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Biography

Wendy Troop-Gordon, Ph.D., is an Assistant Professor of psychology at North Dakota State University. Her research interests include the processes that link being the victim of bullying to later mental health and school adjustment and those factors that may mitigate, or heighten, the risk of maladjustment among peer victimized youth, including individual differences in social cognition, stress responses and coping strategies, interpersonal relationships with peers and adults, and features of the classroom context. Most recently, she has begun using eye tracking to study how differences in visual attention patterns to social cues moderate the link between being bullied and externalizing and internalizing problems. In a second line of research, Dr. Troop-Gordon has been studying the social cognitive and interpersonal processes linking high social status among peers to aggression and enhanced emotional well being.

Current Projects in my Lab

North Dakota State University Youth Development Study – This two-year, four-wave longitudinal study was designed to assess the trajectories of youths' victimization experiences, peer and teacher relationships, mental health, and school adjustment. An initial sample of 3rd- and 4th-grade children was recruited, and a total of 468 children participated. Data collection included self-, peer-, teacher-, and parent-reports. This project has yielded a number of publications, and we are continuing to analyze the data and publish the findings.

Social Attention Project – The objective of this project is to examine the visual attention patterns of aggressive and bullied youth. To date, a total of 72 5th- and 6th-graders have come to our lab where we show them video clips of child actors acting out scenes of bullying, ambiguous provocation, and prosocial behavior. The findings have elucidated differences among aggressive and victimized children. Of particular interest are findings demonstrating that risk for psychopathology among bullied youth is greater when they: a) are more attentive to aggressors and reinforcers of aggressors, and b) when they are inattentive to actors showing empathy for the victim and disapproval of the bullying.

Computer-mediated Communication and Well-being – Using questionnaire data and experimental manipulations of the communication context (i.e., face-to-face vs. online), my students and I have begun to examine whether computer-mediated communication with friends detracts from, or bolsters, students' well-being including adjustment to the college environment, mental health, and satisfaction with relationships.

Annotated Bibliography * Only papers relevant to bullying are included.

Troop-Gordon, W., & *Gerardy, H. (2012). Parents' beliefs about peer victimization and children's social and emotional development. *Journal of Applied Developmental Psychology, 33,* 40-52. In this study we examined parents' beliefs regarding how normative bullying is and whether victims of bullying are better off avoiding or standing up to aggressors. These parental beliefs were found to moderate the link between peer victimization in the fall of the school year and children's social and emotional adjustment in the spring. Most notably, the findings point to the detrimental effects of parents' holding normative beliefs about bullying.

*Ewing Lee, E., & Troop-Gordon, W. (2011). Peer socialization of masculinity and femininity: Differential effects of overt and relational forms of peer victimization. *British Journal of Developmental Psychology, 29,* 197-213. This paper tested the assumption that peer pressure, via bullying, promotes conformity to gender norms among youth using data collected over one school year. Findings differed for boys and girls. Girls withdrew from stereotypically masculine and feminine activities. For boys, overt forms of bullying was associated with decreased feminine behavior, but being the victim of relational bullying predicted heightened engagement in stereotypically feminine behaviors.

Troop-Gordon, W., & *Kopp, J. (2011). Teacher-child relationship quality and children's peer victimization and aggressive behavior in late childhood. *Social Development, 20,* 536-561. This short-term longitudinal study tested whether teacher-child relationship quality predicted changes in aggression and peer victimization over one school year. Closeness predicted lower levels of aggression. An overly dependent relationship predicted heightened peer victimization. For boys, the link between a teacher-child relationship high in dependency and later relational victimization was partially accounted for by a decrease in number of friends in the classroom.

*Ewing-Lee, E., & Troop-Gordon, W. (2011). Peer processes and gender role development: Changes in gender atypicality related to peer victimization and children's friendships. *Sex Roles, 64,* 90-102. This paper examined whether peer victimization exacerbates or reduces gender atypicality among youth. In general, the findings suggest that whether bullying is associated with decreased gender atypicality depends, in part, on children's friendships with same- and other-sex peers.

Rudolph, K. R., Troop-Gordon, W., & Granger, D. A. (2011). Individual differences in biological stress responses moderate the contribution of early peer victimization to subsequent depressive symptoms. *Psychopharmacology, 214,* 209-219. In this study, we examined whether levels of cortisol and salivary alpha amylase moderate the link between peer victimization and later depressive symptoms. Victims with high anticipatory cortisol showed heightened risk for rumination and depressive symptoms; only for girls was salivary alpha amylase a moderator of the link between peer victimization and later depressive symptoms.

Rudolph, K. R., Troop-Gordon, W., Hessel, E., & Schmidt, J. (2011). A latent growth curve analysis of early and emerging peer victimization as predictors of mental health across elementary school. *Journal of Clinical Child & Adolescent Psychology, 40,* 111-122. This study examined growth trajectories of peer victimization between the 2nd and 5th grades as predictors of aggression and depressive symptoms.

Rudolph, K. R., Troop-Gordon, W., & Granger, D. A. (2010). Peer victimization and children's socioemotional difficulties: Moderation by individual differences in salivary cortisol and alpha-amylase. *Journal of Abnormal Child Psychology, 38,* 843-856. In this study, we examined whether levels of cortisol and salivary alpha amylase moderate the link between peer victimization and later aggression and frustration during a challenging social task. Findings pointed to cortisol as a moderator of victimization-aggression links for boys and girls; this link was partially mediated by frustration during the task. Only for girls did salivary alpha amylase moderate the link between peer victimization and later aggression.

Troop-Gordon, W., & *Quenette, A. (2010). Perceived teachers' responses to peer victimization and children's emotional and school adjustment*. Merrill-Palmer Quarterly, 56,* 333-360*.* This study examined children's perceptions of how their teacher handles peer victimization as a moderator of the link between peer victimization in the fall of the school year and subsequent changes in children's internalizing problems and school avoidance.

*Visconti, K. J., & Troop-Gordon, W. (2010). Prospective relations between children's behavioral responses to peer victimization and their socioemotional adjustment. *Journal of Applied Developmental Psychology, 31,* 261-272. This study incorporated a short-term longitudinal design to examine whether children's coping responses to peer maltreatment moderate the link between peer victimization and later behavioral and emotional adjustment. Tradeoffs were found for the use of each coping strategy, suggesting that children may use strategies that are maladaptive in some ways, that may benefit them in other ways.

Rudolph, K. D., Troop-Gordon, W., & Flynn, M. (2009). Relational victimization predicts children's social-cognitive and self-regulatory responses in a challenging peer context. *Developmental Psychology*, *45,* 1444-1454. We examined whether being relationally victimized by peers predicts maladaptive behaviors and responses to a challenging peer task. Relational victimization was found to predicte maladaptive social-cognitive processes and dysregulated emotions and behaviors during a lab-task with an unfamiliar peer.

Troop-Gordon, W., & Ladd, G. W. (2005). Trajectories of peer victimization and perceptions of the self and schoolmates: Precursors to internalizing and externalizing problems. *Child Development, 76,* 1072-1091. In this study, I used latent growth curve modeling to show that increased victimization is linked to later psychopathology through a concurrent development of maladaptive perceptions of oneself and peers.

Ladd, G. W., & Troop-Gordon, W. (2003). The role of chronic peer difficulties in the development of children's psychological adjustment problems. *Child Development, 74,* 1344-1367. This study examined whether a history of peer stress, including peer victimization, predicts later externalizing problems and internalizing problems over and above concurrent peer relationship difficulties. This study also pointed to negative perceptions of the self and peers as mediators between a history of peer difficulties and later behavioral and emotional problems.