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# Appraisal, emotion and coping in victims of peer-aggression and victimization

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*26th International Conference of the  
Stress and Anxiety Research Society,  
21-23 July 2005, Halle, Germany*

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# Peer-aggression and victimization

## Aggression:

- Within-species attacks or hostility

## Peer-victimization:

- Repeated aggression

## Prevalence (Hunter, Boyle & Warden, 2004):

- Peer-victimization: 12%-28%
- Peer-aggression: a further 16%-39%



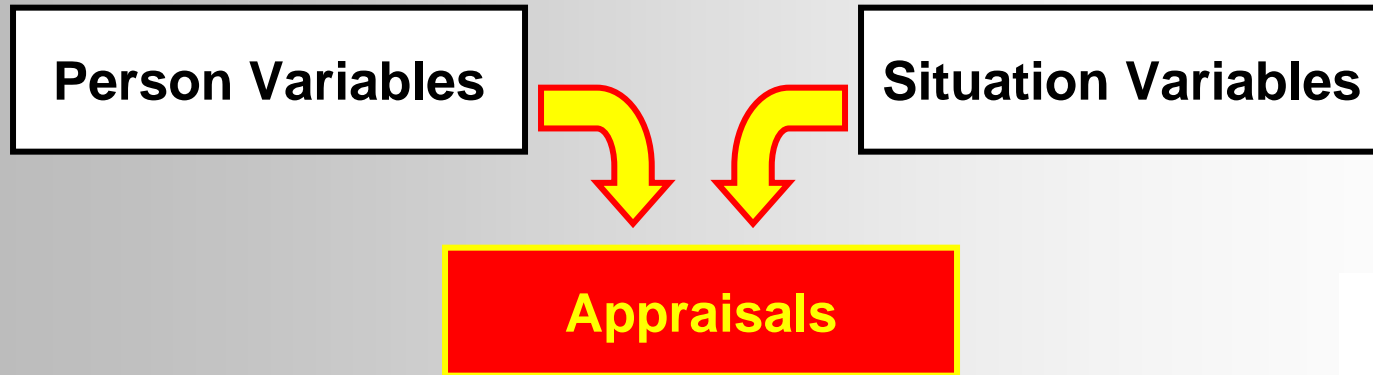
# The coping process (Lazarus & Colleagues)

**Person Variables**

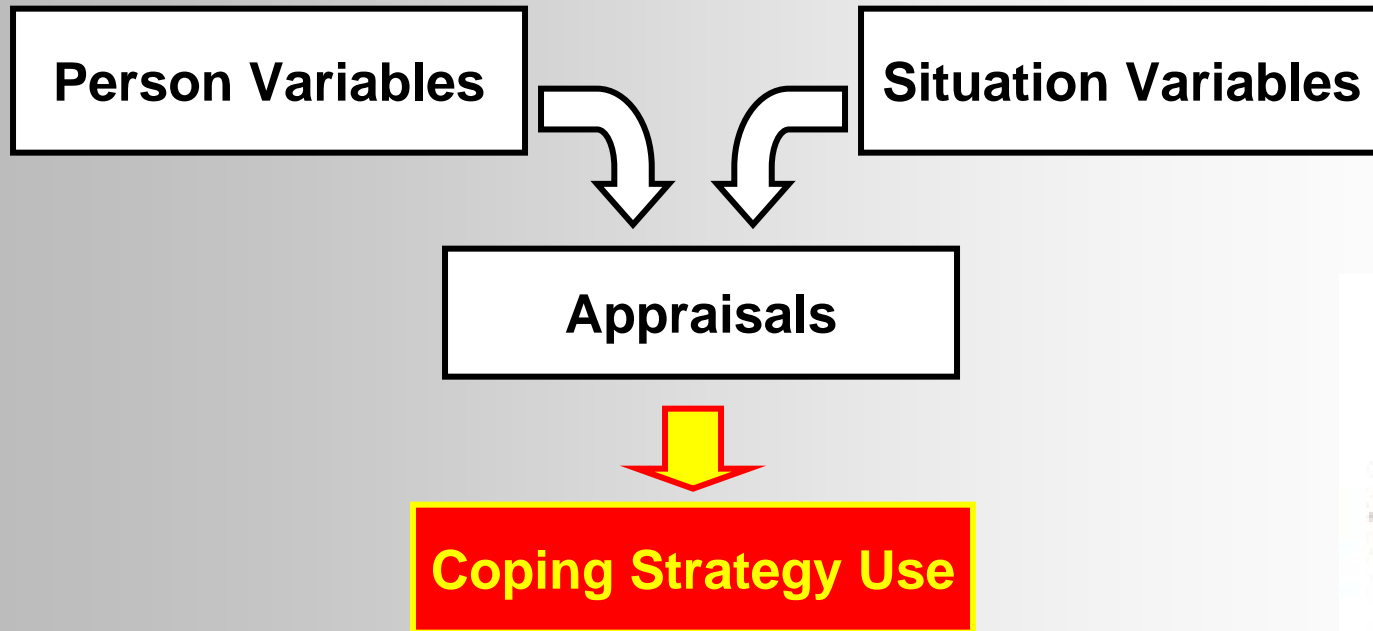
**Situation Variables**



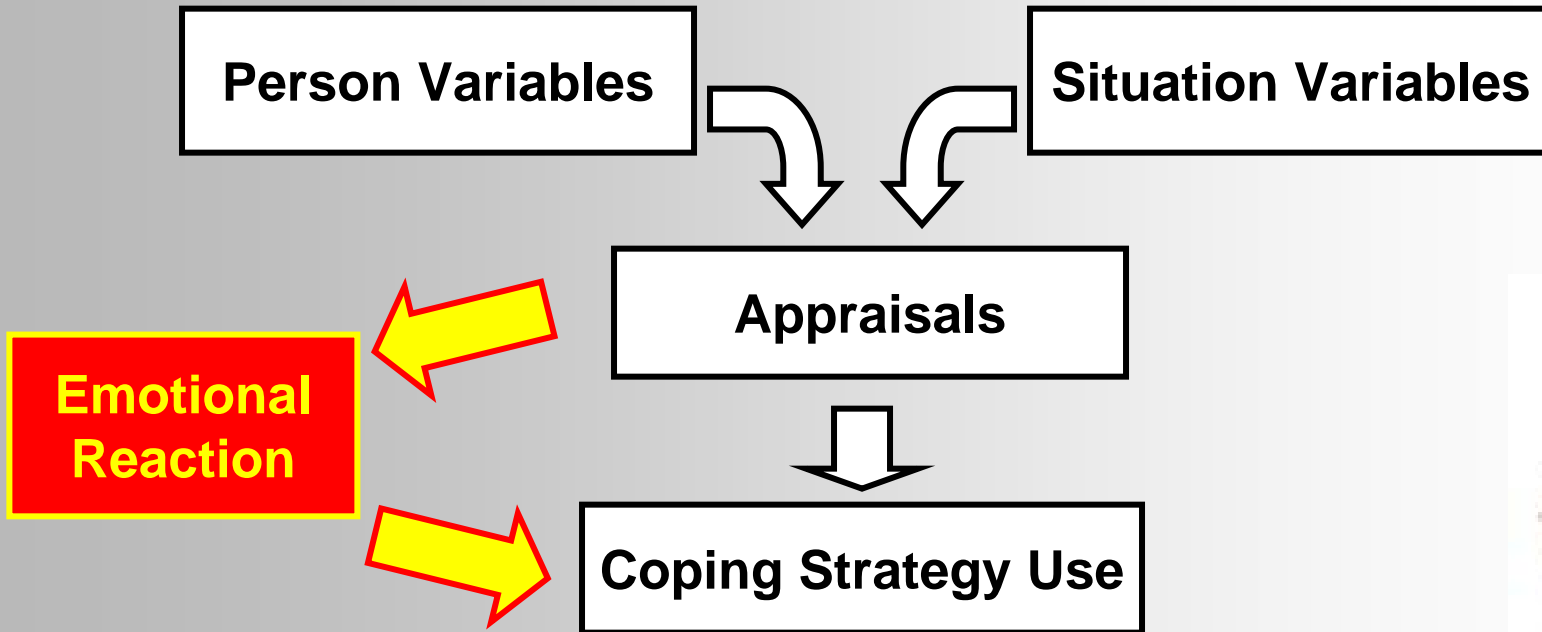
# The coping process (Lazarus & Colleagues)



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# The coping process (Lazarus & Colleagues)





# Aims

1. How well does the transactional model account for the coping processes of children experiencing peer-aggression and peer-victimization?
2. What are the effects of appraisals and emotions upon use of coping strategies?
3. Are developmental differences evident between late-childhood and early-adolescence?

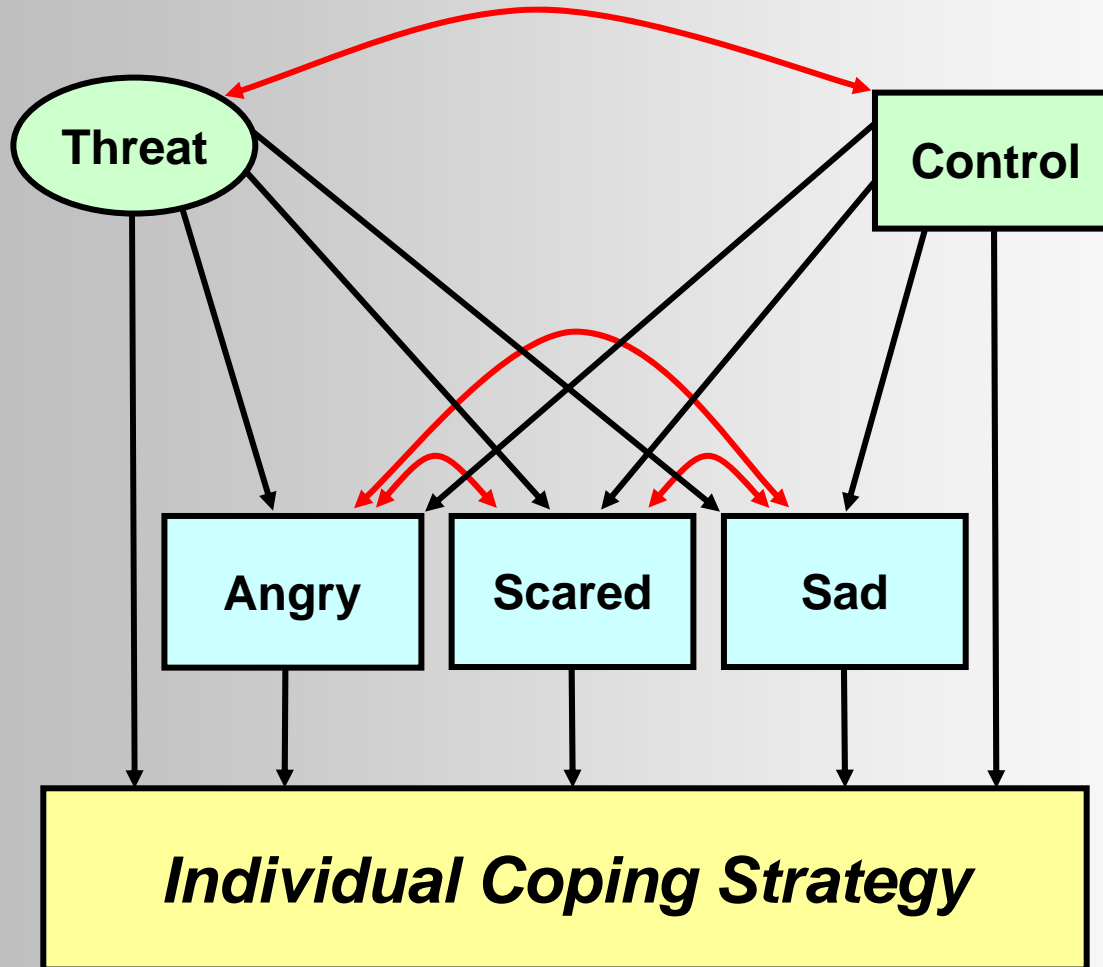


# Methodology

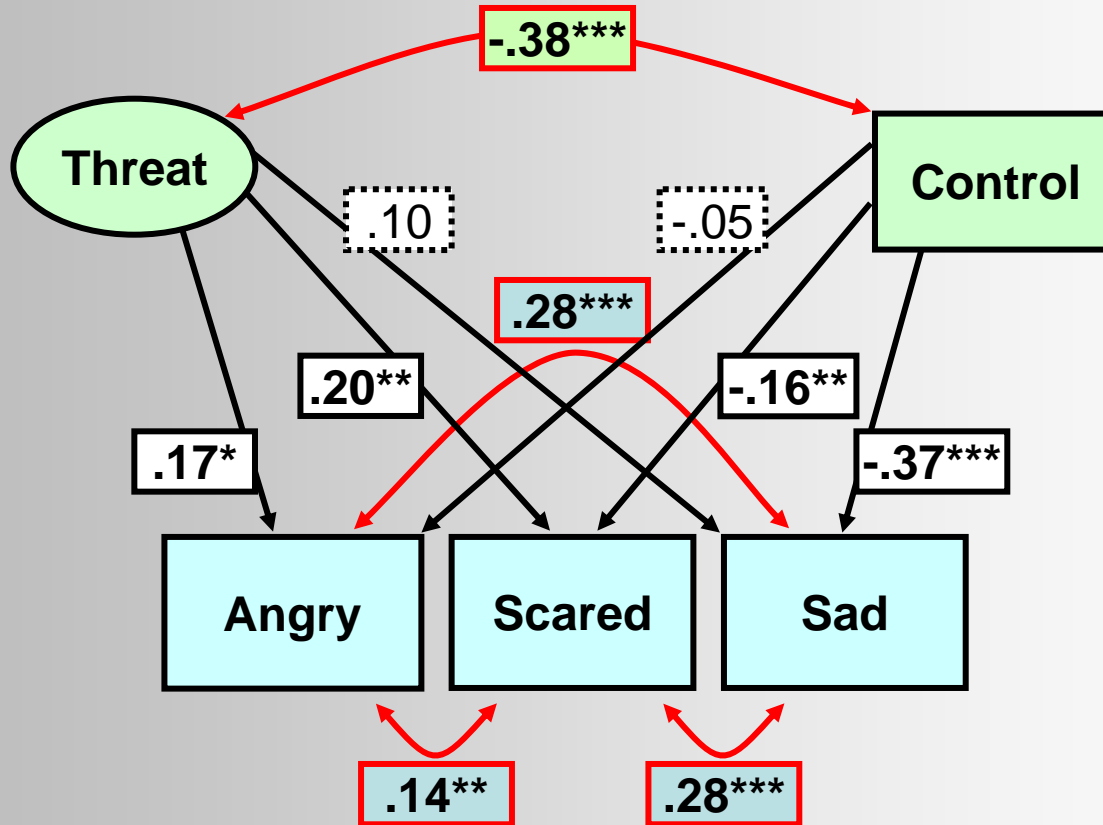
- N = 830 pupils in P6, S2, or S3 (9 to 14 years old).
- Self-report questionnaire, with items on:
  - peer-aggression/ victimisation (Hunter, Boyle & Warden, 2004)
  - coping strategy use (individual coping strategies)
  - control and threat appraisals  
(Hunter & Boyle & Warden, 2004)
  - emotions (anger, sadness, fear: individual emotion items)



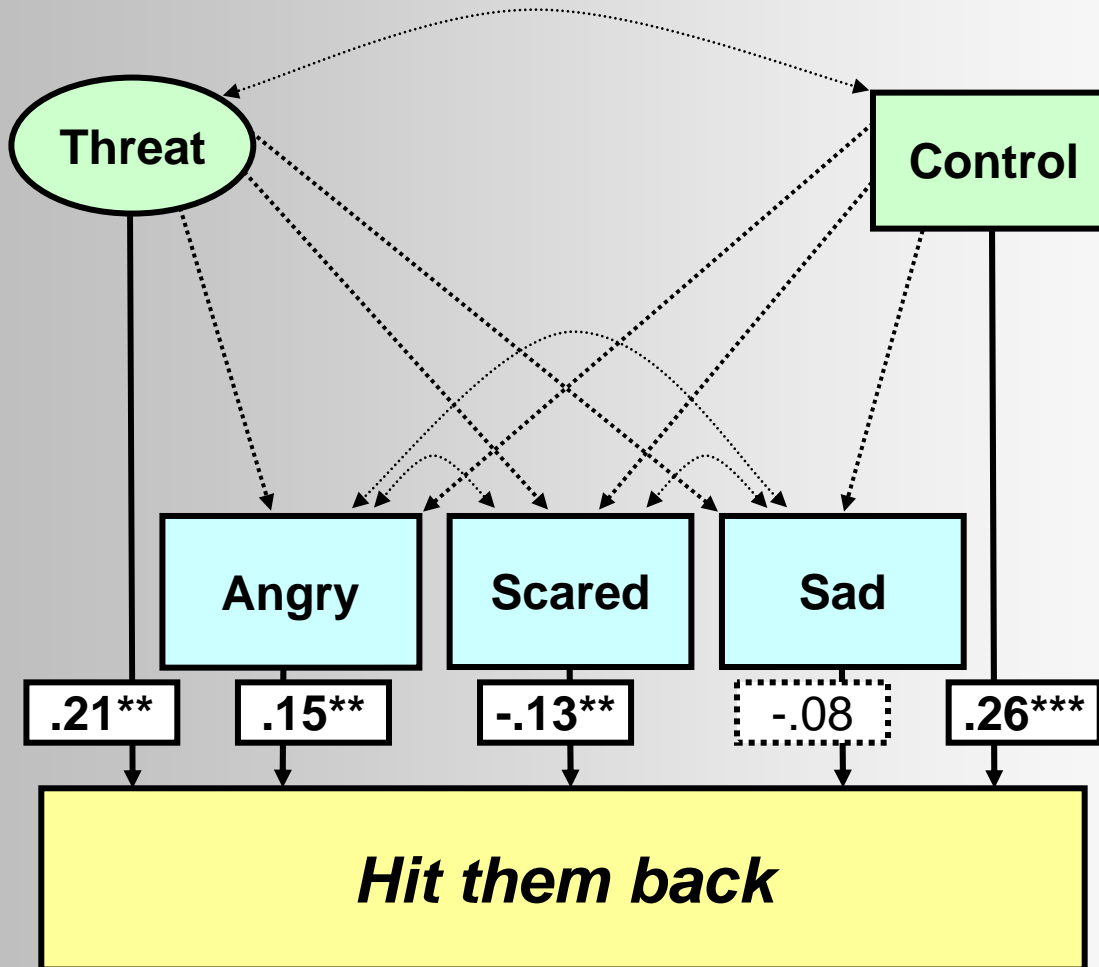
# Analysis - Structural equation model for each coping strategy:



Common to each SEM was the core appraisal / emotion aspect of the process, and across the coping strategies the pattern of covariances was as follows:

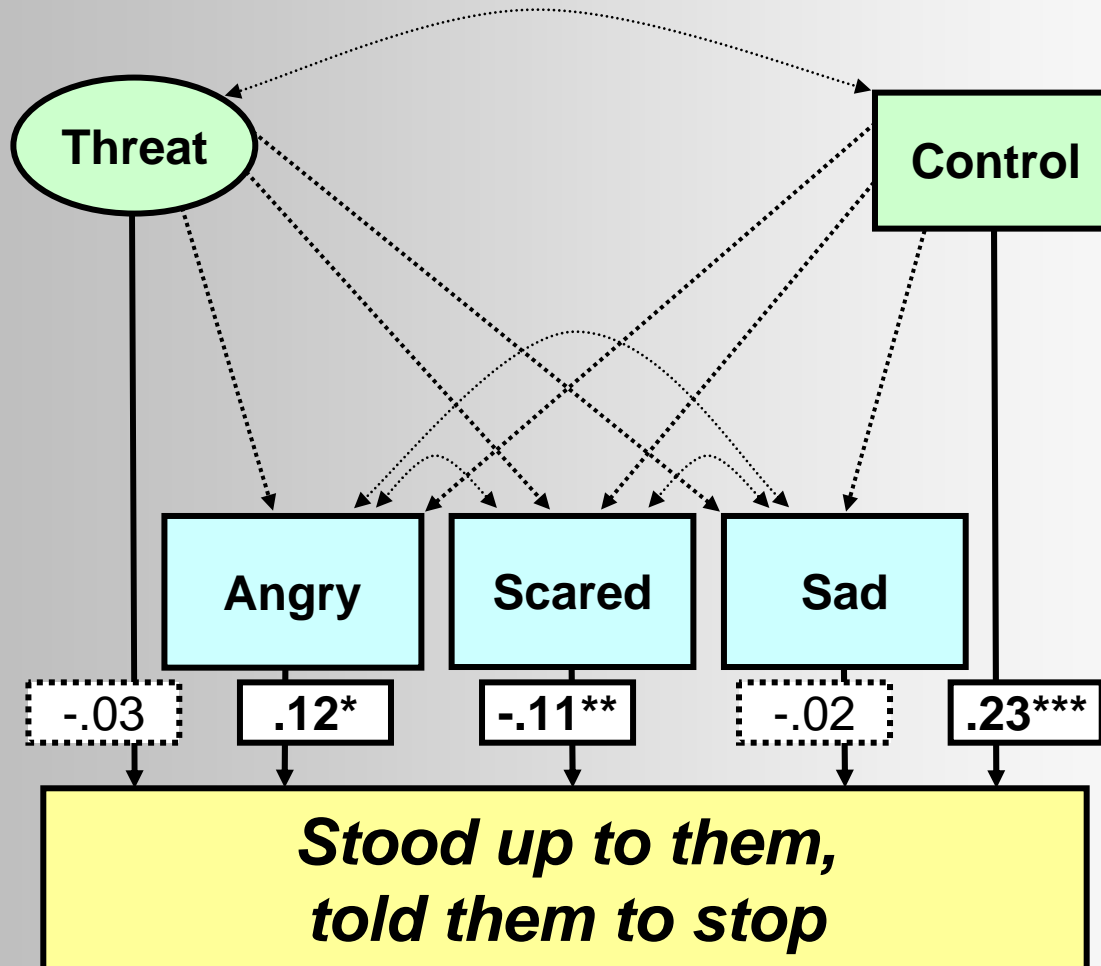


Direct standardised regression weights from appraisals and emotions to individual coping strategies were as follows:



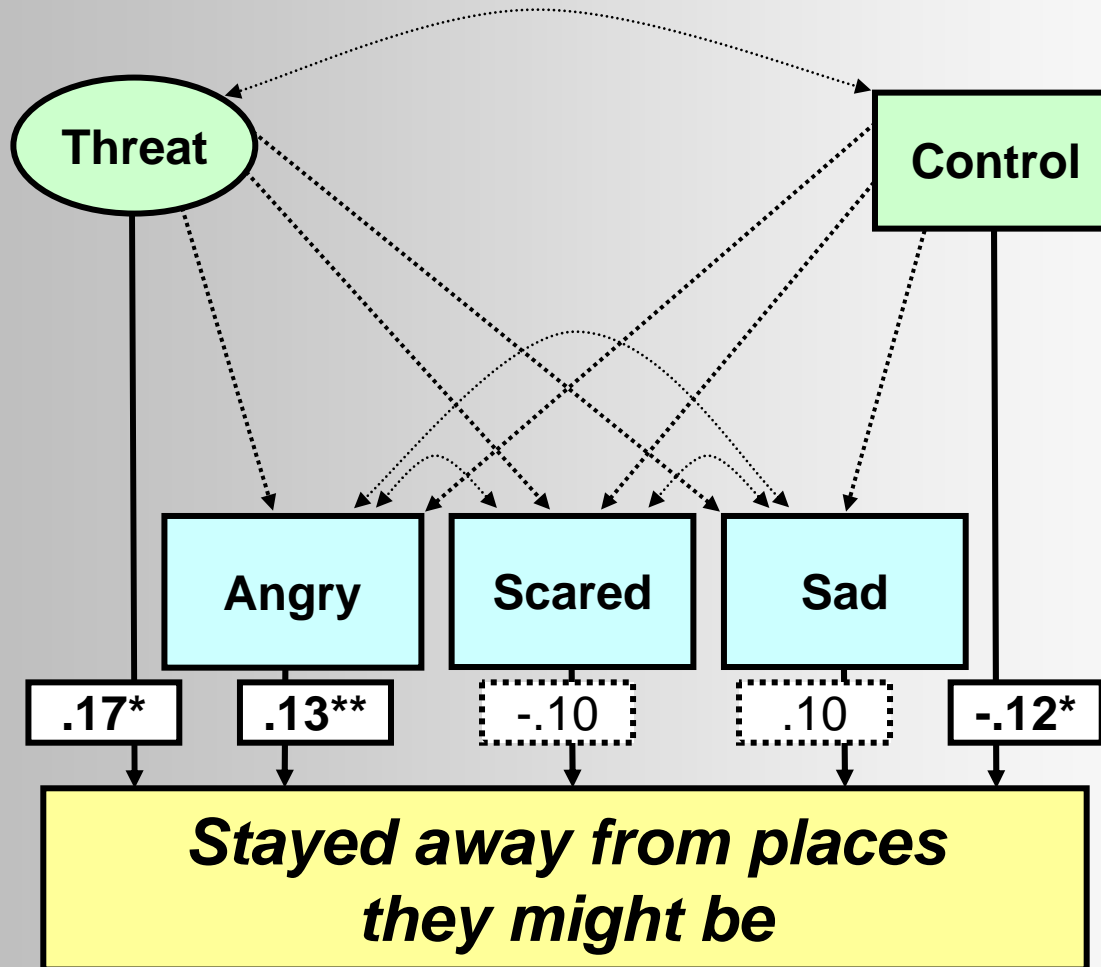
NB. correlations between appraisals and emotions not shown here for clarity of presentation

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# Summary

- Distinct relationships between appraisals and emotional reactions
- Also, certain patterns of appraisal and emotion are linked to use of certain strategies
- Potential for new/ improved interventions by focusing on appraisals and emotion regulation
- New ways of *influencing* strategy choice, but still unclear what the best strategies actually are
- No developmental differences evident
- Only one gender difference (*Threat* predicted *Crying* for girls but not boys)

