

Examining the Correlates of Victimization for Students with Autism and Intellectual Disability

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U.S. Department of Education, Institute of Education Sciences, National Center for Educational Evaluation and Regional Assistance, *National Longitudinal Transition Study 2012*.

INTRODUCTION

Victimization of Students with Intellectual and Developmental Disabilities (IDD)

- 2 to 4 times more likely to be bullied compared to those without disabilities (ND)
- Rates differ by type of disability
 - Intellectual disability (ID) = 56.7%
 - Autism spectrum disorder (ASD) = 46.3%
- Little is known about
 - Specific types of victimization most likely to occur
 - Whether rates differ by type of disability
 - Correlates of victimization
 - Why those with certain forms of disability experience different rates of bullying

Current Study

- Examine the correlates of bullying to inform development of effective disability-specific bullying prevention programs
- Examine attributes of specific disabilities to tailor interventions

Purpose

Using data from the National Longitudinal Transition Study 2012

- Determine whether individuals with ASD, ID, and ND experience different rates of different forms of victimization
- Determine the correlates of victimization for students with ASD, ID, and TD

Research Questions

1. Do the rates of specific types of victimization differ for individuals with disabilities based on their primary diagnostic category?
2. Do types of victimization differ for those with ASD, ID, and ND below age 14 versus those 15 to 18 years old?
3. Do types of victimization differ by gender

METHOD

Database

- **National Longitudinal Transition Study 2012 (NLTS 2012)**
- Included
 - 17,480 students with disabilities and an Individualized Education Program (IEP)
 - 1,870 Students without educational supports (ND)

Participants

	Frequency	Percent of Sample
Gender		
Female	1,690	39.6%
Male	2,580	60.4%
Age		
Below 14 years	1,080	25.2%
15 – 18 years	2,570	60.2%
19 years and above	620	14.6%
Type of Disability		
Intellectual Disability	1,080	25.2%
Autism	1,330	31.1%
No Disability	1,870	43.6%

Index Composite Scores	Mean
Functional Abilities Index (0-21)	13.16 (4.573)
Personal Autonomy Index (1-11)	10.26 (1.14)
Daily Living Activities Index (0-21)	12.35 (4.11)
Bullied (0-6)	0.92 (1.22)

Procedure

- Secondary analysis of the NLTS 2012
- Restricted use database from the Institute of Education Sciences (IES)
- Selected variables from the NLTS 2012 that reflected experiences of victimization as well as student and school demographics

RESULTS

Variables of Interest

Victimization

- Were you teased or called names at school? *Yes* or *No* (teased)
- Did students make up something about you to make other students not like you anymore? *Yes* or *No* (rumors)
- Did other students say they would not be your friend unless you did what they told you to do? *Yes* or *No* (manipulated)
- Were you teased or threatened through use of email, text messaging, or other electronic methods? This is sometimes called cyber bullying. *Yes* or *No* (cyberbullied)
- Did you have things stolen from your locker, desk, or other places at school? *Yes* or *No* (robbed)
- Were you physically attacked or in fights at school or on the way to or from school? *Yes* or *No* (attacked)

Type of Victimization	Disability			F (2)	Differences
	ASD	ID	ND		
Teased	40.1	37.5	24.8	30.189**	ASD, ID > ND
Rumors	21.3	30.4	19.8	17.090**	ID > ND
Manipulated	13.4	23.0	6.5	77.397**	ASD, ID > ND
Cyberbullied	7.9	16.0	8.9	21.729**	ID > ND
Robbed	15.1	20.6	22.2	8.542	ASD < ND
Attacked	10.5	13.6	6.2	24.692**	ASD, ID > ND

Binary Logistic Regression Model (disability, gender, age)

Correlates with Disability

- Significant predictor being manipulated, $p < .001$
- Significant predictor of being cyberbullied, $p = .004$

Correlates with Age

- Age was a significant predictor of being teased, $p < .001$
- Age was a significant predictor of being attacked, $p = .008$

Correlates with Gender

- Males more likely to experience cyberbullying, $p = .002$
- Females 10 times more likely to experienced victimization in the form of rumors, $p < .001$

CONCLUSION

- Type of disability, age, and gender are related to specific forms of victimization
- Interventions must focus on specific forms of victimization and be tailored to type of disabilities. Interventions for those with ID might include specific focus on rumors and cyberbullying, in addition to the other forms of victimization