

Bullying and Caring Relationships among Adolescents from Immigrant Backgrounds: Associations with Internalizing Problems



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Overview

Over 43 million foreign-born people live in the United States.⁴

One in six children in Minnesota have at least one foreign-born parent.²

Bullying is related to concurrent and future internalizing problems (i.e., anxiety and depression).³

Interpersonal relationships may buffer its effects,¹ but there is limited evidence for adolescents from immigrant backgrounds.



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Purpose

Explore association between bullying and internalizing problems among adolescents from immigrant backgrounds.

Evaluate moderating effect of caring relationships at home on the association between bullying victimization and internalizing problems.



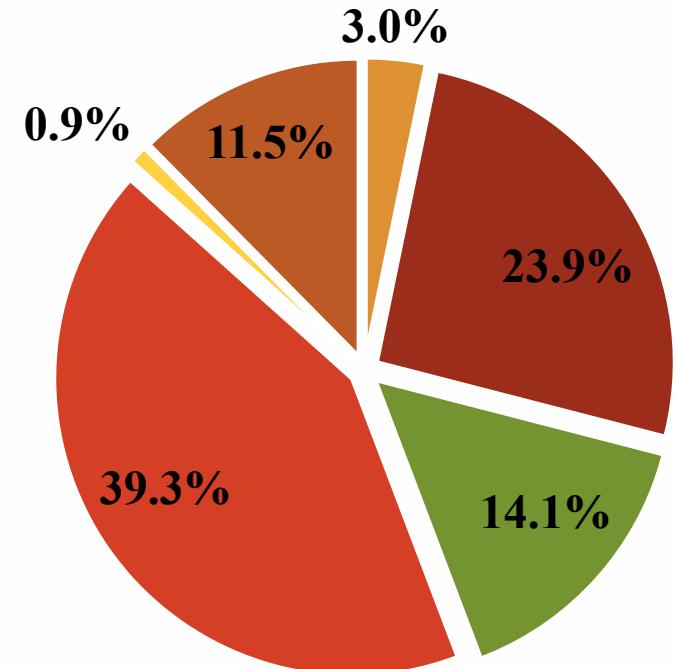
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Participants

Baseline survey of 248 sixth grade students (56% boys) who, according to school records, lived in home where another language from English was spoken.

Of the 24 different languages or dialects spoken, the most common were:

- Spanish (52%)
- Hmong (14%)
- Somali (8%)
- Vietnamese (5%)

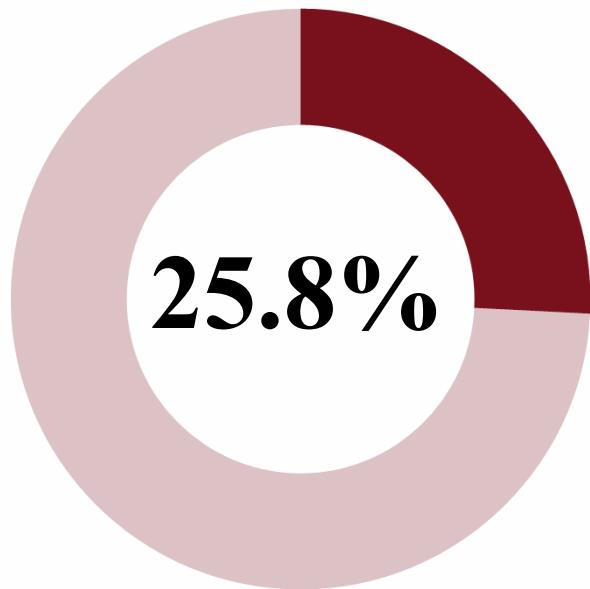


- American-Indian ■ Asian
- African-Americans ■ Latino
- White ■ Multiracial



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Sample Prevalence Rates

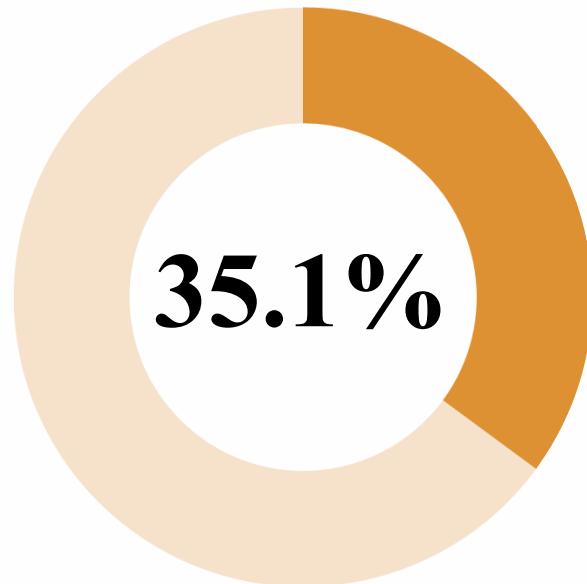


**Moderate to High
Internalizing Problems**

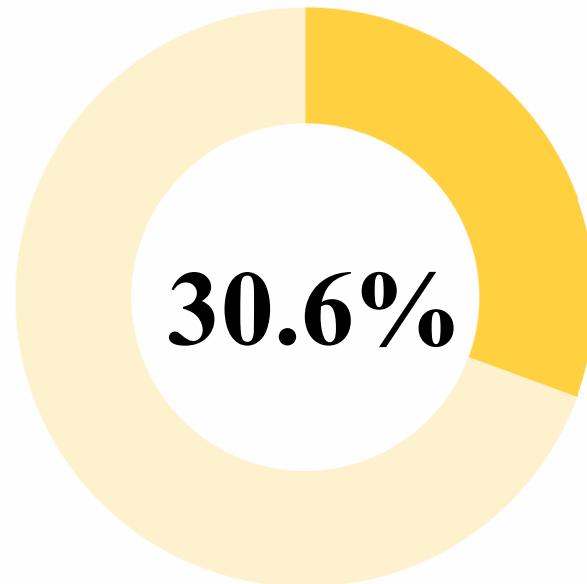


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Sample Prevalence Rates



Physical Bullying

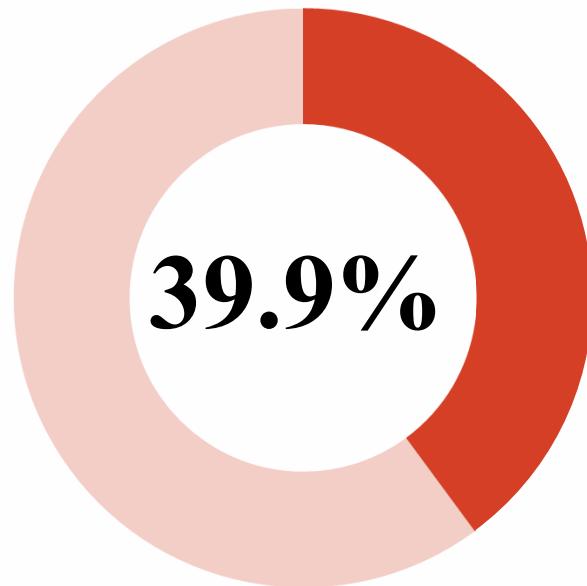


Appearance-Based Bullying

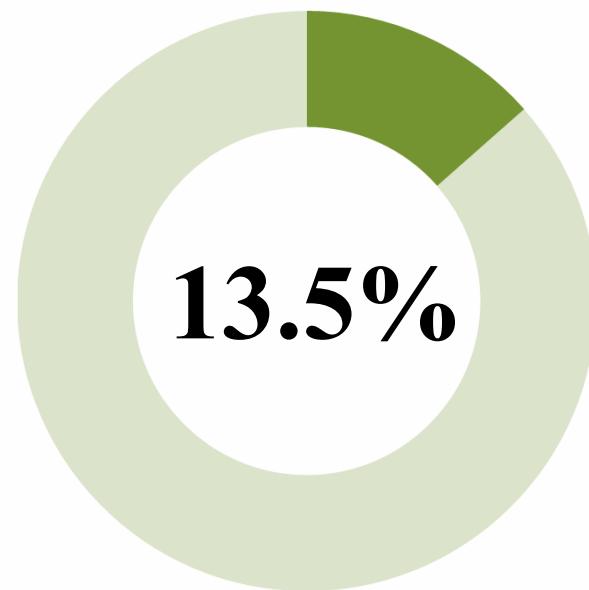


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Sample Prevalence Rates



Relational Bullying



Cyberbullying Bullying



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Bivariate Findings

Youth on free/reduced lunch were more likely to not live with two biological parents.

More appearance-based bullying was associated with not living with two biological parents.

Adolescents with caring relationships at home were less likely to experience bullying.

Boys were more likely to experience physical bullying than girls.

Boys experienced more internalizing problems than girls.

Each type of bullying was not only distinct but also associated with internalizing problems.



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Multivariate Findings

	Predictor	b	SE	β	t	p	R²
Model 1	(Constant)	2.93	.37	-	7.93	.00	
	Caring Relationships at Home	-.17*	.08	-.14	-2.10	.04	.12
	Physical Bullying Victimization	.29*	.09	.21	3.12	.00	
Model 2	(Constant)	2.32	.38	-	6.08	.00	
	Caring Relationships at Home	-.10	.08	-.09	-1.30	.19	.18
	Relational Bullying Victimization	.48***	.09	.36	5.66	.00	
Model 3	(Constant)	2.47	.36	-	6.83	.00	
	Caring Relationships at Home	-.13	.08	-.11	-1.76	.08	.20
	Appearance-Based Bullying Victimization	.42**	.07	.37	5.88	.00	
Model 4	(Constant)	2.96	.39	-	7.63	.00	
	Caring Relationships at Home	-.16*	.08	-.142	-2.04	.04	.09
	Cyberbullying Victimization	.23*	.10	.16	2.44	.04	

Note: Models control for school (i.e., recruitment site), gender (i.e., males) and living with two biological parents (* p ≤ .05, ** p ≤ .01, *** p ≤ .001).

Table 1. Linear regression analyses of predictors for internalizing problems.



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Implications

Youth from immigrant backgrounds are faced with different challenges.

Clinicians are advised to examine all aspects of their experiences, including bullying and caring relationships at home.

Findings also inform programming that promotes inclusion of youth from immigrant backgrounds with their school peers while facilitating supportive and caring relationships at home.



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Acknowledgements

Funding

Study was supported by Cooperative Agreement No. U48DP005011 (PI: McMorris) from the CDC and the Prevention and National Research Service Award in Primary Medical Care, Grant No. T32HP22239 (PI: Borowsky), Bureau of Health Professions, Health Resources and Services Administration, Department of Health and Human Services (DHHS). The contents of this presentation are the responsibility solely of the authors and do not necessarily represent views of the funders.

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