in schools, with intervention effects varying across program designs, contexts, and students' victim- or bully-status (Juvonen & Graham, 2014; Gaffney et al., 2019a; Gaffney et al., 2021). Perhaps most concerning is that intervention effects appear to be no stronger now than they were fifteen years ago (Gaffney et al., 2019b; Ng et al., 2022) and that few evidence-based programs are implemented in U.S. schools (Limber et al., 2018; Olweus & Limber, 2010). It is not surprising then that rates of bullying victimization have remained relatively stable in schools worldwide (Harbin et al., 2019; Luxenberg et al., 2019; Thomsen et al., 2024).

Challenges in Identifying Bullied Youth

One challenge to intervening in childhood bullying victimization is the accurate identification of bullied youth. Challenges with identification stem, in part, from perceptual differences in bullying victimization and informant access to the contexts that occasion bullying (Achenbach et al., 1987; De Los Reyes & Kazdin, 2005). Bullying victimization has been assessed through multiple report sources (e.g., self-, teacher-, peer-report). Each source provides a unique and limited perspective on children's bullying victimization experiences. It is argued that teachers are ideally positioned to observe children's behaviors and experiences at school—

when bullying is visible to teachers, they are considered reliable reporters of bullying victimization experiences (Ladd & Kochenderfer-Ladd, 2002). Nevertheless, the accuracy of teacher perceptions is influenced by individual teacher attitudes and characteristics, victimization form, the visibility of the behavior, and the characteristics or backgrounds of children (Bradshaw et al., 2007; Yoon et al., 2016; Williford et al., 2021). For instance, teachers are less likely to identify children as bullied when children have many friends (Marucci et al., 2021) or when children do not fit a teacher's idea of a "typical" victim (Yoon et al., 2016). In addition, teachers and other observers (e.g., parents) may have difficulty identifying bullied children when bullying behavior is more covert (e.g. relational victimization) or occurs in contexts with limited adult supervision (e.g., playgrounds, school buses, bathrooms). When bullying occurs in contexts that are less visible to adults, peer-report data may serve as a more accurate metric of identification. Still, the validity of peer-report may be undermined by prejudice, reputational effects, or other relational biases (Graham et al., 2003; Huitsing et al., 2019). Assessment of bullying victimization by way of child self-report provides a unique, first-hand account of children's bullying victimization experiences. A key advantage of self-report is that it captures children's subjective experiences of bullying victimization as well as more subtle, covert forms of bullying victimization that are less visible to observers (Card & Hodges, 2008; Ladd & Kochenderfer-Ladd, 2002). A clear limitation of self-report methodology is their susceptibility to bias. Some children may perceive certain ambiguous behaviors (e.g., friendly teasing) as hostile and thereby over-report victimization (Card & Hodges, 2008). Alternatively, other children may under-report their victimization experiences because of denial, self-blame, fear of retribution, or a belief that nothing can or will be done to stop the bullying (Boulton et al., 2017; deLara, 2012; Graham & Juvonen, 1998; Newman & Murray, 2005). In fact, available evidence suggests that children

report only fifty percent of bullying incidents to school personnel (Fekkes et al., 2005; Hunter, et al., 2004).

Informant Concordance and Discrepancies

Assessment of informant concordance often reveals low to moderate agreement among report sources (Bouman et al., 2012; Cornell & Brockenbrough, 2004; Ladd & Kochenderfer-Ladd, 2002). Typically, correlations or κ estimates of agreement indicate low agreement between children and peers and even lower agreement between children and teachers (Ladd & Kochenderfer-Ladd, 2002; Zwierzynska et al., 2013; Williford et al., 2015; Løhre, 2022; Huitsing et al., 2019; Cornell & Brockenbrough, 2004). Peer and teacher reports often evidence the highest concordance relative to other report sources, but these estimates are still of moderate size (Huitsing et al., 2019; Ladd & Kochenderfer-Ladd, 2002). The low concordance among informants presents challenges for victim identification and the assessment of bullying victimization prevalence, as both appear to differ as a function of report source (Cook et al., 2010; Ladd & Kochenderfer-Ladd, 2002; Løhre, 2022). Self-reports often yield higher prevalence estimates of bullying victimization than do peer, teacher, or parent reports (Ladd & Kochenderfer-Ladd, 2002; Rønning et al., 2009). Given available evidence on report-source concordance, studies that rely on a single report source are likely to under- or over-identify victimized youth.

In addition to the limited concordance among report sources, the strength of the association between bullying victimization and psychosocial and academic adjustment appears to vary depending on the bullying victimization report source. Self-reported bullying victimization is often more strongly associated with internalizing distress (e.g., depression, anxiety, loneliness) while teacher- and peer-reported bullying victimization is more strongly associated with domains

of interpersonal or social functioning (e.g., submissiveness, peer rejection; Graham and Juvonen, 1998; Bouman et al., 2012). In essence, the conclusions one draws from empirical findings based on one report source are likely to differ from conclusions drawn from findings based on other report sources (De Los Reyes, 2011). These informant discrepancies obscure theoretical models of risk and protection and the development, application, and evaluation of preventative interventions (De Los Reyes & Kazdin, 2005; De Los Reyes, 2011; Goodman et al., 2010; Ladd & Kochenderfer-Ladd, 2002).

Informant discrepancies and their implications highlight the importance of selecting the optimal method for assessing bullying victimization. Previous work indicates different report sources provide unique as well as shared information about children's bullying victimization experiences (Ladd & Kochenderfer-Ladd, 2002; Løhre, 2022). Assessment methods that acknowledge the complementary perspectives of different report sources appear to provide more accurate assessments of bullying victimization and emerge as better predictors of youth adjustment problems (Ladd & Kochenderfer-Ladd, 2002). In light of these observations, a multi-informant assessment approach is likely the most valid way to assess children's bullying victimization experiences (Achenbach et al., 1987; Card & Hodges, 2008; Ladd & Kochenderfer-Ladd, 2002).

Multi-Informant Approaches to Assessing Bullying Victimization

Despite the appeal of a multi-informant assessment approach, school personnel, mental health practitioners, or other individuals seeking to identify bullied children have limited resources and access to reporting sources. The collection and analysis of peer report data requires significant time and comes with a number of ethical (e.g., managing possible negative effects on reporters' behaviors) and logistical challenges (e.g., obtaining parental consent for all reporters;

Card & Hodges, 2008). In addition, peer data is often based on a peer nomination procedure that reflects the extent to which classroom or grade-level peers agree on an individual's victim status. This approach is qualitatively different from frequency data captured by self- and teacher report methods. Self- and teacher reports are arguably the most practical, cost-effective, and efficient means of assessing bullying victimization in schools. In addition, self- and teacher-report of bullying victimization experiences appear to capture relatively unique perspectives, demonstrating the lowest rate of report source concordance (Cornell & Brockenbrough, 2004; Huitsing et al., 2019; Ladd & Kochenderfer-Ladd, 2002; Zwierzynska et al., 2013). It is possible that a multi-informant assessment approach relying on self and teacher report of bullying victimization is a combination that maximizes validity and feasibility.

Establishing the reliability and validity of a multi-informant method derived from self and teacher reports of bullying victimization experiences requires consideration of how to utilize multi-informant data. Researchers have relied on several different analytic strategies when data are collected through multiple reporters. A common approach is to regress a criterion measure simultaneously on independent reports of a construct (De Los Reyes et al., 2015; Williford et al., 2015). This analytic approach reveals the extent to which each report source explains unique variance in a criterion measure but does not speak directly to issues of reporter concordance. Other researchers have created a latent bullying victimization construct by using multi-informant indicators of bullying victimization (Ladd & Kochenderfer-Ladd, 2002). This approach has the advantage of capturing shared variation in student bullying victimization experiences across multiple reporters. A limitation of this approach is that meaningful differences (i.e., unique variation) in perspectives are ignored and treated as error variance in confirmatory factor analysis or structural equation models. This limitation can be addressed using multi-trait

multimethod (MTMM) analysis in a confirmatory factor analysis framework (Paljakka et al., 2021), but this analytic strategy does not directly inform the identification of victims using data from multiple reporters.

Researchers focused on victim identification have relied on methods that classify children into groups based on bullying victimization scores from multiple report sources. One common method involves classifying youth as either victims or non-victims based on predefined cut scores (Solberg & Olweus, 2003). This approach offers a nuanced understanding of bullying victimization prevalence rates by examining agreement and disagreement among report sources, shedding light on correlates, predictors, and consequences of bullying victimization under conditions of concordance or non-concordance (Wienke Totura et al. 2009; Graham & Juvonen, 1998). A drawback of this approach is its reliance on somewhat arbitrary cut scores for victim classification. A promising analytic approach to victim classification based on multi-informant data is latent profile or latent class analysis (LPA/LCA; De Los Reyes et al., 2019). LPA/LCA is a person-centered method that identifies and classifies individuals into naturally occurring, mutually exclusive groups (Lanza & Cooper, 2016). Instead of relying on predetermined cut scores, an individual's group membership in LPA/LCA is determined by empirically identified response patterns across a set of indicator variables. While researchers have used LPA/LCA to identify groups of youth based on their exposure to varying forms of bullying or peer victimization (Giang & Graham, 2008; Moses & Williford, 2017; Sukhawathanakul & Leadbeater, 2020), they have rarely applied this technique to classify bullying victims using data from multiple report sources (Scholte et al., 2013; Tremblay-Perreault et al., 2022).

LPA/LCA can be a valuable tool for investigating the implications of bullying victimization report source concordance or discordance on youth adjustment as it enables the

reliable identification of specific reporting patterns (e.g., high self-report but low teacher report, high on both self and teacher report, etc.) that may be associated with different levels of adjustment. Studies using LPA/LCA could advance the field by identifying unique victim groups and examining characteristics and experiences that distinguish these groups, informing victim identification, intervention, and prevention efforts. However, few studies have used LPA/LCA to examine subgroups of youth based on concordance among victimization reports, particularly self- and teacher reports. For instance, Scholte and colleagues (2013) used LPA to categorize youth into victim groups based on self and peer reports of peer victimization and found self-identified victims displayed emotional problems, while peer-identified victims showed social problems; concordant victims (high on both self and peer reports) exhibited both emotional and social problems. Similar findings were reported in a recent study using LCA to identify victim types based on convergence and divergence in self- and parent-reported peer victimization (Tremblay-Perreault et al., 2022). Children identified as victims by both self- and parent reports were at higher risk for psychosocial problems compared to other classes; however, parent-identified victims showed similar levels of maladjustment (Tremblay-Perreault et al., 2022). To date, no study has investigated victim types differing in concordance between self-reported and teacher-reported overt and relational bullying experiences.

Current Study

The current study represents the first investigation to utilize LPA in identifying naturally occurring groups of bullied children based on self- and teacher report of bullying victimization, and to explore whether profile membership is associated with sociodemographic, behavioral, interpersonal, and psychological factors. The first objective of this study is to identify distinct profiles of bullied children based on child- and teacher- reports of bullying victimization using

LPA. Given previous research highlighting low concordance between child and teacher reports of bullying victimization, it is anticipated that profiles of discordance will emerge (i.e., a high child- and low teacher-reported bullying victimization profile and a low child- and high teacher-reported bullying victimization profile), alongside profiles of concordance (i.e., a high child- and teacher-reported bullying victimization profile and a low child- and teacher-reported bullying victimization profile).

If latent profiles do emerge, then the second objective of the present study will be to examine whether demographic, behavioral, interpersonal, and psychological factors are associated with membership in different bullying victim profiles. Finally, the third objective is to assess whether latent bullying victim profile membership differentially predicts later psychosocial functioning and experiences of bullying victimization.

CHAPTER TWO: MATERIALS AND METHODS

Participants

Participants (n = 482) were 3rd and 4th grade students recruited from seven public schools in the Southeastern United States. Children were not selected for participation in the study based on any specific demographic or psychosocial criteria. Ninety-six children participated in an intervention trial evaluating the efficacy of a school-based mentoring program for bullied children. The other 386 children were the classmates and peers of the children participating in the intervention trial. Across schools, 482 (51.0%) parents consented to their child's participation in the study, 100 (10.6%) declined to consent, and 364 (38.5%) failed to return a consent form. Only 10 of the consented children declined assent to participate in the study. Participants were between the ages of seven and ten years old (M = 9.16 years, SD = 0.63 years), and 266 (55.2%) identified as female, 210 (43.6%) as male, and 5 (1.0%) failed to report their sex. In regard to race and ethnicity, 318 (66.5%) participants identified as white, 48 (10.0%) as black, 9 (1.9%) as Asian, 24 (5.0%) as Spanish/Hispanic, 2 (0.4%) as American Indian, 1 (0.2%) as Pacific Islander, 46 (9.6%) as other or mixed race, and 30 (6.3%) did not report their racial and ethnic identity. Overall, 143 (29.7%) households reported an annual income less than $25,000, 92 (19.1%) reported between $25,000 and $50,000, 81 (16.8%) reported between $50,000 and $100,000, 104 (21.6%) reported $100,000 or more, and 62 (12.9%) did not report annual income.

Procedures

Data for the current study was drawn from a larger project that examined bullying victimization and the efficacy of a school-based mentoring program for chronically bullied elementary school students. The project was approved by the University Institutional Review

Board prior to data collection. Parents were sent informational consent forms and a demographic questionnaire; parental consent and child assent were obtained from all study participants. Data was collected from children and teachers in the early fall (Time 1; T1) and late spring (Time 2; T2) of the 2015-2016 academic year. Children completed both self- and peer-report measures during the school day and were monitored by trained research assistants. All survey instructions and items were read aloud by trained research staff. A definition of bullying (i.e., bullying involves intentional, repeated acts of aggression between similar-aged peers who are unequal in strength or power) was read aloud prior to administering measures of bullying behavior and victimization. The children were instructed to answer questions independently and honestly. The children were spaced apart from each other, instructed to answer questions independently and cover their answers, and given distractor activities (e.g., mazes) to work on between question sets in order to minimize discussion about ratings. Teachers were asked to complete questionnaires for each consented child in their classroom and compensated $35 in the fall and $35 spring for their participation.

Measures

Demographics

Parents completed an eight-item questionnaire asking for basic sociodemographic information, including their child's age, race, ethnicity, sex, language(s) spoken, inhabitants of the home, household income, and eligibility for free or reduced lunch at school.

Self-Reported Victimization

A modified version of the University of Illinois Bully Scale (IBS; Espelage & Holt, 2001) was used to assess children's self-reported bullying victimization. The original IBS included a 4-item overt victimization scale (e.g., "I got hit and pushed by other students," "Other

students called me names"). Research has shown good internal consistency for the original subscale as well as sound construct and discriminant validity (Espelage & Holt, 2001; Holt et al., 2007; Walters & Espelage, 2022). Two items were added to the measure to assess relational victimization (e.g., "Other students intentionally excluded me from activities or friendships," "Other students spread lies or rumors about me"). For each item, children were asked to rate how often they experienced each behavior in the last 30 days. Response options included "Never," "1 or 2 times," "3 or 4 times," "5 or 6 times," and "7 or more times." The four original victimization items from the IBS were averaged to form an overt victimization score and the two relational victimization items were averaged to form a relational victimization score. Higher scores indicate more frequent victimization. In the present study, internal consistency was adequate for self-reported overt victimization (T1 $\alpha = .86$, T2 $\alpha = .86$) and relational victimization (T1 $\alpha = .66$, T2 $\alpha = .79$). Internal consistency for self-reported relational victimization in the fall was slightly below recommended levels, most likely due to the limited number of items in the subscale. In the present study, self-report relational victimization items were moderately positively correlated (T1 $r = .49$, T2 $r = .66$).

Teacher-Reported Victimization

A parallel version of the IBS was used to assess teacher-reported victimization (Espelage & Holt, 2001). Teachers rated how often they observed the child experiencing the victimization behavior (e.g., "[The student] was called mean names by another student") in the last 30 days. Responses ranged from "Never" to "7 or more times." For each subscale, items were averaged to obtain an overt victimization score and relational victimization score. In the present study, internal consistency was adequate for teacher-reported overt victimization (T1 $\alpha = .86$, T2 $\alpha = .86$) and relational victimization (T1 $\alpha = .64$, T2 $\alpha = .70$). Internal consistency for teacher-

reported relational victimization in the fall was slightly below recommended levels, most likely due to the limited number of items in the subscale. In the present study, teacher-reported relational victimization items were moderately positively correlated (T1 r = .51, T2 r = .58).

Self-Reported Fighting and Bullying Behavior

Two subscales of the University of Illinois Bully Scale (IBS; Espelage & Holt, 2001) were used to assess children's self-reported fighting and bullying behaviors. The original IBS included a 5-item fighting scale (e.g., "I got in a physical fight") and 9-item bullying scale (e.g., "I teased other students"). Research has shown good internal consistency for both subscales as well as sound construct and discriminant validity (Espelage & Holt, 2001; Holt et al., 2007; Walters & Espelage, 2022). For each item, children were asked to rate how often they engaged in the behavior in the last 30 days. Response options included "Never," "1 or 2 times," "3 or 4 times," "5 or 6 times," and "7 or more times." The five original fighting items were averaged to form a fighting score, and the nine original bullying items were averaged to form a bullying behavior score. Higher scores indicate more frequent engagement in fighting or bullying behavior. In the present study, internal consistency was good for self-reported fighting (T1 α = .78, T2 α = .78) and bullying behavior (T1 α = .86, T2 α = .89).

Teacher-Reported Bullying Behavior

A parallel version of the IBS was used to assess teacher-reported bullying behavior (Espelage & Holt, 2001). Teachers rated how often they observed the child engaging in each behavior (e.g., "Teased or said mean things to a student who is obviously weaker or less popular") in the last 30 days. Responses ranged from "Never" to "7 or more times." Items were averaged to obtain a total score for bullying behavior. In the present study, internal consistency was good for teacher-reported bullying behavior (T1 α = .85, T2 α = .90).

Emotion Regulation Strategies

The Emotion Regulation Questionnaire for Children and Adolescents (ERQ-CA) was used to assess children's use of cognitive reappraisal and expressive suppression as means of regulating their emotions (Gullone and Taffe, 2012). This self-report measure includes ten items rated on a 5-point Likert scale from 1 (*completely disagree*) to 5 (*completely agree*). The expressive suppression subscale includes four items (e.g., "I control my feelings by not showing them;" "When I'm feeling bad [e.g., sad, angry, or worried], I'm careful not to show it"). The cognitive reappraisal subscale includes six items (e.g., "When I'm worried about something, I make myself think about it in a way that helps me feel better;" "When I want to feel less bad (like sad, angry, or worried), I think about something different"). Previous studies have reported good internal consistency and adequate test-retest reliability for both subscales; construct and convergent validity have also been established (Bariola et al., 2012; Gullone & Taffe, 2012; Gullone et al., 2010). In the present study, internal consistency was low to adequate for cognitive reappraisal ($\alpha = .69$) and expressive suppression ($\alpha = .62$)

Depression

Symptoms of depression were assessed using a modified version of the Child Behavior Checklist Youth Self Report (YSR; Achenbach, 1991). The present study used eight items from the Withdrawn/Depressed subscale of the YSR (e.g., "I am unhappy, sad, or depressed;" "There is very little that I enjoy;" "I would rather be alone than with others"). Items are traditionally scored on a 3-point scale (0 = Not True, 1 = Somewhat or Sometimes True, 3 = Very True or Often True). Children used a modified 5-point Likert scale (1 = Not true at all; 5 = Always true) to indicate how true each item was for them at that time or within the past six months. Previous studies have found adequate internal consistency and test-retest reliability for the YSR

(Achenbach, 1991; Achenbach & Rescorla, 2001) as well as the Withdrawn/Depressed subscale when used as a stand-alone measure (Becker et al., 2014). Although the YSR was originally developed for children between the ages of 11 and 18, previous studies have used the YSR scales with children as young as 7 to 10 years and demonstrated adequate internal consistency (Ebesutani et al., 2011; Compas et al., 2009; McKee et al., 2014). In the present study, internal consistency was adequate for the Withdrawn/Depressed subscale (T1 $\alpha = .69$, T2 $\alpha = .74$).

Anxiety

Self-reported symptoms of anxiety were assessed using the Revised Children's Manifest Anxiety Scale – Second Edition Short Form (RCMAS-2 SF; Lowe, 2015). The RCMAS-2 SF consists of ten items (e.g., "I am nervous," "Often I feel sick to my stomach," "I often worry about something bad happening to me") and measures general or manifest anxiety in children between the ages of 6 and 19. Children were instructed to indicate "yes" if an item was true about them and "no" if an item was not true about them. Items were averaged to obtain a total anxiety score. Previous studies using the RCMAS-2 SF have found good internal consistency and test-retest reliability across gender and age groups (Lowe, 2015). In the present study, internal consistency was good (T1 $\alpha = .79$, T2 $\alpha = .85$).

Loneliness

Self-reported loneliness was assessed using two items from the Friendships and Relationships scale, an eight-item measure that was created for the study to measure the quantity and quality of children's relationships with peers and significant adults. The scale included two items capturing children's loneliness: "I wish that I had more friends" and "I wish other students liked me more at my school". Children were instructed to use a 5-point scale (0 = Not at all true, 4 = Really true) to rate how true each statement was about them. In the present study, loneliness

items were moderately positively correlated (T1 r = .47, T2 r = .61). Items were averaged to obtain a total loneliness score.

Teacher-Reported Student-Teacher Relationship Quality

A modified version of the Network of Relationships Inventory (NRI; Furman & Buhrmester, 1985) was used to assess the quality and characteristics of children's relationships with their teacher. The reliability and validity of the NRI have been well established (Furman & Buhrmester, 2009; Wang, 2014). The present study included six modified, 3-item scales from the NRI, including Affection (e.g., "I find it easy to show affection to this child"), Satisfaction (e.g., "I am happy with the way things are between me and this child"), Reassurance of Worth (e.g., "This child often does things I like or approve of"), Intimate Disclosure (e.g., "This child shares his/her secrets and private feelings with me"), Conflict (e.g., "This child and I often argue or get upset with each other") and Punishment (e.g., "I often need to punish this child"). Teachers were instructed to use a modified 5-point scale (1 = Not true at all, 5 = Very true) to rate how true each statement was for the child or student-teacher relationship. Items on the Affection, Satisfaction, and Reassurance of Worth scales were averaged to obtain a Positive Relationship Quality score and the six items on the Conflict and Punishment scales were averaged to obtain a Negative Interactions score. In the present study, internal consistency was good for Positive Relationship Quality (T1 α = .95, T2 α = .97), Negative Interactions (T1 α = .95, T2 α = .94), and Intimate Disclosure (T1 α = .92, T2 α = .93) scales.

Data Analytic Plan

Treatment of Missing Data

Missing data analyses were conducted using *SPSS 29*. The percentage of missing data across the four latent profile indicator variables ranged from 5.8% to 11.9%. Results from

Little's (2013) MCAR test indicated that the data were missing completely at random, $\chi 2$ (8) = 11.604, p = .170. The percentage of missing data across all study variables ranged from 0.2% to 42.9% (M = 15.88%). Measures of anxiety and loneliness in the fall, as well as teacher-reported bullying and victimization in the spring, had the highest percentages of missing data, with these being the only variables missing more than 22.5% of values. Results from Little's (2013) MCAR test indicated that the data were not missing at random, $\chi 2$ (1636) = 2004.457, p = .000. Notably, measures of fall anxiety, fall loneliness, and spring teacher-reported bullying and victimization were not administered in all schools or classrooms due to time limitations imposed by school administrators. Variables commonly associated with missing data patterns (i.e., sex, race, and household income) were included as covariates in all path models. Once these covariates were included in the models, data were assumed to be missing at random. Intervention status (dummy code 1 = children assigned to the intervention condition; dummy code 0 = children assigned to the waitlist condition and peers of children participating in the intervention component of the larger study) was also included as a covariate in all path models predicting spring outcomes. Additionally, all path models employed the CLUSTER option in Mplus, with classroom set as the cluster variable in order to account for the nesting of children within classrooms. Full information maximum likelihood estimation was used to address missing data for all models. Due to violations of normality across many dependent variables, maximum likelihood estimation with robust standard errors (MLR) was used as the estimator for all models, which is robust to non-normality.

Objective 1: Identify Victim Profiles.

I addressed my first study objective by conducting latent profile analyses (LPA) in Mplus, Version 8.8 (Muthén & Muthén, 1998-2017) to identify unique latent profiles of bullied

children based on child and teacher reports of children's exposure to overt and relational bullying victimization. LPA is a person-centered, mixture modeling technique that identifies unobserved subgroups (i.e., latent profiles) of individuals based on shared response patterns across a selection of continuous variables (Ferguson et al., 2020). The technique involves an iterative process of testing and comparing six to seven models, beginning with a one-profile solution and adding one profile at a time to determine the best fitting model. Model comparison and selection is based on several criteria, including the Akaike information criterion (AIC), Bayesian information criterion (BIC), adjusted BIC (ABIC), entropy, the Lo-Mendell-Rubin likelihood ratio test (LMRT), and the bootstrap likelihood ratio test (BLRT). Smaller AIC, BIC, and ABIC values indicate better model fit, whereas significant LMRT and BLRT values indicate that the current model fits the data significantly better than the previous model with k-1 profiles. Additionally, each model's pattern of child- and teacher-reported bullying victimization exposure were examined to assess whether there are theoretically meaningful differences across profile solutions and to determine the best-fitting model.

Objective 2: Victim Profile Membership and Fall Outcomes

I addressed study objective two using path analyses in Mplus. Measures of psychosocial functioning (i.e., internalizing symptoms, externalizing behavior, emotion regulation strategies, and student-teacher relationship quality) were regressed on to dummy coded latent victim profiles and demographic covariates (i.e., gender, race, and household income) to examine whether psychological and social functioning vary as a function of profile membership.

Objective 3: Victim Profile Membership and Spring Outcomes

To address study objective three, I estimated separate path models in Mplus for each dependent variable to examine whether profile membership in the fall predicted changes in

bullying victimization experiences, internalizing symptoms, student-teacher relationship quality, and externalizing behavior in the spring, while controlling for fall levels and sociodemographic covariates. Due to the fact that profile membership was derived from bullying victimization scores in the fall, models predicting victimization in the spring did not control for fall levels of bullying victimization.

CHAPTER THREE: RESULTS

Descriptive Statistics

Means, standard deviations, and bivariate correlations for primary study variables are presented in **Tables 1-4**. Fall and spring scores for depression, anxiety, and loneliness were positively correlated, suggesting moderate stability of these symptoms over an academic year. Correlations among depression, anxiety, and loneliness were also significantly positively correlated within and across time. Fall and spring scores for teacher-reported bullying behavior and self-reported fighting and bullying behavior were also positively correlated, indicating moderate to high stability of teacher-reported bullying behavior and self-reported fighting and bullying behavior over an academic year. Correlations among teacher-reported bullying behavior and self-reported fighting and bullying behavior were also significantly positively correlated within and across time. Fall and spring teacher reports of positive relationship quality, negative interactions, and intimate disclosure were strongly positively correlated. Positive relationship quality and intimate disclosure were negatively correlated with negative interactions both within and across time. Fall cognitive reappraisal and expressive suppression were weakly positively correlated. Expressive suppression was positively correlated with anxiety and depression in the fall and with loneliness and depression in the spring.

Self- and teacher-reported overt and relational victimization were positively correlated with themselves and with each other across time points, although the associations between self- and teacher-reported victimization were weak at both time points. Self-reported overt and relational victimization were positively correlated with depression, anxiety, and loneliness, both within and across time points. In the fall, self-reported overt and relational victimization were negatively correlated with positive relationship quality and positively correlated with fighting,

bullying behavior, and negative interactions. Additionally, self-reported overt and relational victimization in the fall were positively correlated with fighting, bullying behavior, and negative interactions in the spring. However, self-reported victimization in the fall was not associated with positive relationship quality in the spring or with intimate disclosure at either time point. Teacher-reported overt and relational victimization were weakly but positively correlated with depression, anxiety, and loneliness in the fall, and with anxiety and loneliness in the spring. In general, teacher-reported overt and relational victimization were negatively correlated with positive relationship quality and positively correlated with fighting, bullying behavior, and negative interactions both within and across time points.

At both time points, male students were more likely than female students to score higher on negative student-teacher interactions and score lower on self-reported anxiety and teacher-reported intimate disclosure and positive relationship quality. Additionally, female students were more likely than male students to self-report more loneliness and score higher on self- and teacher-reported relational victimization in the spring. Race and income were negatively correlated with negative student-teacher interactions, fighting, and both self- and teacher-reported bullying behavior at both time points, such that children from lower income households and children with marginalized racial and ethnic identities were more likely to engage in more fighting and bullying behavior and score higher on negative student-teacher interactions and bullying behavior as reported by teachers. Income was also positively correlated with positive student-teacher relationship quality in the fall and negatively correlated with depression, anxiety, loneliness, and both self- and teacher-reported overt and relational victimization at both time points.

Primary Analyses

Objective 1: Identify Victim Profiles.

The first objective of the study was to identify distinct profiles of bullied children based on child- and teacher- reports of bullying victimization using LPA. The Loglikelihood, AIC, BIC, ABIC, LMRT, BLRT, and entropy were examined to determine the best fitting model. **Table 5** presents all fit criteria for each profile solution. The 2-profile, 3-profile, and 4-profile models all provided acceptable solutions; however, the 4-profile solution was selected as the final model due to its superior fit indices (AIC, BIC, ABIC), parsimony (LMRT), and interpretability. **Figure 1** displays the profile labels, sample sizes, and standardized means for the four bullying victimization indicators. Teacher-reported overt victimization and child- and teacher- reported relational victimization indicators were treated as censored variables to address significant floor effects for these variables. Across all profiles, mean levels of self-reported bullying victimization were higher than teacher-reported bullying victimization, and overt bullying victimization was more prevalent than relational bullying victimization. Profiles were labeled based on distinct patterns of victimization reporting and relative rates of victimization. Profile means and standard deviations (SD) of primary study variables are presented in **Table 6**.

Interpretation of the Four-Profile Solution. Profile indicators were classified as low if they were at least one SD below the total sample mean, average if they were within one SD of the sample mean, moderate if they were between one and two SDs above the sample mean, and high if they were at least two SDs above the sample mean. The majority of the sample (56.63%; n = 269) fell within the *Nonvictim* profile, characterized by relatively low to average levels of both overt and relational victimization, based on self- and teacher-reports. A fifth of the sample (21.68%; n = 103) was classified under the *Moderate Concordant Victim* profile, where both

children and teachers reported moderate levels of overt victimization and average levels of relational victimization. The *High Concordant Victim* profile (9.68%; $n = 46$) was defined by high self-reported overt and relational victimization, moderate teacher-reported overt victimization, and average teacher-reported relational victimization. Finally, the *High Self-identified Victim* profile (12.00%; $n = 57$) represented children who reported high levels of overt and relational victimization, while teachers reported low average to low levels of victimization.

Objective 2: Victim Profile Membership and Fall Outcomes

The second objective of the study was to examine whether profile membership was associated with sociodemographic, psychological, interpersonal, and behavioral factors. Children were assigned to a victim profile based on their most likely class membership from the final LPA solution. This method is appropriate when the entropy is .80 or greater (Clark & Muthén, 2010), as was the case in the present study. Using Mplus, dependent variables in the fall were regressed on victim profile membership after controlling for sex, race, and household income. Separate models were estimated for each dependent variable. Model results are presented in **Tables 7** and **8**, with the *Nonvictim*, *Moderate Concordant Victim*, and *High Self-identified Victim* profiles serving as the reference groups in models A, B, and C, respectively.

Sociodemographics. Children in the *High Concordant Victim* profile reported significantly lower household incomes compared to children in the *Nonvictim*, *Moderate Concordant Victim*, and *High Self-identified Victim* profiles. Children in the *Moderate Concordant Victim* profile reported significantly lower household incomes than those in the *Nonvictim* profile. No additional differences in household income were observed among the *Nonvictim*, *Moderate Concordant Victim*, and *High Self-identified Victim* profiles. The results did not reveal any differences between the victim profiles on race or sex.

Fall Internalizing Symptoms. The results indicated that children in the *Moderate Concordant, High Concordant,* and *Self-identified Victims* profiles reported significantly higher levels of depression and anxiety compared to children in the *Nonvictim* profile. Children in the *High Concordant* and *High Self-identified Victims* profiles reported greater loneliness than children in the *Nonvictim* profile. Additionally, children in the *High Concordant Victim* profile reported significantly higher levels of depression and loneliness than children in the *Moderate Concordant Victim* profile. No differences in anxiety were found between the *Moderate Concordant, High Concordant,* and *High Self-identified Victim*s profiles.

No significant differences were observed between children in the *High Self-identified Victim* profile and those in the *Moderate Concordant* or *High Concordant Victims* groups on any T1 internalizing symptoms. Furthermore, results did not reveal any differences among the four victim profiles in terms of engagement in cognitive reappraisal or expressive suppression in the fall.

Fall Student-Teacher Relationship Quality. In the fall, teachers reported significantly higher rates of negative interactions with children in the *Moderate Concordant* and *High Concordant Victims* profiles compared to children in the *Nonvictim* and *High Self-identified Victim* profiles. Children in the *Moderate Concordant Victim* profile did not differ significantly from those in the *High Concordant Victim* profile in terms of teacher-reported bullying behavior or negative interactions. Teachers reported significantly lower positive relationship quality with children in the *Moderate Concordant Victim* profile compared to those in the *Nonvictim* profile. However, no significant differences in teacher-reported positive relationship quality were found among the *Moderate Concordant, High Concordant,* and *Self-identified Victims* profiles. Lastly,

the results did not reveal any differences among the four victim profiles in teacher-reported intimate disclosure in the fall.

Fall Externalizing Behavior. Children in the *High Concordant* and *High Self-identified Victims* profiles reported significantly higher engagement in bullying behavior compared to children in the *Moderate Concordant Victim* and *Nonvictim* profiles. Children in the *High Concordant* and *High Self-identified Victims* profiles reported higher engagement in fighting than those in the *Nonvictim* profile, only children in the *Self-identified Victim* profile reported higher engagement in fighting compared to the *Moderate Concordant Victim* profile. According to teacher reports, children in the *Moderate Concordant* and *High Concordant Victims* profiles exhibited more bullying behavior than those in the *Nonvictim* profile, while children in the *High Self-identified Victim* profile exhibited significantly less bullying behavior compared to those in the *Moderate Concordant Victim* profile.

Objective 3: Victim Profile Membership and Spring Outcomes

The third objective of the study was to assess whether latent bullying victim profile membership differentially predicts later bullying victimization experiences and psychosocial functioning. Longitudinal path models were estimated to examine whether victim profile membership was associated with changes in these outcome variables. Outcome variables in the spring were regressed on victim profile membership, sex, race, income, intervention status, and fall (i.e., baseline) levels of the respective dependent variable. Separate models were estimated for each outcome variable. Results from longitudinal path models are present in **Table 9**, with the *Nonvictim* profile, *Moderate Concordant Victim* profile, and *High Self-identified Victim* profiles serving as the reference groups in models A, B, and C, respectively.

Spring Victimization. Children in the *High Concordant* and *High Self-identified Victims* profiles reported higher levels of overt and relational victimization in the spring compared to children in the *Nonvictim* profile. Children in the *Moderate Concordant Victim* profile also reported higher levels of overt victimization than those in the *Nonvictim* profile but did not differ on self-reported relational victimization in the spring. Children in the *High Concordant Victim* profile reported higher levels of overt and relational victimization than those in the *Moderate Concordant Victim* profile. Children in the *High Concordant Victim* profile reported higher levels of relational victimization compared to children in the *High Self-Identified Victim* profile; however, the *High Concordant* and *High Self-Identified Victims* profiles did not differ significantly on self-reported overt victimization. No significant differences were observed between the *Moderate Concordant* and *High Self-Identified Victims* profiles on self-reported overt or relational victimization in the spring.

According to teacher reports, children in the *Moderate Concordant* and *High Concordant Victims* profiles experienced significantly higher levels of overt and relational victimization in the spring compared to children in the *Nonvictim* and *High Self-identified Victim* profiles. Children in the *High Concordant Victim* profile did not differ significantly from those in the *Moderate Concordant Victim* profile on teacher reports of overt and relational victimization. Finally, no significant differences were observed between children in the *Nonvictim* and *High Self-identified Victim* profiles on either of the teacher-reported victimization outcomes in the spring.

Spring Internalizing Symptoms. Results revealed that, after controlling for fall symptoms and covariates, children in the *High Concordant Victim* profile reported significantly fewer depressive symptoms in the spring than those in the *High Self-identified Victim* profile and

significantly less anxiety in the spring compared to children in the *Nonvictim* profile. No additional differences were found among the four victim profiles in terms of depression, anxiety, or loneliness in the spring.

Spring Student-Teacher Relationship Quality. Results did not reveal any differences among the four victim profiles in terms of teacher-reported negative interactions, positive relationship quality, and intimate disclosure in the spring after controlling for fall levels.

Spring Externalizing Behavior. Children in the *High Self-identified Victim* profile reported significantly less fighting and bullying behavior in the spring compared to children in the *Nonvictim* and *Moderate Concordant Victims* profiles. There were no differences between children in the *High Self-identified Victims* and the *High Concordant Victims* profiles in terms of fighting or bullying behavior in the spring. Finally, no differences were observed among the four victim profiles in terms of teacher-reported bullying behavior in the spring.

CHAPTER FOUR: DISCUSSION

The present study had three primary objectives. The first objective was to identify profiles of bullied children based on child and teacher reports of overt and relational bullying victimization. The second objective was to investigate whether sociodemographic, behavioral, interpersonal, and psychological factors were associated with membership in different victim profiles. Finally, the third objective was to assess whether latent victim profile membership differentially predicted subsequent bullying victimization experiences and later psychosocial functioning.

Latent profile analyses identified four distinct victim profiles that varied in child-teacher concordance and levels of victimization. *Nonvictims* were characterized by low to average levels of overt and relational victimization reported by both children and teachers. Capturing the largest group in the sample, this concordant low victimization pattern suggests that most children experience low levels of bullying victimization. *Moderate Concordant Victims* were identified by both children and teachers as experiencing moderate levels of overt victimization and high-average levels of relational victimization. *High Concordant Victims* scored high on self-reported overt and relational bullying victimization, moderate on teacher-reported overt bullying victimization, and high-average on teacher-reported relational victimization. The final profile reflected discordant victimization reports: These *High Self-identified Victim*s reported high levels of overt and relational victimization while their teachers did not perceive them as victimized.

Overall, these profiles align with patterns found in previous studies that used person-centered approaches to examine informant discrepancies, such as between children and parents (Tremblay-Perreault et al., 2022) or children and peers (Scholte et al., 2013). Typically, four profiles emerge in these studies: a concordant low-victimization profile, a concordant high-

victimization profile, and two discordant profiles characterized by either high child-reported and low other-reported victimization or the reverse (Scholte et al., 2013; Tremblay-Perreault et al., 2022). However, profiles derived from person-centered methodologies can vary depending on sample characteristics and indicators used. In this study, teachers reported notably low base rates of both overt and relational bullying victimization, a widely established trend (Demaray et al., 2013; Paljakka et al., 2021) that may partly explain the absence of a distinct teacher-identified victim profile.

Regarding the second study objective, meaningful differences were found between the four victim profiles in terms of sociodemographic factors and concurrent behavioral, interpersonal, and psychological adjustment. Regardless of whether there was agreement (i.e., concordance) between children and their teachers, children who self-reported moderate or high levels of bullying victimization (*High Self-identified, Moderate Concordant,* and *High Concordant Victims*) endorsed more internalizing symptoms compared to *Nonvictims,* who reported minimal or no victimization. Among children with concordant victimization reports, those reporting high victimization endorsed more depression and loneliness than children who reported moderate victimization. No differences in internalizing symptoms were observed between *High Concordant* and *High Self-identified Victims.* Together, these patterns underscore a clear link between self-identified victimization experiences and concurrent mental health.

Distinct patterns also emerged in externalizing behaviors and student-teacher interactions across different report sources in the fall. Children who self-identified as highly victimized (*High Concordant* and *High Self-identified Victims*) reported engaging in more externalizing behaviors than *Nonvictims* and *Moderate Concordant Victims*. This association between self-reported victimization and externalizing behaviors may reflect a cycle where distress from bullying

prompts children to act out, potentially as a way to defend against further victimization or to regain a sense of control. Teachers, on the other hand, perceived children they identified as victims (*Moderate* and *High Concordant Victims*) as engaging in more bullying behavior than *Nonvictims.* Interestingly, teachers saw self-identified victims as displaying fewer bullying behaviors compared to *Moderate Concordant Victims*. What might explain this discrepancy? It is common for teachers to increase monitoring of students displaying aggressive or disruptive behaviors at school. The opportunity to observe student bullying victimization increases when teachers more closely monitor the behavior of students. Teachers may be more likely to identify students as victims when student behavior (e.g. bullying, reactive aggression) necessitates increased monitoring, and as a consequence, the opportunity to observe negative peer interactions.

In terms of student-teacher relationship quality, teachers reported more negative interactions with children they identified as victims (*Moderate* and *High Concordant Victims*) than with children they did not identify as victims (*Nonvictims and High Self-identified Victims*). Although teachers reported lower positive relationship quality with *Moderate Concordant Victims* compared to *Nonvictims*, they perceived no differences in positive relationship quality or intimate disclosure across victim profiles. These findings suggest that teachers' perceptions of bullying and victimization may be linked to more negative interactions (e.g., conflict) with certain children, potentially due to behavior expectations or confirmation bias (Marucci et al., 2021).

Differences in fall and spring outcomes offer insights into the stability and change in victimization experiences, teacher perceptions, and psychosocial and behavioral effects across the victim profiles. Victimization patterns in the spring were particularly evident for children

who reported high victimization in the fall (*High Concordant* and *High Self-identified Victims*). These children continued to report higher levels of both overt and relational victimization in the spring compared to *Nonvictims*, suggesting that high victimization experiences remained stable over time. This persistence suggests a prolonged exposure to bullying for children who report high levels of victimization, which may heighten their risk for mental health concerns. *Moderate Concordant Victims* also reported more overt victimization in the spring compared to *Nonvictims*; however, their relational victimization levels did not significantly differ. This suggests that while these children continue to experience some victimization, the intensity or type – particularly relational victimization – may have shifted, possibly reflecting an increase in social support.

Patterns in teacher-reported victimization in the spring closely mirrored those observed in the fall, with teachers continuing to perceive *Moderate* and *High Concordant Victims* as highly victimized compared to *Nonvictims* and *High Self-Identified Victims*. Teachers' perceptions of *High Self-Identified Victims'* victimization experiences remained lower than the children's self-reports. This sustained gap in perception suggests a potential disconnect that could affect the support and interventions these self-identified victims receive (Oldenburg et al., 2016).

High Concordant Victims exhibited unique patterns in internalizing symptoms over time. By spring, these children reported significantly fewer depressive symptoms than *High Self-identified Victims* and less anxiety than *Nonvictims*. These reductions suggest that children identified as highly victimized by both themselves and their teachers may have developed coping strategies or received more social or adult support, which could have helped mitigate some internalizing symptoms over time. The absence of additional differences in internalizing

symptoms in the spring suggests that internalizing symptom trajectories remained relatively stable over time, regardless of varying victimization experiences and child-teacher concordance.

Distinct patterns in externalizing behavior emerged across victim profiles and report sources. By spring, *High Self-identified Victims* reported lower levels of fighting and bullying behavior than *Nonvictims* and *Moderate Concordant Victims*, possibly indicating a shift from reactive externalizing behaviors to alternative coping strategies or a state of learned helplessness (Abramson et al., 1978). After controlling for baseline levels from the fall, no significant differences were observed among the four victim profiles in teacher-reported bullying behavior or student-teacher relationship quality in the spring. These findings indicate that teachers' perceptions of externalizing behaviors and the nature of their interactions with students remained consistent over time.

In summary, three key themes emerged in the present study. First, self-reported victimization experiences were closely linked to concurrent and later adjustment outcomes, supporting prior findings on the relationship between self-reports of bullying victimization and internalizing distress (Graham and Juvonen, 1998; Bouman et al., 2012). Second, teachers' perceptions of victimization, externalizing behaviors (e.g., bullying), and the nature of their relationship with children remained stable across the school year. This consistency may reflect teachers' objective reporting of observed behaviors, or it could indicate challenges in monitoring certain contexts where bullying often occurs (e.g., bathrooms, school buses), resulting in fewer opportunities to notice changes in behavior or negative peer experiences. It is also possible that perceptions of student behavior or experiences early in the academic year may bias future observations, limiting the capacity of teachers to identify change in student behavior or social functioning over the course of the year. The extent to which teacher-generated "narratives" about

a student persist despite objective change in functional domains is an area for future investigation. The capacity of teachers to accurately perceive change in functioning is critical for the flexible adaptation of student support and intervention services. Third, the current investigation suggests self-identified victims represented a particularly at-risk group whose victimization experiences and subsequent maladjustment may often go unrecognized by teachers.

Consistent with prior research, there was only modest to moderate overlap between child and teacher reports of bullying victimization (Huitsing et al., 2019; Ladd & Kochenderfer-Ladd, 2002; Zwierzynska et al., 2013). One explanation for the discordance between self- and teacher-reports of bullying victimization is that children may underreport their victimization experiences to teachers due to self-blame, fear of retribution, or a belief that teachers are unable or unwilling to help (Boulton et al., 2017; deLara, 2012; Graham & Juvonen, 1998; Newman & Murray, 2005). Alternatively, self-identified victims may have perceptual biases, making them particularly sensitive to feeling victimized by peers regardless of intent (Card & Hodges, 2008). Whether or not children's perceptions of bullying victimization are fully accurate, the present findings suggest that self-identified victims are at least as vulnerable to adjustment problems as concordant victims, if not more so, despite the lack of corroboration from teachers.

Strengths and Limitations

The current study has several notable strengths. First, it utilized multi-informant methods to examine bullying victimization and its concurrent and prospective outcomes, enhancing the robustness of findings through multiple perspectives. Second, the use of a longitudinal design enabled the examination of predictive associations, providing insight into how bullying victimization impacts youth adjustment over time. Most importantly, the study employed LPA, a person-centered approach, to explore the effects of concordance and discordance in bullying

victimization reports on youth adjustment. This person-centered approach facilitated the identification of specific reporting patterns associated with varying levels of adjustment, including an at-risk group of self-identified victims who might otherwise have been overlooked if child self-reports had been excluded or aggregated with teacher-reported victimization. These methodological strengths underscore the study's potential to contribute valuable insights into the nuanced role of informant perspectives in understanding bullying victimization.

The current investigation also has several limitations that should be discussed. First, the distribution of children across profiles was uneven, with *Nonvictims* constituting a large majority of the sample compared to the other three victim profiles. Although this distribution aligns with established base rates of bullying victimization (Luxenberg et al., 2019; Thomsen et al., 2024), the smaller sample sizes in the other victim profiles may have reduced statistical power to detect meaningful associations between profile membership and various outcomes. This limitation underscores the need to replicate our findings in a larger sample to ensure reliable detection of between-group differences and strengthen statistical power.

Second, substantial missing data in several key study variables at one or both time points may have further weakened statistical power, particularly in longitudinal models assessing behavioral and internalizing trajectories. While full information maximum likelihood was used to address missing data, some path models had substantially smaller sample sizes than others due to higher percentages of missing data on multiple key study variables. Future studies employing a person-centered approach should aim to recruit sufficiently large samples for all variables of interest to optimize statistical power and the reliability of findings.

Third, teachers reported consistently low levels of relational victimization in both the fall and spring. This finding may reflect challenges teachers face in identifying the subtle, covert

behaviors that characterize relational bullying. It may also indicate limitations in our measurement approach, as our two-item measure of relational victimization may not have been sensitive enough to fully capture this form of victimization. Employing a more comprehensive, multi-item measure of relational victimization could enhance sensitivity and provide a more nuanced understanding of its impact on youth adjustment. Additionally, such a measure might clarify the role of report source concordance and discordance in reporting relational victimization, offering insights into whether different perspectives yield distinct effects. Future studies should consider this potential measurement limitation, as underreporting relational victimization could impact the validity of findings in this area and potentially obscure important risk factors.

Implications

The results of the present study may have important implications for intervention and prevention efforts. The observed link between self-reported victimization and internalizing distress, alongside the noted discordance between child and teacher reports (particularly among self-identified victims), underscores the need for schools and those seeking to intervene in peer victimization or bullying to weigh heavily children's self-reported experiences rather than relying solely on teacher assessments or require multi-informant concordance of bullying victimization. The persistence of high levels of victimization across the academic year for children who self-report high victimization in the fall implies a need for early interventions that address initial bullying experiences while providing continuous support. Such ongoing support could reduce the risk of chronic internalizing and behavioral issues in these children.

Differentiating interventions based on child-teacher concordance may ensure that both concordant and self-identified victims receive sufficient support. For instance, interventions for

self-identified victims could focus on managing internalizing symptoms and enhancing their sense of belonging within the school environment. For concordant victims, where there is greater alignment between child and teacher reports of victimization, interventions may benefit from including teacher-driven support that capitalizes on existing teacher awareness and targets externalizing behavior and internalizing symptoms. Access to school-based mental health services could be particularly beneficial in mitigating the psychosocial impact of victimization, especially for self-identified victims who may feel isolated due to discrepancies in teacher awareness.

The findings also suggest a need for teacher training that emphasizes awareness of both overt and relational bullying victimization, especially among children who experience high victimization yet exhibit minimal or less visible externalizing behaviors. Trainings to help teachers recognize subtle signs of relational victimization could improve their accuracy in identifying at-risk children. Additionally, the consistency of teachers' perceptions and interactions with students over time highlights the importance of addressing potential biases and encouraging teachers to reassess their perceptions of students regularly. This proactive approach could foster more accurate and adaptive responses to students' changing needs.

REFERENCES

Abramson, L. Y., Seligman, M. E., & Teasdale, J. D. (1978). Learned helplessness in humans: Critique and reformulation. *Journal of Abnormal Psychology, 87*(1), 49–74. https://doi.org/10.1037/0021-843X.87.1.49

Achenbach, T. M. (1991). *Integrative guide for the 1991 CBCL/4-18, YSR, and TRF profiles*. Department of Psychiatry, University of Vermont.

Achenbach, T. M., McConaughy, S. H., & Howell, C. T. (1987). Child/adolescent behavioral and emotional problems: Implications of cross-informant correlations for situational specificity. *Psychological Bulletin, 101*(2), 213–232. https://doi.org/10.1037/0033-2909.101.2.213

Achenbach, T. M., & Rescorla, L. A. (2001). *Manual for the ASEBA School-age Forms & Profiles: An Integrated System of Multi-informant Assessment*. ASEBA.

Arseneault, L. (2017). The long-term impact of bullying victimization on mental health. *World Psychiatry, 16*(1), 27–28. https://doi.org/10.1002/wps.20399

Bariola, E., Hughes, E. K., & Gullone, E. (2012). Relationships between parent and child emotion regulation strategy use: A brief report. *Journal of Child and Family Studies, 21*(3), 443–448. https://doi.org/10.1007/s10826-011-9497-5

Becker, S. P., Fite, P. J., Vitulano, M. L., Rubens, S. L., Evans, S. C., & Cooley, J. L. (2014). Examining anxiety and depression as moderators of the associations between adhd symptoms and academic and social problems in hispanic adolescents. *Journal of Psychopathology and Behavioral Assessment, 36*(2), 265–275. https://doi.org/10.1007/s10862-013-9394-x

Bentler, P. M. (1990). Comparative fit indexes in structural models. *Psychological Bulletin, 107*(2), 238–246. https://doi.org/10.1037/0033-2909.107.2.238.

Brown, T. A. (2015). *Confirmatory factor analysis for applied research*. 2nd ed. New York, NY: Guilford Press.

Boulton, M. J., Boulton, L., Down, J., Sanders, J., & Craddock, H. (2017). Perceived barriers that prevent high school students seeking help from teachers for bullying and their effects on disclosure intentions. *Journal of Adolescence*, *56*(1), 40–51. https://doi.org/10.1016/j.adolescence.2016.11.009

Bouman, T., van der Meulen, M., Goossens, F. A., Olthof, T., Vermande, M. M., & Aleva, E. A. (2012). Peer and self-reports of victimization and bullying: Their differential association with internalizing problems and social adjustment. *Journal of School Psychology, 50*(6), 759–774. https://doi.org/10.1016/j.jsp.2012.08.004

Bradshaw, J., Crous, G., Rees, G., & Turner, N. (2017). Comparing children's experiences of schools-based bullying across countries. *Children and Youth Services Review, 80*, 171–180. https://doi.org/10.1016/j.childyouth.2017.06.060

Bradshaw, C. P., Sawyer, A. L., & O'Brennan, L. M. (2007). Bullying and peer victimization at school: Perceptual differences between students and school staff. *School Psychology Review*, *36*(3), 361–383. https://doi.org/10.1080/02796015.2007.12087929

Brendgen, M., & Poulin, F. (2017). Continued bullying victimization from childhood to young adulthood: A longitudinal study of mediating and protective factors. *Journal of Abnormal Child Psychology, 46*. https://doi.org/10.1007/s10802-017-0314-5

Card, N. A., & Hodges, E. V. E. (2008). Peer victimization among schoolchildren: Correlations, causes, consequences, and considerations in assessment and intervention. *School Psychology Quarterly*, *23*(4), 451–461. https://doi.org/10.1037/a0012769

Card, N. A., Stucky, B. D., Sawalani, G. M., & Little, T. D. (2008). Direct and indirect aggression during childhood and adolescence: A meta-analytic review of gender differences, intercorrelations, and relations to maladjustment. *Child Development*, *79*(5), 1185–1229. https://doi.org/10.1111/j.1467-8624.2008.01184.x

Casper, D. M., & Card, N. A. (2017). Overt and relational victimization: A meta-analytic review of their overlap and associations with social–psychological adjustment. *Child Development*, *88*(2), 466–483. https://doi.org/10.1111/cdev.12621

Compas, B. E., Forehand, R., Keller, G., Champion, J. E., Rakow, A., Reeslund, K. L., McKee, L., Fear, J. M., Colletti, C. J. M., Hardcastle, E., Merchant, M. J., Roberts, L., Potts, J., Garai, E., Coffelt, N., Roland, E., Sterba, S. K., & Cole, D. A. (2009). Randomized controlled trial of a family cognitive-behavioral preventive intervention for children of depressed parents. *Journal of Consulting and Clinical Psychology*, *77*(6), 1007. https://doi.org/10.1037/a0016930

Cook, C. R., Williams, K. R., Guerra, N. G., Kim, T. E., & Sadek, S. (2010). Predictors of bullying and victimization in childhood and adolescence: A meta-analytic investigation. *School Psychology Quarterly*, *25*(2), 65–83. https://doi.org/10.1037/a0020149

Copeland, W. E., Wolke, D., Angold, A., & Costello, J. (2013). Adult psychiatric outcomes of bullying and being bullied by peers in childhood and adolescence. *JAMA Psychiatry*, *70*(4), 419–426. https://doi.org/10.1001/jamapsychiatry.2013.504

Cornell, D. G., & Brockenbrough, K. (2004). Identification of bullies and victims. *Journal of School Violence*, *3*(2–3), 63–87. https://doi.org/10.1300/J202v03n02_05

De Los Reyes, A. (2011). Introduction to the special section: More than measurement error: Discovering meaning behind informant discrepancies in clinical assessments of children and adolescents. *Journal of Clinical Child & Adolescent Psychology*, *40*(1), 1–9. https://doi.org/10.1080/15374416.2011.533405

De Los Reyes, A., Augenstein, T. M., Wang, M., Thomas, S. A., Drabick, D. A. G., Burgers, D. E., & Rabinowitz, J. (2015). The validity of the multi-informant approach to assessing child and adolescent mental health. *Psychological Bulletin*, *141*(4), 858–900. https://doi.org/10.1037/a0038498

De Los Reyes, A., Cook, C. R., Gresham, F. M., Makol, B. A., & Wang, M. (2019). Informant discrepancies in assessments of psychosocial functioning in school-based services and research: Review and directions for future research. *Journal of School Psychology*, *74*, 74–89. https://doi.org/10.1016/j.jsp.2019.05.005

De Los Reyes, A., & Kazdin, A. E. (2005). Informant discrepancies in the assessment of childhood psychopathology: A critical review, theoretical framework, and recommendations for further study. *Psychological Bulletin*, *131*(4), 483–509. https://doi.org/10.1037/0033-2909.131.4.483

deLara, E. W. (2012). Why adolescents don't disclose incidents of bullying and harassment. *Journal of School Violence*, *11*(4), 288–305. https://doi.org/10.1080/15388220.2012.705931

Demaray, M. K., Malecki, C. K., Secord, S. M., & Lyell, K. M. (2013). Agreement among students', teachers', and parents' perceptions of victimization by bullying. *Children and*

Youth Services Review, *35*(12), 2091–2100. https://doi.org/10.1016/j.childyouth.2013.10.018

Ebesutani, C., Bernstein, A., Martinez, J. I., Chorpita, B. F., & Weisz, J. R. (2011). The youth self report: Applicability and validity across younger and older youths. *Journal of Clinical Child & Adolescent Psychology*, *40*(2), 338–346. https://doi.org/10.1080/15374416.2011.546041

Espelage, D. L., & Holt, M. K. (2001). Bullying and victimization during early adolescence: Peer influences and psychosocial correlates. *Journal of Emotional Abuse*, *2*, 123–142. https://doi.org/10.1300/J135v02n02_08

Fekkes, M., Pijpers, F. I. M., & Verloove-Vanhorick, S. P. (2005). Bullying: Who does what, when and where? Involvement of children, teachers and parents in bullying behavior. *Health Education Research*, *20*(1), 81–91. https://doi.org/10.1093/her/cyg100

Ferguson, S. L., Moore, E. W. G., & Hull, D. M. (2020). Finding latent groups in observed data: A primer on latent profile analysis in Mplus for applied researchers. *International Journal of Behavioral Development*, *44*(5), 458–468. https://doi.org/10.1177/0165025419881721

Furman, W., & Buhrmester, D. (1985). Children's perceptions of the personal relationships in their social networks. *Developmental Psychology*, *21*, 1016–1024. https://doi.org/10.1037/0012-1649.21.6.1016

Furman, W., & Buhrmester, D. (2009). The Network of Relationships Inventory: Behavioral Systems Version. *International Journal of Behavioral Development*, *33*(5), 470–478. https://doi.org/10.1177/0165025409342634

Gaffney, H., Farrington, D. P., & Ttofi, M. M. (2019). Examining the effectiveness of school-bullying intervention programs globally: A meta-analysis. *International Journal of Bullying Prevention*, *1*(1), 14–31. https://doi.org/10.1007/s42380-019-0007-4

Gaffney, H., Ttofi, M. M., & Farrington, D. P. (2019). Evaluating the effectiveness of school-bullying prevention programs: An updated meta-analytical review. *Aggression and Violent Behavior*, *45*, 111–133. https://doi.org/10.1016/j.avb.2018.07.001

Gaffney, H., Ttofi, M. M., & Farrington, D. P. (2021). What works in anti-bullying programs? Analysis of effective intervention components. *Journal of School Psychology*, *85*, 37–56. https://doi.org/10.1016/j.jsp.2020.12.002

Giang, M. T., & Graham, S. (2008). Using latent class analysis to identify aggressors and victims of peer harassment. *Aggressive Behavior*, *34*(2), 203–213. https://doi.org/10.1002/ab.20233

Goodman, K. L., De Los Reyes, A., & Bradshaw, C. P. (2010). Understanding and using informants' reporting discrepancies of youth victimization: A conceptual model and recommendations for research. *Clinical Child and Family Psychology Review*, *13*, 366–383. https://doi.org/10.1007/s10567-010-0076-x

Graham, S., Bellmore, A., & Juvonen, J. (2003). Peer victimization in middle school: When self- and peer views diverge. *Journal of Applied School Psychology*, *19*(2), 117–137. https://doi.org/10.1300/J008v19n02_08

Graham, S., & Juvonen, J. (1998). Self-blame and peer victimization in middle school: An attributional analysis. *Developmental Psychology*, *34*(3), 587–599. https://doi.org/10.1037/0012-1649.34.3.587

Gullone, E., Hughes, E. K., King, N. J., & Tonge, B. (2010). The normative development of emotion regulation strategy use in children and adolescents: A 2-year follow-up study. *Journal of Child Psychology and Psychiatry*, *51*(5), 567–574. https://doi.org/10.1111/j.1469-7610.2009.02183.x

Gullone, E., & Taffe, J. (2012). The emotion regulation questionnaire for children and adolescents (erq–ca): A psychometric evaluation. *Psychological Assessment*, *24*(2), 409–417. https://doi.org/10.1037/a0025777

Harbin, S. M., Kelley, M. L., Piscitello, J., & Walker, S. J. (2019). Multidimensional Bullying Victimization Scale: Development and validation. *Journal of School Violence*, *18*(1), 146–161. https://doi.org/10.1080/15388220.2017.1423491

Holt, M. K., Finkelhor, D., & Kantor, G. K. (2007). Multiple victimization experiences of urban elementary school students: Associations with psychosocial functioning and academic performance. *Child Abuse & Neglect*, *31*(5), 503–515. https://doi.org/10.1016/j.chiabu.2006.12.006

Hu, L., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling*, *6*(1), 1–55. https://doi.org/10.1080/10705519909540118.

Huitsing, G., van Duijn, M. A. J., Snijders, T. A. B., Alsaker, F. D., Perren, S., & Veenstra, R. (2019). Self, peer, and teacher reports of victim-aggressor networks in kindergartens. *Aggressive Behavior*, *45*(3), 275–286. https://doi.org/10.1002/ab.21817

Hunter, S. C., Mora-Merchan, J., & Ortega, R. (2004). The long-term effects of coping strategy use in victims of bullying. *The Spanish Journal of Psychology*, *7*(1), 3–12. https://doi.org/10.1017/S1138741600004704

Jiménez-Barbero, J. A., Ruiz-Hernández, J. A., Llor-Zaragoza, L., Pérez-García, M., & Llor-Esteban, B. (2016). Effectiveness of anti-bullying school programs: A meta-analysis. *Children and Youth Services Review*, *61*, 165–175. https://doi.org/10.1016/j.childyouth.2015.12.015

Juvonen, J., & Graham, S. (2014). Bullying in schools: The power of bullies and the plight of victims. *Annual Review of Psychology*, *65*(1), 159–185. https://doi.org/10.1146/annurev-psych-010213-115030

Ladd, G. W., & Kochenderfer-Ladd, B. (2002). Identifying victims of peer aggression from early to middle childhood: Analysis of cross-informant data for concordance, estimation of relational adjustment, prevalence of victimization, and characteristics of identified victims. *Psychological Assessment*, *14*(1), 74–96. https://doi.org/10.1037/1040-3590.14.1.74

Lanza, S. T., & Cooper, B. R. (2016). Latent class analysis for developmental research. *Child Development Perspectives*, *10*(1), 59–64. https://doi.org/10.1111/cdep.12163

Limber, S. P., Olweus, D., Wang, W., Masiello, M., & Breivik, K. (2018). Evaluation of the olweus bullying prevention program: A large scale study of us students in grades 3–11. *Journal of School Psychology*, *69*, 56–72. https://www.sciencedirect.com/science/article/pii/S0022440518300529

Little, T. D. (2013). *Longitudinal structural equation modeling*. Guilford Publications.

Løhre, A. (2022). Do children, parents, and teachers agree in reports on victimization and internalizing symptoms? Cross-sectional triangulation and a two-year prediction. *Scandinavian Journal of Educational Research*, *66*(5), 838–851. https://doi.org/10.1080/00313831.2021.1939140

Lowe, P. A. (2015). The revised children's manifest anxiety scale–second edition short form: Examination of the psychometric properties of a brief measure of general anxiety in a sample of children and adolescents. *Journal of Psychoeducational Assessment*, *33*(8), 719–730. https://doi.org/10.1177/0734282915580763

Luxenberg, H., Limber, S. L., & Olweus, D. (2019). *Bullying in U.S. schools: 2019 Status report*. https://olweus.sites.clemson.edu/documents/Status%20Report_2019.pdf#page=7

Marucci, E., Oldenburg, B., Barrera, D., Cillessen, A. H. N., Hendrickx, M., & Veenstra, R. (2021). Halo and association effects: Cognitive biases in teacher attunement to peer-nominated bullies, victims, and prosocial students. *Social Development*, *30*(1), 187–204. https://doi.org/10.1111/sode.12455

McKee, L. G., Parent, J., Forehand, R., Rakow, A., Watson, K. H., Dunbar, J. P., Reising, M. M., Hardcastle, E., & Compas, B. E. (2014). Reducing youth internalizing symptoms: Effects of a family-based preventive intervention on parental guilt induction and youth cognitive style. *Development and Psychopathology*, *26*(2), 319. https://doi.org/10.1017/S0954579413001016

Moore, S. E., Norman, R. E., Suetani, S., Thomas, H. J., Sly, P. D., & Scott, J. G. (2017). Consequences of bullying victimization in childhood and adolescence: A systematic review and meta-analysis. *World Journal of Psychiatry*, *7*(1), 60–76. https://doi.org/10.5498/wjp.v7.i1.60

Moses, M., & Williford, A. (2017). Individual indicators of self-reported victimization among elementary school-age students: A latent class analysis. *Children and Youth Services Review*, *83*, 33–40. https://doi.org/10.1016/j.childyouth.2017.10.006

Muthén, L. K., & Muthén, B. O. (1998). *Mplus User's Guide*.

Nakamoto, J., & Schwartz, D. (2010). Is peer victimization associated with academic achievement? A meta-analytic review. *Social Development*, *19*(2), 221–242. https://doi.org/10.1111/j.1467-9507.2009.00539.x

Newman, R. S., & Murray, B. J. (2005). How students and teachers view the seriousness of peer harassment: When is it appropriate to seek help? *Journal of Educational Psychology*, *97*(3), 347–365. https://doi.org/10.1037/0022-0663.97.3.347

Ng, E. D., Chua, J. Y. X., & Shorey, S. (2022). The effectiveness of educational interventions on traditional bullying and cyberbullying among adolescents: A systematic review and meta-analysis. *Trauma, Violence, & Abuse*, *23*(1), 132–151. https://doi.org/10.1177/1524838020933867

Oldenburg, B., Bosman, R., & Veenstra, R. (2016). Are elementary school teachers prepared to tackle bullying? A pilot study. *School Psychology International*, *37*(1), 64–72. https://doi.org/10.1177/0143034315623324

Olweus, D. (1993). *Bullying at school: What we know and what we can do* (1st ed.). Blackwell.

Olweus, D. (2013). School bullying: Development and some important challenges. *Annual Review of Clinical Psychology*, *9*, 751–780. https://doi.org/10.1146/annurev-clinpsy-050212-185516

Olweus, D., & Limber, S. P. (2010). Bullying in school: Evaluation and dissemination of the Olweus Bullying Prevention Program. *American Journal of Orthopsychiatry*, *80*(1), 124–134. https://doi.org/10.1111/j.1939-0025.2010.01015.x

Paljakka, A., Schwab, S., & Zurbriggen, C. L. A. (2021). Multi-informant assessment of bullying in austrian schools. *Frontiers in Education*, *6*. https://doi.org/10.3389/feduc.2021.712318

Rønning, J. A., Sourander, A., Kumpulainen, K., Tamminen, T., Niemelä, S., Moilanen, I., Helenius, H., Piha, J., & Almqvist, F. (2009). Cross-informant agreement about bullying and victimization among eight-year-olds: Whose information best predicts psychiatric caseness 10–15 years later? *Social Psychiatry and Psychiatric Epidemiology*, *44*(1), 15–22. https://doi.org/10.1007/s00127-008-0395-0

Scholte, R. H. J., Burk, W. J., & Overbeek, G. (2013). Divergence in self- and peer-reported victimization and its association to concurrent and prospective adjustment. *Journal of Youth and Adolescence*, *42*(12), 1789–1800. https://doi.org/10.1007/s10964-012-9896-y

Singham, T., Viding, E., Schoeler, T., Arseneault, L., Ronald, A., Cecil, C. M., McCrory, E., Rijsdijk, F., & Pingault, J.-B. (2017). Concurrent and longitudinal contribution of exposure to bullying in childhood to mental health: The role of vulnerability and resilience. *JAMA Psychiatry*, *74*(11), 1112–1119. https://doi.org/10.1001/jamapsychiatry.2017.2678

Solberg, M. E., & Olweus, D. (2003). Prevalence estimation of school bullying with the Olweus Bully/Victim Questionnaire. *Aggressive Behavior*, *29*(3), 239–268. https://doi.org/10.1002/ab.10047

Sukhawathanakul, P., & Leadbeater, B. (2020). Trajectories of peer victimization in elementary school children: Associations with changes in internalizing, externalizing, social competence, and school climate. *Journal of Community Psychology*, *48*(6), 1751–1769. https://doi.org/10.1002/jcop.22365

Thomsen, E., Henderson, M., Moore, A., Price, N., & McGarrah, M. W. (2024). *Student reports of bullying: Results from the 2022 School Crime Supplement to the National Crime*

Victimization Survey. National Center for Education Statistics. https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2024109

Tremblay-Perreault, A., Hébert, M., & Amédée, L. M. (2022). A latent class analysis of parent–child discrepancies in reports of peer victimization: Associations to child sexual abuse status and psychological adjustment. *Development and Psychopathology*, *34*(3), 889–900. https://doi.org/10.1017/S0954579420001522

Walters, G. D. (2021). School-age bullying victimization and perpetration: A meta-analysis of prospective studies and research. *Trauma, Violence, & Abuse*, *22*(5), 1129–1139. https://doi.org/10.1177/1524838020906513

Walters, G. D., & Espelage, D. L. (2022). Mediating the pathway from bullying victimization to bullying perpetration with hostility, peer delinquency, and pro-bullying attitudes: Transforming victims into aggressors. *Psychology of Violence*. https://doi.org/10.1037/vio0000435

Wang, J. M. (2014). Psychometric properties of the network relationship inventory-social provision version in chinese youth. *Child Psychiatry & Human Development*, *45*(6), 695–702. https://doi.org/10.1007/s10578-014-0438-6

Wienke Totura, C. M., Green, A. E., Karver, M. S., & Gesten, E. L. (2009). Multiple informants in the assessment of psychological, behavioral, and academic correlates of bullying and victimization in middle school. *Journal of Adolescence*, *32*(2), 193–211. https://doi.org/10.1016/j.adolescence.2008.04.005

Williford, A., DePaolis, K. J., & Colonnieves, K. (2021). Differences in school staff attitudes, perceptions, self-efficacy beliefs, and intervention likelihood by form of student

victimization. *Journal of the Society for Social Work and Research*, *12*(1), 83–107. https://doi.org/10.1086/713360

Williford, A., Fite, P. J., & Cooley, J. L. (2015). Student–teacher congruence in reported rates of physical and relational victimization among elementary-school-age children: The moderating role of gender and age. *Journal of School Violence*, *14*(2), 177–195. https://doi.org/10.1080/15388220.2014.895943

Wolke, D., Lee, K., & Guy, A. (2017). Cyberbullying: A storm in a teacup? *European Child & Adolescent Psychiatry*, *26*(8), 899–908. https://doi.org/10.1007/s00787-017-0954-6

Wu, L., Zhang, D., Su, Z., & Hu, T. (2015). Peer victimization among children and adolescents: A meta-analytic review of links to emotional maladjustment. *Clinical Pediatrics*, *54*(10), 941–955. https://doi.org/10.1177/0009922814567873

Yoon, J., Sulkowski, M. L., & Bauman, S. A. (2016). Teachers' responses to bullying incidents: Effects of teacher characteristics and contexts. *Journal of School Violence*, *15*(1), 91–113. https://doi.org/10.1080/15388220.2014.963592

Zwierzynska, K., Wolke, D., & Lereya, T. S. (2013). Peer victimization in childhood and internalizing problems in adolescence: A prospective longitudinal study. *Journal of Abnormal Child Psychology*, *41*, 309–323. https://doi.org/10.1007/s10802-012-9678-8

APPENDIX

Table 1. Descriptive Statistics for Primary Study Variables

	Fall (Time 1)			Spring (Time 2)		
	N	*M*	*SD*	*N*	*M*	*SD*
Age	411	9.16	0.63	-	-	-
Income	414	3.83	1.75	-	-	-
Overt Victimization - Child	423	1.07	1.13	419	1.01	1.13
Relational Victimization - Child	423	0.97	1.09	419	0.99	1.19
Overt Victimization - Teacher	452	0.42	0.62	341	0.34	0.52
Relational Victimization - Teacher	451	0.21	0.48	343	0.28	0.54
Fighting - Child	423	0.31	0.59	418	0.26	0.55
Bullying Behavior - Child	423	0.24	0.44	418	0.20	0.42
Bullying Behavior - Teacher	455	0.29	0.55	343	0.37	0.66
Negative Interactions - Teacher	383	1.76	1.02	367	1.75	0.98
Positive RQ - Teacher	383	4.21	0.77	367	4.13	0.85
Intimate Disclosure - Teacher	383	2.82	1.10	367	3.03	1.13
Depression	431	2.29	0.68	417	2.19	0.65
Anxiety	276	0.44	0.28	413	0.37	0.31
Loneliness	274	1.68	1.33	415	1.56	1.40
Cognitive Reappraisal	420	3.62	0.70	-	-	-
Expressive Suppression	420	2.96	0.86	-	-	-

Note. Positive RQ = Positive student-teacher relationship quality.

Table 2. Bivariate Correlations Among Primary Study Variables in the Fall

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1. Sex (Male)	-																
2. Race (White)	.07	-															
3. Income	.08	.33**	-														
4. Overt Vict. - Child	.02	-.04	-.29**	-													
5. Relational Vict.- Child	.01	-.04	-.29**	.74**	-												
6. Overt Vict. - Teacher	-.03	-.06	-.16**	.32**	.33**	-											
7. Relational Vict. - Teacher	-.06	-.04	-.17**	.25**	.31**	.66**	-										
8. Fighting - Child	.15**	-.20**	-.26**	.27**	.30**	.14**	.09	-									
9. Bullying Bx - Child	.04	-.21**	-.20**	.27**	.32**	.16**	.12*	.70**	-								
10. Bullying Bx - Teacher	-.01	-.20**	-.22**	.12*	.16**	.29**	.29**	.20**	.27**	-							
11. Negative Int. - Teacher	.19**	-.12*	-.18**	.28**	.31**	.31**	.27**	.26**	.32**	.48**	-						
12. Positive RQ - Teacher	-.21**	.04	.10	-.17**	-.17**	-.22**	-.16**	-.17**	-.20**	-.27**	-.68**	-					
13. Disclosure - Teacher	-.20**	.07	-.05	.09	.04	.06	.06	-.02	.00	-.04	-.07	.33**	-				
14. Depression	-.03	-.17**	-.34**	.32**	.33**	.18**	.13*	.25**	.21**	.14**	.14*	-.10	.00	-			
15. Anxiety	-.14*	-.04	-.23**	.36**	.29**	.10	.14*	-.08	.03	.00	-.02	-.09	.18*	.38**	-		
16. Loneliness	-.01	-.01	-.19**	.32**	.26**	.14*	.18**	.05	.11	.07	.07	-.12	.06	.23**	.47**	-	
17. Cognitive Reappraisal	-.06	-.05	-.17**	.03	.05	-.03	.05	-.07	-.04	.10*	.02	-.03	-.05	-.06	.03	.05	-
18. Expressive Suppression	.09	-.08	-.11*	.07	.10*	.02	.05	.07	.06	.09	.10	-.09	.00	.24**	.14*	-.01	.14**

Note. Male (1 = male, 0 = female). White (1 = White, 0 = not White). Vict. = Victimization; Bx = Behavior; Negative Int = Negative interactions in student-teacher relationship; Positive RQ = Positive student-teacher relationship quality; Disclosure = Intimate Disclosure. *$p < .05$, **$p < .01$

Table 3. Bivariate Correlations Among Primary Study Variables in the Spring

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. Sex (Male)	-														
2. Race (White)	.07	-													
3. Income	.08	.33**	-												
4. Overt Vict. - Child	-.08	.02	-.21**	-											
5. Relational Vict. - Child	-.18**	0	-.21**	.76**	-										
6. Overt Vict. - Teacher	0	-.05	-.22**	.33**	.26**	-									
7. Relational Vict. - Teacher	-.13*	-.05	-.20**	.31**	.29**	.72**	-								
8. Fighting - Child	.09	-.18**	-.19**	.12*	.09	.19**	.19**	-							
9. Bullying Bx - Child	.03	-.16**	-.15**	.04	.11*	.17**	.20**	.72**	-						
10. Bullying Bx - Teacher	-.01	-.24**	-.21**	.05	.09	.38**	.37**	.42**	.49**	-					
11. Negative Int. - Teacher	.17**	-.16**	-.17**	.17**	.13*	.35**	.34**	.35**	.32**	.61**	-				
12. Positive RQ - Teacher	-.18**	.1	.11*	-.12*	-.11*	-.24**	-.23**	-.23**	-.20**	-.36**	-.66**	-			
13. Disclosure - Teacher	-.23**	.09	.03	.08	.08	.13*	.15**	-.15**	-.13*	-.15**	-.21**	.41**	-		
14. Depression	-.05	-.01	-.21**	.29**	.27**	.07	.09	.05	.07	-.02	-.06	-.04	-.05	-	
15. Anxiety	-.18**	-.02	-.19**	.46**	.46**	.11	.14*	-.01	-.01	-.02	.06	-.04	.09	.42**	-
16. Loneliness	-.11*	-.01	-.25**	.39**	.36**	.24**	.25**	.03	.04	.01	.04	-.04	.09	.32**	.49**

Note. Male (1 = male, 0 = female). White (1 = White, 0 = not White). Vict. = Victimization; Bx = Behavior; Negative Int = Negative interactions in student-teacher relationship; Positive RQ = Positive student-teacher relationship quality; Disclosure = Intimate Disclosure. *$p < .05$, **$p < .01$

Table 4. Bivariate Correlations Between Primary Study Variables in the Fall and Spring

	Spring Variables												
Fall Variables	1	2	3	4	5	6	7	8	9	10	11	12	13
1. Overt Vict. - Child	.49**	.37**	.27**	.21**	.17**	.09	.12*	.21**	-.06	.13*	.19**	.29**	.29**
2. Relational Vict. - Child	.50**	.51**	.25**	.19**	.19**	.13**	.17**	.22**	-.10	-.02	.18**	.24**	.26**
3. Overt Vict. - Teacher	.18**	.13**	.51**	.37**	.20**	.18**	.24**	.27**	-.12*	.13*	.07	.10*	.15**
4. Relational Vict. - Teacher	.19**	.12*	.37**	.36**	.07	.04	.24**	.21**	-.01	.14**	.03	.12*	.18**
5. Fighting - Child	.09	.04	.19**	.14*	.58**	.50**	.33**	.30**	-.16**	-.10	.06	.02	.04
6. Bullying Bx - Child	.06	.09	.12*	.16**	.46**	.54**	.36**	.33**	-.21**	-.08	.10	.05	.06
7. Bullying Bx - Teacher	.08	.06	.34**	.34**	.31**	.31**	.68**	.44**	-.20**	-.01	.00	-.05	.08
8. Negative Int. - Teacher	.17**	.13*	.38**	.35**	.33**	.29**	.59**	.81**	-.58**	-.12*	.02	.04	.08
9. Positive RQ - Teacher	-.09	-.08	-.28**	-.27**	-.19**	-.22**	-.36**	-.54**	.71**	.23**	-.07	-.06	-.08
1. Disclosure - Teacher	.16**	.13*	.06	.17**	-.03	-.07	-.12*	-.08	.21**	.55**	.04	.17**	.14*
11. Depression	.22**	.15**	.12*	.14*	.21**	.19**	.13*	.07	-.02	-.05	.49**	.30**	.20**
12. Anxiety	.33**	.26**	.12	.15*	-.06	-.11	.02	.01	-.11	.23**	.33**	.51**	.43**
13. Loneliness	.35**	.20**	.10	.14*	.09	.05	.10	.10	-.15*	.10	.17**	.24**	.49**
14. Cognitive Reappraisal	.05	.05	.03	.07	-.07	-.06	.00	.01	.05	.02	-.06	.03	.10
15. Expressive Suppression	.08	.07	.06	.01	-.06	.00	.08	.06	-.02	-.05	.17**	.10	.13*

Note. Vict. = Victimization; Bx = Behavior; Negative Int = Negative interactions in student-teacher relationship; Positive RQ = Positive student-teacher relationship quality; Disclosure = Intimate Disclosure. *$p < .05$, **$p < .01$

Table 5. Model Fit Indices for Sequential Latent Profile Solutions

Solution	LL	AIC	BIC	aBIC	LMRT	BLRT	Entropy
1 profile	-2104.963	4225.925	4259.232	4233.841	--	--	--
2 profiles	-1887.395	3800.79	3854.913	3813.653	< .001	< .001	.868
3 profiles	-1837.976	3711.952	3786.892	3729.762	.013	< .001	.851
4 profiles	-1780.871	3607.742	3703.498	3630.499	< .001	< .001	.804
5 profiles	-1756.058	3568.116	3684.689	3595.821	.067	< .001	.821
6 profiles	-1737.382	3540.763	3678.153	3573.416	.367	< .001	.801

Note. LL = Log Likelihood; AIC = Akaike's information criterion; BIC = Bayesian information criterion; aBIC = sample-size-adjusted BIC; LMRT = Lo–Mendell–Rubin adjusted likelihood ratio test *p* value; BLRT = bootstrapped likelihood ratio test *p* value.

Table 6. Descriptive Statistics for Primary Study Variables by Victim Profile and Time Point

	Nonvictim		Moderate Concordant		High Concordant		High Self-Identified	
Fall (Time 1)	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
Age	9.12	0.58	9.28	0.67	9.23	0.82	9.09	0.65
Income	4.18	1.75	3.49	1.65	2.58	1.31	3.69	1.66
Overt Victimization - Child	0.36	0.39	0.89	0.56	3.37	0.57	2.33	0.46
Relational Victimization - Child	0.38	0.50	0.96	0.83	2.99	0.89	1.71	0.97
Overt Victimization - Teacher	0.12	0.25	0.93	0.65	1.10	0.89	0.25	0.40
Relational Victimization - Teacher	0.00	0.00	0.60	0.58	0.76	0.77	0.00	0.00
Fighting - Child	0.18	0.44	0.33	0.50	0.60	0.90	0.57	0.75
Bullying Behavior - Child	0.16	0.32	0.24	0.33	0.49	0.82	0.40	0.51
Bullying Behavior - Teacher	0.13	0.31	0.61	0.76	0.55	0.70	0.20	0.50
Negative Interactions - Teacher	1.45	0.75	2.18	1.16	2.51	1.25	1.75	0.99
Positive RQ - Teacher	4.37	0.68	4.02	0.77	3.88	1.03	4.12	0.77
Intimate Disclosure - Teacher	2.78	1.04	2.77	1.28	2.89	1.14	2.99	1.01
Depression	2.12	0.62	2.39	0.71	2.72	0.67	2.48	0.65
Anxiety	0.38	0.27	0.47	0.27	0.62	0.29	0.55	0.29
Loneliness	1.39	1.28	1.75	1.26	2.62	1.33	2.05	1.27
Cognitive Reappraisal	3.56	0.65	3.68	0.72	3.73	0.83	3.65	0.75
Expressive Suppression	2.91	0.83	2.99	0.81	3.21	1.01	2.95	0.88
Spring (Time 2)								
Overt Victimization - Child	0.68	0.89	1.07	1.12	2.33	1.43	1.50	1.12
Relational Victimization - Child	0.74	1.00	1.06	1.24	2.08	1.53	1.29	1.10
Overt Victimization - Teacher	0.15	0.35	0.71	0.65	0.82	0.53	0.25	0.36
Relational Victimization - Teacher	0.12	0.36	0.58	0.72	0.71	0.73	0.16	0.32
Fighting - Child	0.19	0.44	0.35	0.56	0.55	1.04	0.22	0.39
Bullying Behavior - Child	0.15	0.33	0.29	0.48	0.33	0.77	0.15	0.25
Bullying Behavior - Teacher	0.22	0.49	0.70	0.87	0.65	0.82	0.34	0.59
Negative Interactions - Teacher	1.55	0.77	2.06	1.23	2.32	1.15	1.73	0.96
Positive RQ - Teacher	4.17	0.81	4.06	0.98	4.05	0.83	4.11	0.83
Intimate Disclosure - Teacher	2.87	1.06	3.33	1.29	3.26	0.99	3.07	1.11
Depression	2.12	0.63	2.21	0.66	2.26	0.68	2.41	0.70
Anxiety	0.32	0.29	0.39	0.32	0.50	0.28	0.44	0.32
Loneliness	1.30	1.34	1.79	1.41	2.61	1.38	1.64	1.32

Note. Positive RQ = Positive student-teacher relationship quality.

Table 7. Associations Between Profile Membership and Sociodemographic Variables

	A Models β(SE)	B Models β(SE)	C Models β(SE)
Sex (Male)			
Nonvictim		0.04 (0.07)	-0.07 (0.09)
Moderate Concordant Victim	-0.04 (0.06)		-0.10 (0.09)
High Concordant Victim	0.03 (0.05)	0.05 (0.06)	-0.01 (0.07)
High Self-Identified Victim	0.05 (0.06)	0.07 (0.07)	
Race (White)			
Nonvictim		0.07 (0.08)	-0.07 (0.09)
Moderate Concordant Victim	-0.06 (0.07)		-0.12 (0.08)
High Concordant Victim	-0.05 (0.06)	-0.01 (0.06)	-0.09 (0.06)
High Self-Identified Victim	0.04 (0.06)	0.09 (0.06)	
Income			
Nonvictim		0.2 (0.07)**	0.14 (0.08)
Moderate Concordant Victim	-0.16 (0.06)**		-0.05 (0.07)
High Concordant Victim	-0.27 (0.05)***	-0.15 (0.04)**	-0.19 (0.05)***
High Self-Identified Victim	-0.09 (0.05)	0.04 (0.06)	

Note. Male (1 = male, 0 = female). White (1 = White, 0 = not White). In A Models, *Nonvictim* is the reference group. In B Models, *Moderate Concordant Victim* is the reference group. In C Models, *High Self-Identified Victim* is the reference group. *$p < .05$, **$p < .01$, ***$p < .001$.

Table 8. Associations Between Profile Membership and Outcomes in the Fall

	A Models β(SE)	B Models β(SE)	C Models β(SE)
Depression			
Sex (Male)	0.00 (0.05)		
Race (White)	-0.08 (0.05)		
Income	-0.25 (0.06)***		
Nonvictim		-0.13 (0.06)*	-0.22 (0.06)***
Moderate Concordant Victim	0.11 (0.05)*		-0.08 (0.06)
High Concordant Victim	0.18 (0.05)***	0.11 (0.05)*	0.05 (0.05)
High Self-Identified Victim	0.15 (0.04)***	0.06 (0.05)	
Anxiety			
Sex (Male)	-0.12 (0.06)*		
Race (White)	0.03 (0.08)		
Income	-0.16 (0.06)**		
Nonvictim		-0.16 (0.07)*	-0.23 (0.10)*
Moderate Concordant Victim	0.14 (0.06)*		-0.06 (0.08)
High Concordant Victim	0.21 (0.06)**	0.12 (0.07)	0.08 (0.06)
High Self-Identified Victim	0.16 (0.07)*	0.05 (0.07)	
Loneliness			
Sex (Male)	-0.02 (0.06)		
Race (White)	0.07 (0.08)		
Income	-0.14 (0.07)*		
Nonvictim		-0.12 (0.07)	-0.23 (0.11)*
Moderate Concordant Victim	0.10 (0.06)		-0.09 (0.10)
High Concordant Victim	0.27 (0.07)***	0.20 (0.06)**	0.14 (0.08)
High Self-Identified Victim	0.16 (0.08)*	0.07 (0.09)	
Cognitive Reappraisal			
Sex (Male)	-0.05 (0.05)		
Race (White)	-0.03 (0.05)		
Income	-0.16 (0.05)**		
Nonvictim		-0.06 (0.08)	-0.02 (0.08)
Moderate Concordant Victim	0.05 (0.07)		0.04 (0.10)
High Concordant Victim	0.02 (0.05)	-0.01 (0.07)	0.01 (0.07)
High Self-Identified Victim	0.01 (0.06)	-0.03 (0.08)	
Expressive Suppression			
Sex (Male)	0.09 (0.05)		
Race (White)	-0.05 (0.06)		
Income	-0.09 (0.06)		
Nonvictim		-0.03 (0.06)	0.03 (0.08)
Moderate Concordant Victim	0.02 (0.05)		0.05 (0.08)
High Concordant Victim	0.03 (0.07)	0.01 (0.07)	0.04 (0.07)
High Self-Identified Victim	-0.02 (0.05)	-0.04 (0.06)	

Table 8. (continued)

	A Models β(SE)	B Models β(SE)	C Models β(SE)
Negative Interactions - Teacher			
Sex (Male)	0.21 (0.06)***		
Race (White)	-0.09 (0.06)		
Income	-0.09 (0.05)		
Nonvictim		-0.32 (0.06)***	-0.1 (0.08)
Moderate Concordant Victim	0.27 (0.05)***		0.19 (0.09)*
High Concordant Victim	0.25 (0.07)**	0.06 (0.09)	0.19 (0.07)**
High Self-Identified Victim	0.07 (0.06)	-0.15 (0.08)*	
Positive RQ - Teacher			
Sex (Male)	-0.24 (0.05)***		
Race (White)	0.00 (0.05)		
Income	0.08 (0.08)		
Nonvictim		0.22 (0.07)**	0.10 (0.07)
Moderate Concordant Victim	-0.18 (0.06)**		-0.10 (0.08)
High Concordant Victim	-0.14 (0.07)	-0.01 (0.09)	-0.08 (0.07)
High Self-Identified Victim	-0.07 (0.05)	0.08 (0.06)	
Intimate Disclosure - Teacher			
Sex (Male)	-0.21 (0.05)***		
Race (White)	0.09 (0.07)		
Income	-0.05 (0.08)		
Nonvictim		0.02 (0.09)	-0.05 (0.07)
Moderate Concordant Victim	-0.01 (0.07)		-0.05 (0.09)
High Concordant Victim	0.01 (0.06)	0.02 (0.07)	-0.02 (0.07)
High Self-Identified Victim	0.03 (0.05)	0.04 (0.08)	
Fighting - Child			
Sex (Male)	0.16 (0.05)**		
Race (White)	-0.15 (0.06)**		
Income	-0.16 (0.05)**		
Nonvictim		-0.07 (0.05)	-0.31 (0.08)***
Moderate Concordant Victim	0.06 (0.04)		-0.21 (0.06)**
High Concordant Victim	0.18 (0.08)*	0.14 (0.08)	-0.01 (0.09)
High Self-Identified Victim	0.21 (0.06)***	0.17 (0.05)**	
Bullying Behavior - Child			
Sex (Male)	0.06 (0.05)		
Race (White)	-0.18 (0.05)***		
Income	-0.08 (0.05)		
Nonvictim		-0.03 (0.05)	-0.23 (0.09)*
Moderate Concordant Victim	0.03 (0.04)		-0.17 (0.08)*
High Concordant Victim	0.22 (0.09)*	0.21 (0.10)*	0.08 (0.12)
High Self-Identified Victim	0.16 (0.06)*	0.14 (0.06)*	

Table 8. (continued)

	A Models β(SE)	B Models β(SE)	C Models β(SE)
Bullying Behavior - Teacher			
Sex (Male)	0.02 (0.05)		
Race (White)	-0.15 (0.05)**		
Income	-0.11 (0.05)*		
Nonvictim		-0.39 (0.07)***	-0.05 (0.06)
Moderate Concordant Victim	0.33 (0.06)***		0.29 (0.10)**
High Concordant Victim	0.14 (0.06)*	-0.09 (0.07)	0.11 (0.07)
High Self-Identified Victim	0.03 (0.04)	-0.23 (0.08)**	

Note. Male (1 = male, 0 = female). White (1 = White, 0 = not White). Positive RQ = Positive student-teacher relationship quality. In A Models, *Nonvictim* is the reference group. In B Models, *Moderate Concordant Victim* is the reference group. In C Models, *High Self-Identified Victim* is the reference group. *$p < .05$, **$p < .01$, ***$p < .001$.

Table 9. Profile Membership Predicting Outcomes in the Spring

	A Models β(SE)	B Models β(SE)	C Models β(SE)
Overt Victimization - Child (T2)			
Sex (Male)	-0.08 (0.05)		
Race (White)	0.11 (0.05)*		
Income	-0.14 (0.04)**		
Intervention Status	0.09 (0.06)		
Nonvictim		-0.13 (0.06)*	-0.30 (0.10)**
Moderate Concordant Victim	0.11 (0.05)*		-0.15 (0.10)
High Concordant Victim	0.32 (0.07)***	0.25 (0.06)***	0.15 (0.08)
High Self-Identified Victim	0.20 (0.07)**	0.11 (0.08)	
Relational Victimization - Child (T2)			
Sex (Male)	-0.17 (0.05)**		
Race (White)	0.08 (0.05)		
Income	-0.15 (0.04)***		
Intervention Status	-0.05 (0.06)		
Nonvictim		-0.08 (0.07)	-0.25 (0.08)**
Moderate Concordant Victim	0.07 (0.06)		-0.15 (0.08)
High Concordant Victim	0.30 (0.07)***	0.25 (0.08)**	0.16 (0.07)*
High Self-Identified Victim	0.16 (0.06)**	0.11 (0.07)	
Overt Victimization - Teacher (T2)			
Sex (Male)	0.03 (0.07)		
Race (White)	0.03 (0.05)		
Income	-0.10 (0.05)		
Intervention Status	0.06 (0.08)		
Nonvictim		-0.49 (0.08)***	0.00 (0.08)
Moderate Concordant Victim	0.41 (0.07)***		0.41 (0.08)***
High Concordant Victim	0.32 (0.08)***	0.05 (0.09)	0.32 (0.07)***
High Self-Identified Victim	0.00 (0.05)	-0.29 (0.06)***	
Relational Victimization - Teacher (T2)			
Sex (Male)	-0.11 (0.05)*		
Race (White)	0.03 (0.06)		
Income	-0.10 (0.07)		
Intervention Status	-0.02 (0.05)		
Nonvictim		-0.40 (0.09)***	-0.05 (0.05)
Moderate Concordant Victim	0.34 (0.08)***		0.29 (0.08)***
High Concordant Victim	0.31 (0.08)***	0.09 (0.11)	0.28 (0.09)**
High Self-Identified Victim	0.03 (0.03)	-0.21 (0.06)***	
Depression (T2)			
Sex (Male)	-0.05 (0.05)		
Race (White)	0.09 (0.06)		
Income	-0.11 (0.05)*		
Intervention Status	0.04 (0.07)		

Table 9. (continued)

	A Models β(SE)	B Models β(SE)	C Models β(SE)
Depression (T1)	0.49 (0.07)***		
Nonvictim		0.06 (0.06)	-0.08 (0.07)
Moderate Concordant Victim	-0.05 (0.05)		-0.12 (0.07)
High Concordant Victim	-0.10 (0.06)	-0.06 (0.06)	-0.14 (0.07)*
High Self-Identified Victim	0.05 (0.05)	0.09 (0.05)	
Anxiety (T2)			
Sex (Male)	-0.13 (0.07)		
Race (White)	0.08 (0.07)		
Income	-0.14 (0.06)*		
Intervention Status	0.13 (0.06)*		
Anxiety (T1)	0.46 (0.05)***		
Nonvictim		0.05 (0.08)	0.14 (0.10)
Moderate Concordant Victim	-0.04 (0.07)		0.08 (0.11)
High Concordant Victim	-0.11 (0.05)*	-0.08 (0.04)	-0.04 (0.05)
High Self-Identified Victim	-0.10 (0.07)	-0.07 (0.09)	
Loneliness (T2)			
Sex (Male)	-0.08 (0.05)		
Race (White)	0.08 (0.06)		
Income	-0.16 (0.08)*		
Intervention Status	0.05 (0.07)		
Loneliness (T1)	0.43 (0.08)***		
Nonvictim		-0.03 (0.10)	0.09 (0.08)
Moderate Concordant Victim	0.03 (0.08)		0.11 (0.09)
High Concordant Victim	0.03 (0.07)	0.02 (0.09)	0.08 (0.07)
High Self-Identified Victim	-0.07 (0.05)	-0.09 (0.07)	
Negative Interactions - Teacher (T2)			
Sex (Male)	0.06 (0.03)		
Race (White)	-0.05 (0.04)		
Income	-0.01 (0.04)		
Intervention Status	0.01 (0.05)		
Negative Interactions - Teacher (T1)	0.78 (0.04)***		
Nonvictim		-0.04 (0.06)	0.05 (0.06)
Moderate Concordant Victim	0.03 (0.05)		0.07 (0.05)
High Concordant Victim	-0.01 (0.07)	-0.03 (0.07)	0.03 (0.07)
High Self-Identified Victim	-0.03 (0.04)	-0.05 (0.04)	
Positive RQ - Teacher (T2)			
Sex (Male)	0.00 (0.06)		
Race (White)	0.01 (0.05)		
Income	-0.01 (0.07)		
Intervention Status	0.02 (0.05)		
Positive RQ - Teacher (T1)	0.74 (0.06)***		

Table 9. (continued)

	A Models β(SE)	B Models β(SE)	C Models β(SE)
Nonvictim		-0.02 (0.07)	-0.12 (0.08)
Moderate Concordant Victim	0.02 (0.06)		-0.08 (0.06)
High Concordant Victim	0.06 (0.06)	0.05 (0.07)	-0.01 (0.07)
High Self-Identified Victim	0.07 (0.05)	0.06 (0.04)	
Intimate Disclosure - Teacher (T2)			
Sex (Male)	-0.11 (0.05)*		
Race (White)	0.03 (0.06)		
Income	0.05 (0.09)		
Intervention Status	0.04 (0.07)		
Intimate Disclosure - Teacher (T1)	0.50 (0.06)***		
Nonvictim		-0.13 (0.09)	0.01 (0.09)
Moderate Concordant Victim	0.11 (0.08)		0.11 (0.09)
High Concordant Victim	0.02 (0.07)	-0.06 (0.08)	0.02 (0.07)
High Self-Identified Victim	0.00 (0.06)	-0.08 (0.07)	
Fighting - Child (T2)			
Sex (Male)	0.03 (0.05)		
Race (White)	-0.09 (0.05)		
Income	-0.05 (0.05)		
Intervention Status	0.13 (0.08)		
Fighting - Child (T1)	0.53 (0.07)***		
Nonvictim		-0.03 (0.06)	0.17 (0.05)**
Moderate Concordant Victim	0.03 (0.05)		0.17 (0.06)**
High Concordant Victim	0.02 (0.08)	0.00 (0.08)	0.12 (0.08)
High Self-Identified Victim	-0.12 (0.04)**	-0.14 (0.05)**	
Bullying Behavior - Child (T2)			
Sex (Male)	0.03 (0.05)		
Race (White)	-0.06 (0.05)		
Income	-0.09 (0.05)		
Intervention Status	0.09 (0.09)		
Bullying Behavior - Child (T1)	0.54 (0.09)***		
Nonvictim		-0.06 (0.06)	0.13 (0.04)**
Moderate Concordant Victim	0.05 (0.05)		0.16 (0.06)**
High Concordant Victim	-0.06 (0.06)	-0.1 (0.07)	0.02 (0.06)
High Self-Identified Victim	-0.09 (0.03)**	-0.13 (0.05)**	
Bullying Behavior - Teacher (T2)			
Sex (Male)	0.02 (0.04)		
Race (White)	-0.08 (0.04)		
Income	0.03 (0.04)		
Intervention Status	0.11 (0.06)		
Bullying Behavior - Teacher (T1)	0.66 (0.08)***		
Nonvictim		-0.04 (0.06)	-0.02 (0.06)

Table 9. (continued)

	A Models β(SE)	B Models β(SE)	C Models β(SE)
Moderate Concordant Victim	0.04 (0.06)		0.02 (0.06)
High Concordant Victim	0.09 (0.06)	0.06 (0.07)	0.08 (0.06)
High Self-Identified Victim	0.01 (0.03)	-0.01 (0.05)	

Note. Male (1 = male, 0 = female). White (1 = White, 0 = not White). T1 = Fall. T2 = Spring. Positive RQ = Positive student-teacher relationship quality. In A Models, *Nonvictim* is the reference group. In B Models, *Moderate Concordant Victim* is the reference group. In C Models, *High Self-Identified Victim* is the reference group. *p < .05, **p < .01, ***p < .001.

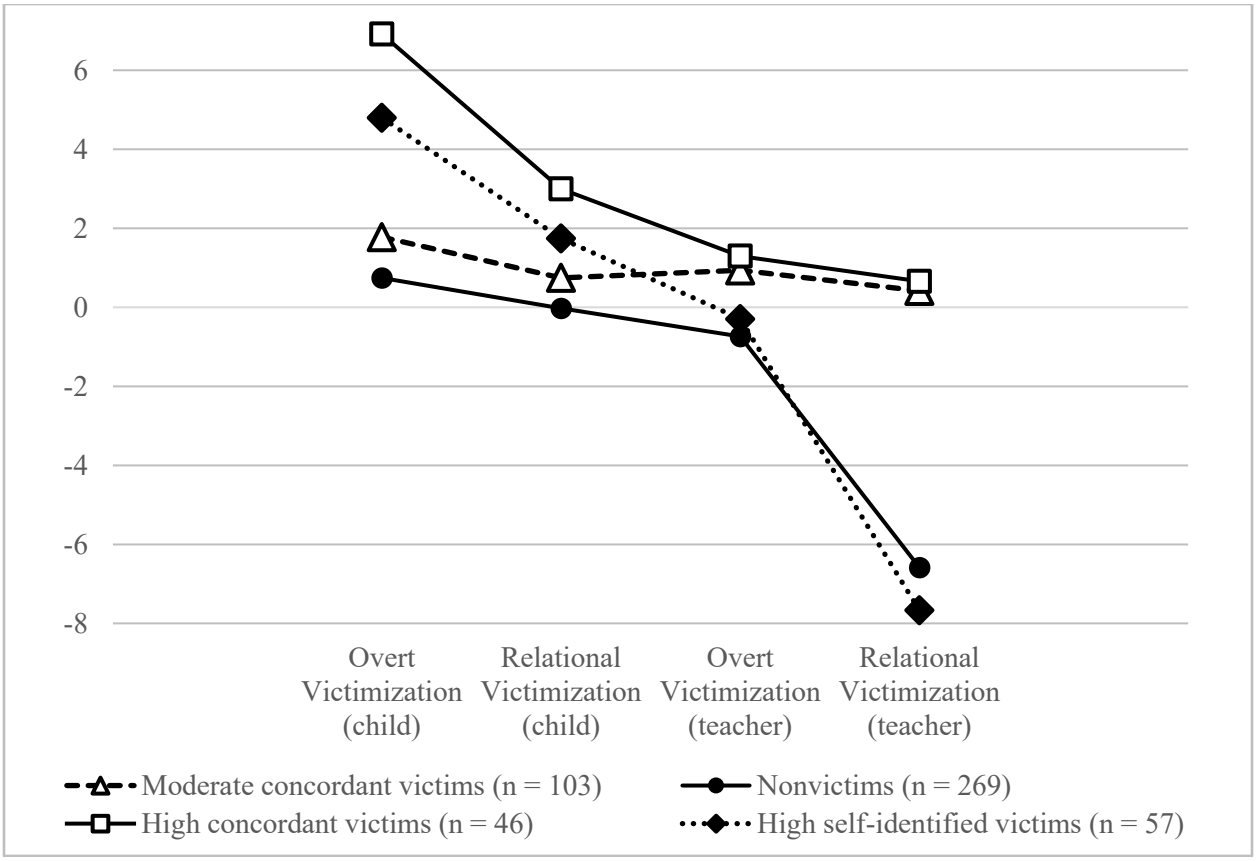

Figure 1. Standardized latent profile means for the four bullying victimization indicators in the 4-profile solution.

VITA

Caroline K. Fowler graduated from the University of Virginia in Charlottesville, Virginia, with a Bachelor of Arts in Psychology. After graduation, she spent three years working as a Project Manager for the Adolescence Research Group at the University of Virginia. Caroline then decided to pursue a Doctor of Philosophy (Ph.D.) in Clinical Psychology at the University of Tennessee, Knoxville. Her research focuses on the mechanisms through which emotional, cognitive, and interpersonal factors contribute to resilience and risk for negative psychosocial outcomes in youth. Caroline expects to complete her Ph.D. in Clinical Psychology in December 2027.