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ADOLESCENTS' GENDER TYPICALITY, PSYCHOLOGICAL WELL-BEING, AND EXPERIENCES WITH TEASING, BULLYING, AND REJECTION

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ADOLESCENTS' GENDER TYPICALITY, PSYCHOLOGICAL WELL-BEING,
AND EXPERIENCES WITH TEASING, BULLYING, AND REJECTION

DISSERTATION

A dissertation submitted in partial fulfillment of the
requirements for the degree of Doctor of Philosophy in the
College of Arts and Sciences
at the University of Kentucky

By

Jennifer A. Jewell

Lexington, Kentucky

Director: Dr. Christia Spears Brown, Professor of Psychology

Lexington, Kentucky

2015

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ABSTRACT OF DISSERTATION

ADOLESCENTS' GENDER TYPICALITY, PSYCHOLOGICAL WELL-BEING, AND EXPERIENCES WITH TEASING, BULLYING, AND REJECTION

The current study examined whether adolescents' gender-based victimization experiences (i.e., teasing, bullying, and rejection) mediated the association between gender typicality and psychological well-being. The current study also investigated whether daily experiences with the three types of gender-based victimization negatively impacted adolescents' immediate emotional reactions. Participants were 570 seventh and eighth grade students (49.5% boys, 50.5% girls). During four visits over the course of two weeks, participants completed surveys about their own gender typicality, their psychological well-being (i.e., depression, anxiety, self-esteem, and body image), their experiences with gender-based teasing, bullying, and rejection, and their emotional responses to experiencing this victimization. Results indicated that experiences with gender-based teasing, bullying, and rejection mediated the association between gender typicality and psychological well-being. In addition, adolescents with worse initial psychological well-being and who experienced more rejection reported experiencing more negative emotional responses after victimization. The implications of these findings are discussed.

KEYWORDS: Gender Typicality, Bullying, Teasing, Rejection, Psychological Well-Being

Jennifer A. Jewell

Student Signature

June 15, 2015

Date

ADOLESCENTS' GENDER TYPICALITY, PSYCHOLOGICAL WELL-BEING,
AND EXPERIENCES WITH TEASING, BULLYING, AND REJECTION

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Chapter 1

INTRODUCTION

Background & Significance

Gender is the first social category that children learn. By the age of three, children are able to identify their own and others' gender, and by age six, children know and endorse gender stereotypes and view gender atypical behavior negatively. By age six, children also actively avoid atypical types of play, such as boys playing with dolls or playing "dress up" (Sandberg, Meyer-Bahlburg, Ehrhardt, & Yager, 1993; Stoddart & Turiel, 1985). Throughout childhood, children predominantly engage in same-sex play and relationships and respond negatively when other children display cross-sex behaviors and characteristics (Maccoby, 1998; Owen Blakemore, 2003).

Despite this widespread distaste for gender atypical behavior and characteristics, research indicates that many children feel they do not fit the typical image of a boy or girl (Smith & Leaper, 2005). About one-quarter of boys and one-third of girls exhibit 10 or more behaviors that are considered atypical for their gender (Sandberg et al., 1993). In addition, because gender identity is multidimensional, a child can feel gender typical in some respects but gender atypical in others. As a result, many children feel gender atypical at times. However, despite the commonality of gender atypical behavior, adolescents who consider themselves gender atypical have more negative psychological and academic outcomes and experience more victimization by their peers than

gender typical adolescents (Carver, Yunger, & Perry, 2003; Horn, 2008; Jewell & Brown, 2014; Russell, Kosciw, Horn, & Saewyc, 2010; Young & Sweeting, 2004).

Recent research has demonstrated that gender-based victimization by peers (defined here as teasing, bullying, and rejection) may explain much of the negative psychological well-being of gender atypical adolescents (Jewell & Brown, 2014; Smith & Leaper, 2005). Thus, the overall goal of the current study was to examine the role of peer victimization in predicting the psychological well-being and daily emotions of gender atypical adolescents. Broadly, the current study investigated whether adolescents' gender-based victimization experiences (i.e., teasing, bullying, and rejection) mediated the association between gender typicality and psychological well-being. More specifically, the current study investigated whether daily experiences with the three types of gender-based victimization negatively impacted adolescents' immediate emotional reactions, above and beyond adolescents' overall psychological well-being.

Gender Typicality and Psychological Well-Being

Gender typicality is a measure of how similar one feels to other members of his or her gender and is largely regarded as an important dimension of gender identity (Tobin et al., 2010; Perry & Pauletti, 2011). Research has shown that adolescents who are low in gender typicality, or considered gender atypical, are more likely to have negative psychological well-being than adolescents who are more typical for their gender. For example, gender atypical adolescents are more likely to have lower feelings of self-worth, are more likely to be perceived by others as depressed and anxious, and are at greater risk for suicide than gender

typical adolescents (Carver et al., 2003; Russell et al., 2010). In addition, gender atypical adolescents self-report being more depressed and anxious than gender typical adolescents (Jewell & Brown, 2014). In extreme cases, severe gender atypicality is labeled a psychological disorder (Gender Identity Disorder) due to the severe depression and anxiety suffered by some gender atypical children and adolescents (Frasier, Karasic, Meyer, & Wylie, 2010).

For many years, research treated gender typicality and psychological well-being as directly causally related, assuming that this negative psychological well-being was the intrinsic result of gender atypicality (Haldeman, 2000). However, in recent years, it has become clear that peer and family reactions to gender atypicality play a large and important mediating role in the association between low gender typicality and more negative psychological well-being.

Gender Typicality and Peer Victimization

Research indicates that gender typicality is associated with adolescents' positive and negative peer relationships. Both experimental and peer report studies indicate that gender typical adolescents are liked more by their peers than gender atypical adolescents (Jewell & Brown, 2014; Lobel, Bempechat, Gewirtz, Shoken-Topaz, & Bashe, 1993). In addition, gender typical adolescents are considered more popular than gender atypical adolescents, even when controlling for how well-liked they are (Jewell & Brown, 2014). Thus, as popularity is a measure of social status and prestige in adolescence, it is likely that gender typical adolescents are more highly visible and hold more social power than their gender atypical peers (Lease, Kennedy, & Axelrod, 2002).

Not only do gender atypical adolescents have fewer positive peer interactions (i.e., are less liked and less popular) than their more gender typical peers, gender atypical adolescents are also the targets of more peer victimization. The existing literature is inconsistent, however, in exploring peer victimization. For example, some research considers all peer victimization to be bullying, including any form of negative actions on the part of one or others, such as teasing, rejection, and physical assault (Olweus, 1990). Other research has investigated specific victimization behaviors separately: verbal *teasing* which includes calling someone names or making discouraging comments to someone (e.g., Jewell & Brown, 2014); *bullying* which includes physically assaulting (e.g., hitting or kicking) someone (Boulton & Hawker, 1997; Swain, 1998); and social *rejection* which includes intentionally excluding someone from an activity or choosing not to be friends with someone (e.g., Ford & Collins, 2013; Zucker, Wilson-Smith, Kurita, & Stern, 1995). This study took a two-pronged approach, analyzing the impact of the distinct experiences of each type of victimization, as well as the cumulative experience.

Gender atypical adolescents seem to be the targets of all three types of victimization (i.e., teasing, bullying, and rejection). For example, adolescents report that it is more acceptable to both tease and exclude a gender atypical peer than a gender typical peer (Horn, 2008). Boys, in particular, seem to face harsh social repercussions for gender atypical behavior, including increased teasing, bullying, and peer rejection (Cohen-Kettenis, Owen, Kaisjer, Bradley, & Zucker, 2003; Jewell & Brown, 2014; Lee & Troop-Gordon, 2011; Pascoe, 2007; Wallien,

Veenstra, Kreukels, & Cohen-Kettenis, 2010). There is growing evidence that the negative psychological well-being associated with gender atypicality may, in fact, be the result of these victimization experiences (Haldeman, 2000; Jewell & Brown, 2014; Smith & Leaper, 2005). In other words, negative psychological well-being may not be due to being atypical, but rather due to being teased, bullied, and rejected because of being gender atypical.

First, verbal teasing on the basis of gender (gender-based teasing) is associated with many negative physical health, psychological, academic, and social outcomes. For example, after experiencing gender-based teasing, children report feeling more self-conscious and embarrassed, show a reduction in appetite, have difficulty paying attention, and express a desire to avoid school (Cash, 1995; Harris Interactive [AAUW], 2001). In addition, adolescents who report experiencing gender-based teasing also report more depressive symptoms, higher anxiety, lower self-esteem, and more negative body image (Jewell & Brown, 2014; Jones & Newman, 2009). Thus, the negative psychological and academic outcomes associated with experiencing gender-based teasing closely resemble the negative outcomes associated with gender atypicality. Previous research has shown that gender-based teasing mediates the association between gender typicality and psychological well-being, such that, after accounting for experiences with gender-based teasing, gender atypical adolescents no longer report more negative well-being than gender typical adolescents (Jewell & Brown, 2014).

Second, though physical bullying has not been directly tested as a mediator of the association between gender typicality and negative psychological well-being, preliminary findings suggest that bullying may play a mediational role. Similar to the gender-based teasing literature, gender atypical boys report being bullied more than gender typical boys (Young & Sweeting, 2004). In fact, children self-report being more likely to verbally or physically aggress against their gender atypical peers than their gender typical peers (Carter & McClosky, 1984). Bullying is also associated with many negative outcomes: experiencing bullying is associated with depression, anxiety, low self-esteem, loneliness, and suicidal ideation, among others (Kaltiala-Heino, Rimpela, Marttunen, Rimpela, & Rantanen, 1999; Salmon, James, & Smith, 1998; Young & Sweeting, 2004). Thus, it is likely that experiencing gender-based bullying also mediates the relationship between gender typicality and psychological well-being.

Finally, peer rejection may also play a mediational role between gender typicality and negative psychological well-being. Gender atypical adolescents report feeling lonelier and more rejected by their peers than gender typical adolescents (Smith & Leaper, 2005; Young & Sweeting, 2004). Indeed, this is supported by children's self-reports that they are less likely to choose to be friends with hypothetical children as the hypothetical children become less gender typical (Zucker et al., 1995). Similar to research on teasing and bullying, peer rejection is also associated with significant negative outcomes among adolescents, such as higher levels of depression and anxiety, lower self-esteem, and increased suicidal ideation (Beeri & Lev-Wiesel, 2012; Ford & Collins, 2013).

Research suggests that this rejection may mediate the links between typicality and depressive symptoms and anxiety. For example, gender atypical adolescents who perceive themselves to be accepted by their peers have higher self-worth than gender atypical adolescents who do not feel accepted by their peers (Smith & Leaper, 2005).

In the current study, it was predicted that the combination of all three victimization experiences (gender-based teasing, bullying, and rejection) would mediate the association between gender typicality and psychological well-being, such that accounting for adolescents' experiences as a victim of teasing, bullying, and rejection would decrease the association between gender typicality and psychological well-being.

Daily Emotions as a Result of Experiencing Gender-Based Victimization

While there is a considerable literature related to the long-term psychological well-being associated with being gender atypical, no prior research has investigated the day-to-day emotional experiences of gender atypical adolescents. The current study aimed to begin understanding the daily emotional experiences of gender atypical adolescents. Namely, the current study investigated the immediate emotional consequences of experiencing gender-based victimization and the ways in which these consequences are related to the negative psychological well-being associated with being gender atypical.

Though no research has investigated the emotional experiences of gender atypical adolescents specifically, research has explored the emotional impact of victimization experiences in general. Most evidence indicates that victims of

teasing, bullying, and rejection report a wide range of emotional reactions in the immediate aftermath of the victimization. In one study, Ortega and colleagues (2012) found that almost half of participants reported feeling angry in response to direct instances of bullying. In addition, a number of negative internal emotions, such as feeling worried or upset, were also commonly reported (Ortega et al., 2012). Likewise, experiencing rejection has consistently been found to result in feelings of either anger (e.g., Buckley et al., 2004) or emotional numbness and withdrawal (DeWall & Baumeister, 2006; Twenge, Baumeister, DeWall, Ciarocco, & Bartels, 2007). Because we were interested in how victimization experiences affected adolescents' thinking about themselves, the current study focused on the experience of negative internal emotions, such as worry, sadness and withdrawal, in the immediate aftermath of experiencing gender-based teasing, bullying, and rejection.

Adolescents' enduring psychological well-being is likely an important factor in their daily emotional responses to victimization. Parkinson and colleagues (1996) argued that there is a transactional relationship between mood (in this case, enduring psychological states such as depression and anxiety) and situational emotions. In other words, psychological well-being will contribute to the strength of the emotions that adolescents experience after victimization. This transactional relationship indicates that adolescents with high levels of depression, which is characterized by a lack of positive affect and an abundance of negative affect, will be at increased risk for experiencing longer and more severe instances of sadness after victimization than adolescents with lower

levels of depression (American Psychiatric Association, 2013; Keltner & Kring, 1998). Likewise, adolescents with high levels with anxiety, which is characterized by excessive worry, will be at increased risk for embarrassment and concern after victimization experiences (American Psychological Association, 2013). Thus, it was predicted that, in addition to their victimization experiences, adolescents' enduring levels of depression and anxiety would predict their negative internal emotions.

Hypotheses

Hypothesis 1: First, it was hypothesized that gender typicality would predict psychological well-being, such that more gender atypical adolescents would report more negative psychological well-being (i.e., depression, anxiety, self-esteem, and body image) than more gender typical adolescents (H1a). In accordance with previous research (Jewell & Brown, 2014; Smith & Leaper, 2005), it was expected that these associations would be mediated by adolescents' overall experiences with gender-based teasing, bullying, and rejection. Specifically, it was predicted that accounting for experiences with gender-based teasing, bullying, and rejection would cause the associations between gender typicality and psychological well-being to become weaker (H1b). In addition, because previous research often finds that these relationships are stronger for boys, it was predicted that these associations would also be moderated by gender (H1c).

Hypothesis 2: Beyond the more global associations, it was also hypothesized that adolescents' daily experiences with each individual type of

gender-based victimization (i.e., teasing, bullying, and rejection) would predict their daily negative emotions, such as sadness, worry, and embarrassment (H2a). Further, it was predicted that adolescents' experiences with gender-based teasing, bullying, and rejection would be important predictors of adolescents' negative internal emotions, even after controlling for depression and anxiety (H2b and H2c, respectively).

Chapter 2

METHOD

Participants

This study used passive consent procedures to gather parental consent. Specifically, two weeks prior to beginning the study, paper consent forms were sent home with all seventh and eighth grade students. That same day, an email was sent to all parents of seventh and eighth grade students. In addition to the consent form, parents received a form to complete and return if they did not want their child to participate in the study. Passive consent was chosen for this study because these procedures have been shown to be more reflective of parental intent to allow their student to participate in the study than have active consent procedures (Ellickson & Hawes, 1989). In addition, because the original goal of the study was to investigate classroom norms of gender typicality, it was desirable to collect as many students as possible in each classroom. At the time of the study, the school had 362 students enrolled in seventh grade and 344 students enrolled in eighth grade. Twelve parents returned forms indicating that they did not want their children to participate. An additional 70 students (two seventh grade classrooms and 14 students who attended alternative classes in the afternoons) were removed from data collection due to their classes' abbreviated schedules, making it impossible to complete the survey during class time. An additional 13 students' data were removed due to being enrolled in a special education course and thus having a high occurrence of experiencing peer victimization for reasons unrelated to the study. Fifteen students chose not to participate. Of those who participated, 26 were removed prior to analyses

because they did not follow directions or because of a large amount of missing data.

The final participants in the current study were 570 seventh and eighth grade students (49.5% boys, 50.5% girls) from 26 classrooms in one public middle school. Participants ranged in age from 11 to 15, with 99% of students being between 12 and 14 years old. Sixty percent of students self-reported their ethnicity as European American; 19% as African American; 5% as Latino American, 5% as Asian American, and 11% as other or biracial. This ethnic distribution was representative of their school and the city in which they live (population approximately 300,000).

Procedure

The surveys were administered on four days for each class across a two-week period. Because of the large number of classrooms, data collection was staggered, such that only one-third of classrooms completed a survey each day. Thus, for example, some classrooms started on a Monday and ended two Fridays later, while other classrooms started on Wednesday and ended two Tuesdays later. Regardless of the day on which the study started, each classroom was visited four times over a two-week period, with an average of three schooldays between each visit.

Because the original goal of the study was to investigate classroom norms of gender typicality, participants were specifically instructed to think only about what they had observed and experienced within their core classes. Their core classes consisted of four class periods (math, science, language arts, and

history/social science), during which the same group of students remained together. In this way, the study was able to investigate norms within a group of students who spent more than half of their day together, and test whether these norms had an effect on the prevalence of gender-based teasing, bullying, and rejection.

On the first day of the survey, trained research assistants administered the questionnaires to the class. Only students whose parents had given passive consent, and who themselves gave assent, were given copies of the questionnaire. Research assistants read the directions of each survey aloud, but allowed students to work through the questions individually. The day one survey consisted of demographic information, self-reported gender typicality, and overall psychological well-being. All measures were adapted to be gender-specific. These measures are described further below. On the second, third, and fourth days of the survey, trained research assistants returned to the classrooms and administered short follow-up questionnaires. Participants who were absent on one of their classroom's assigned follow-up days were surveyed as soon as they returned to school. These surveys consisted of recent experiences with gender-based victimization and emotions experienced as a result of this victimization. These measures are also described further below. At the end of the study, participants received a university logo folder. They were also entered into a raffle to be one of four students who received a \$50 gift card.

Measures

Day 1. The measures are shown in Appendix A. The measures were administered in the following order:

Demographics. Participants answered basic demographic questions about their age, gender, ethnicity, family composition (e.g., whether live with mother, father, siblings), parental educational attainment and occupation, and parental working status.

Gender typicality. Participants' self-reported gender typicality was assessed using one subscale of Egan and Perry's (2001) multidimensional gender identity measure (adapted by Leaper & Brown, 2008). Specifically, participants completed six items, such as "I feel I am a good example of being a boy (girl)" and "I feel I am just like all other boys (girls) my age." Response options ranged from 1 = *Not at all like me* to 4 = *A lot like me*. A mean gender typicality score was calculated, with higher scores indicating greater gender typicality. Internal consistency was good for both boys ($\alpha = .84$) and girls ($\alpha = .87$).

Psychological well-being. Participants' depressive symptoms and anxiety were assessed using a 22-item measure consisting of two subscales from the Behavior Assessment System for Children (BASC-2) (Reynolds & Kamphaus, 2004). Items included, "No one understands me" and "I am afraid I might do something bad" (reverse coded). Response options ranged from 1 = *Never* to 4 = *Almost always*. Internal consistency was good or excellent for both

depression and anxiety sub-scales: depressive symptoms α (boys) = .91, α (girls) = .93; anxiety α (boys) = .82, α (girls) = .87.

Participants' self-esteem and body image were assessed using a 13-item measure used by Leaper and Brown (2008) adapted from Rosenberg (1979) and McKinley and Hyde (1996). Items included, "I am able to do things as well as most other people" and "I am not good-looking" (reverse coded). Response options ranged from 1 = *Disagree strongly* to 4 = *Agree strongly*. Internal consistency was acceptable or good for both self-esteem and body image subscales: self-esteem α (boys) = .85, α (girls) = .90; body image α (boys) = .78, α (girls) = .84.

Experiences with gender-based teasing, bullying, and rejection.

Participants were read examples of teasing, bullying, and rejection of gender atypical children. In order to test whether the classroom is an important factor in the amount of gender-based victimization adolescents experienced, participants were instructed to think only about their core classes. Participants were asked, "In the past month, have you been verbally teased or made fun of for not being a typical boy (girl)?", "...have you been physically bullied for not being a typical boy (girl)?", and "...have you been intentionally rejected or left out for not being a typical boy (girl)?" Response options included: 1 (*No*), 2 (*Yes, once or twice*), 3 (*Yes, a few times*), and 4 (*Yes, several times*). For mediation analyses, a mean victimization variable was created, with higher scores reflecting experiencing more teasing, bullying, and rejection.

Days Two, Three, and Four. On the second, third, and fourth days of data collection, participants completed short daily diary surveys, which were administered in the following order:

Experiences with gender-based teasing, bullying, and rejection.

Participants completed the same surveys described above, but were asked to think specifically about whether they had experienced this victimization in the three days since the researchers had last visited their classrooms.

Daily emotions after experiencing gender-based teasing, bullying, and rejection. Participants' daily emotions after experiencing gender-based teasing, bullying, and rejection were measured using a 14-item scale adapted from Leaper, Brown, & Ayers (2013). This scale asked participants to describe how much they had felt each of the 14 emotions immediately after experiencing gender-based victimization. If participants had not experienced any gender-based victimization, they were asked to imagine how they would feel if they did. Response options were 1 (*None*), 2 (*A little bit*), and 3 (*A lot*). A factor analysis revealed one factor, comprised of nine negative internal emotions: embarrassed, annoyed, worried, scared, sad, lonely, unsure of myself, guilty, and helpless (all factor loadings .710 or greater). Thus, a mean variable was created, with higher scores indicating experiencing more negative internal emotions as a result of gender-based victimization.

Chapter 3

RESULTS

Preliminary Data Analysis

Table 3.1 shows the means and standard deviations of all variables. There were a number of significant gender differences. Overall, boys, compared to girls, reported being more typical for their gender ($t[567] = 5.84, p < .001$), having higher self-esteem ($t[562] = 4.32, p < .001$), and having more positive body image ($t[5632] = 5.11, p < .001$); girls, compared to boys, reported more depressive symptoms ($t[565] = -5.05, p < .001$), higher levels of anxiety ($t[565] = -7.33, p < .001$), more rejection experiences ($t[567] = 2.80, p < .01$), and higher levels of daily negative emotions ($t[563] = -6.93, p < .001$). There were no gender differences in experiences with teasing, bullying, or mean victimization. Correlations were tested for gender differences and are reported in Table 3.1, with correlations for males appearing above the diagonal, and correlations for females appearing below the diagonal.

Preliminary analyses also revealed that 33.3% of participants reported experiencing victimization at the hands of their peers at least once during their core classes. Specifically, 23.7% of students reported having been teased for not being a typical boy/girl; 3.9% reported having been physically bullied for not being a typical boy/girl, and 20.2% reported being intentionally rejected for not being a typical boy/girl. A 2 (Gender: boy vs. girl) X 3 (Victimization: teasing, bullying, and rejection) repeated measures ANOVA revealed a main effect of type of victimization ($F[2,1126] = 56.81, p < .001$) and an interaction between type of

victimization and gender ($F[2,1126] = 7.48, p < .001$). Tests of simple effects indicated that for both boys and girls, experiencing teasing and rejection were both more common than experiencing bullying. For boys only, experiencing teasing was also more common than experiencing rejection.

As the data included students nested within classrooms, which violates the ordinary least squares assumption of independence, all regression analyses were conducted using hierarchical linear models (HLM) in the program HLM 7.0 to control for nonindependence (Nezlek, 2001; Raudenbush & Bryk, 2002). Level 1 consisted of individual students, while level 2 always consisted of the classrooms about which participants were reporting. The specific level 1 variables varied by analyses, but there were no level 2 variables; level 2 existed simply to determine if there was variability between classrooms.

Hypothesis 1: Gender typicality will be related to psychological well-being, and this association will be moderated by gender and mediated by experiences with victimization.

To examine whether, on a broad level, being gender atypical was related to more negative psychological well-being (i.e., more depressive symptoms and anxiety and more negative self-esteem and body image; H1a), and to test whether this relationship was mediated by experiences with victimization (H1b) and moderated by gender (H1c), a series of HLM regression analyses were conducted. Because bootstrapping is not available in the HLM program, we tested mediation using a series of regressions predicting each psychological outcome (i.e., depressive symptoms, anxiety, self-esteem, and body image), as

recommended by Baron and Kenny (1986). Because of the limitations of HLM, each regression was run separately, rather than using a hierarchical regression model, as would be the case with SPSS.

Participants' self-reported mean typicality was always entered in the first regression, along with gender. To test moderation effects of gender, the interaction terms between gender and typicality were always added in the second regression. We also predicted that adolescents' overall experiences with gender-based victimization would mediate these associations. Thus, using the definitions outlined by Muller, Judd, and Yzerbyt (2005), we examined whether there was (a) moderated (by gender) mediation or (b) mediated moderation. After testing for moderation of the direct path, a third regression was conducted with gender typicality predicting a mean variable of participants' victimization experiences (including gender-based teasing, bullying, and rejection) reported on day one. If the direct path was not moderated by gender, the interaction term between gender and victimization was added in a fourth regression. Finally, the indirect path was tested by including typicality and victimization experiences in the same regression predicting psychological well-being.

Across all regressions, there was no significant level 2 variance, indicating that there were no significant differences in effects between the different classrooms. The models are presented in Figure 3.1. The results for each psychological outcome are described below.

Depressive symptoms. In the first regression, as hypothesized, typicality negatively predicted depressive symptoms, $B = -.43$, $p < .001$, level 1 pseudo R^2

= .21. Gender moderated this link, $B = -.12$, $p < .001$, level 1 pseudo $R^2 = .21$. Specifically, typicality predicted depression for both males and females, but this association was stronger for females ($B = -.48$, $p < .001$, level 1 pseudo $R^2 = .21$) than males ($B = -.35$, $p < .001$, level 1 pseudo $R^2 = .13$). Thus, mediation was tested separately for males and females. For females, in the second regression necessary to test mediation, typicality also predicted victimization experiences, $B = -.63$, $p < .001$, level 1 pseudo $R^2 = .10$. Finally, when typicality and victimization experiences were entered in the same regression, typicality remained a significant predictor of depression, $B = -.35$, $p < .001$, level 1 pseudo $R^2 = .36$. However, a Sobel test indicated that this was a significant decrease in association. Thus, experiences with gender-based victimization significantly mediated the association between gender typicality and depression for females.

For males, in the second regression necessary to test mediation, typicality also predicted victimization experiences, $B = -.71$, $p < .001$, level 1 pseudo $R^2 = .09$. Finally, when typicality and victimization experiences were entered in the same regression, typicality remained a significant predictor of depression, $B = -.20$, $p < .001$, level 1 pseudo $R^2 = .38$. However, a Sobel test indicated that this was a significant decrease in association. Thus, experiences with gender-based victimization also significantly mediated the association between gender typicality and depression for males.

Anxiety. In the first regression, as hypothesized, typicality negatively predicted anxiety, $B = -.30$, $p < .001$, level 1 pseudo $R^2 = .10$. Gender did not moderate this link, $B = -.10$, ns , level 1 pseudo $R^2 = .10$. In the second regression

necessary to test mediation, typicality also predicted victimization experiences, $B = -.67, p < .001$, level 1 pseudo $R^2 = .10$. Gender did not moderate this link either, $B = .09, ns$, level 1 pseudo $R^2 = .10$. Finally, when typicality and victimization experiences were entered in the same regression, typicality remained a significant predictor of anxiety, $B = -.20, p < .001$, level 1 pseudo $R^2 = .18$. However, a Sobel test indicated that this was a significant decrease in association. Thus, experiences with gender-based victimization significantly mediated the association between gender typicality and anxiety.

Self-Esteem. In the first regression, as hypothesized, typicality positively predicted self-esteem, $B = .44, p < .001$, level 1 pseudo $R^2 = .22$. Gender did not moderate this link, $B = -.02, ns$, level 1 pseudo $R^2 = .22$. In the second regression necessary to test mediation, typicality also predicted victimization experiences, $B = -.67, p < .001$, level 1 pseudo $R^2 = .10$. Gender did not moderate this link either, $B = .09, ns$, level 1 pseudo $R^2 = .10$. Finally, when typicality and victimization experiences were entered in the same regression, typicality remained a significant predictor of self-esteem, $B = .36, p < .001$, level 1 pseudo $R^2 = .26$. However, a Sobel test indicated that this was a significant decrease in association. Thus, experiences with gender-based victimization significantly mediated the association between gender typicality and self-esteem.

Body image. In the first regression, as hypothesized, typicality positively predicted self-esteem, $B = .41, p < .001$, level 1 pseudo $R^2 = .14$. Gender did not moderate this link, $B = .13, ns$, level 1 pseudo $R^2 = .14$. In the second regression necessary to test mediation, typicality also predicted victimization experiences, B

= -.67, $p < .001$, level 1 pseudo $R^2 = .10$. Gender did not moderate this link either, $B = .09$, *ns*, level 1 pseudo $R^2 = .10$. Finally, when typicality and victimization experiences were entered in the same regression, typicality remained a significant predictor of body image, $B = .31$, $p < .001$, level 1 pseudo $R^2 = .17$. However, a Sobel test indicated that this was a significant decrease in association. Thus, experiences with gender-based victimization significantly mediated the association between gender typicality and body image.

In general, Hypothesis 1 was supported. More gender atypical adolescents did report more negative depression, anxiety, self-esteem, and body image (H1a). Likewise, these associations were mediated by experiences with gender-based victimization (H1b). However, in most cases, these relationships were not moderated by gender, with the only exception being in the direction contrary to hypotheses. Thus, Hypothesis 1c was not supported.

Hypothesis 2: Daily negative emotions will be related to daily experiences with victimization and psychological well-being.

To examine whether daily experiences with each type of victimization and adolescents' enduring psychological well-being predicted daily negative internal emotions, a series of HLM regressions were conducted. As with the previous hypothesis, there was no significant level 2 variance in any of the models, indicating that there were no significant differences in effects between the different classrooms. For simplicity, these models are presented in Tables 3.2-3.4.

First, to test whether daily experiences with each type of victimization were important in predicting daily negative emotions (H2a), one HLM regression was run each for days two, three, and four. Because we were interested only in the emotional experiences of people who had experienced victimization, only participants who reported experiencing at least one type of victimization in their core classes on that day were included in each regression. Each regression included teasing, bullying, and rejection reported that day as level 1 predictors. Thus, there were three separate regressions predicting negative internal emotions: day two, day three, and day four, each consisting only of the people who reported experiencing victimization that day. As Table 3.2 shows, teasing and bullying were not significantly related to negative internal emotions on any day. Alternatively, being rejected significantly predicted experiencing more negative emotions on all three days. Thus, Hypothesis 2a was partially supported: Only rejection predicted experiencing more negative emotions on a daily basis.

Next, to test the relationship between participants' depression and their negative internal emotions (H2b), three more regressions were run. Each regression still included teasing, bullying, and rejection reported that day, but also included participants' depression (from day one). As Table 3.3 shows, depression significantly predicted experiencing negative internal emotions on each of the three days, such that participants who had reported more depressive symptoms on day one reported more negative internal emotions as a result of

experiencing gender-based victimization. Rejection did not remain a significant predictor of negative internal emotions. Thus, Hypothesis 2b was not supported.

Next, to test whether anxiety was also important in daily emotions as a result of victimization (H2c), three more regressions were run. In this case, each regression included anxiety (in place of depression), as well as teasing, bullying, and rejection reported that day as level 1 predictors. As Table 3.4 shows, anxiety was also a significant predictor of experiencing negative internal emotions on all three days, such that participants who had reported higher levels of anxiety on day one also reported more negative internal emotions as a result of experiencing gender-based victimization. However, when controlling for anxiety, experiencing rejection remained a significant predictor of experiencing negative internal emotions, such that participants who reported experiencing more rejection also reported experiencing more negative internal emotions as a result of gender-based victimization. Teasing and bullying were not important predictors of daily emotions after controlling for anxiety. Thus, Hypothesis 2c was supported.

Table 2.1: Means, Standard Deviations, and Correlations Between All Variables.

Variable	1	2	3	4	5	6	7	8	9	10	<i>M (SD)</i>
1. Gender typicality	-	-.32	-.35	-.24_a	-.24	-.37	-.21	.43	.26	-.08	3.37 (.56)
2. Mean victimization	-.25	-	.91	.85_b	.93	.49	.39	-.31	-.20_c	.14	.88 (2.83)
3. Teasing	-.24	.86	-	.67_d	.77_e	.48	.38	-.30	-.20	.12	.40 (1.15)
4. Bullying	-.04 _a	.59_b	.39_d	-	.74_f	.29_g	.24	-.21	-.08	.12	.11 (.73)
5. Rejection	-.20	.84	.54_e	.34_f	-	.46	.36	-.27	-.19_h	.15	.27 (.96)
6. Depression	-.48	.47	.41	.09 _g	.48	-	.66	-.74	-.48_i	.30	1.48 (.53)
7. Anxiety	-.30	.35	.31	.11	.35	.73	-	-.57	-.42_j	.36	1.56 (.49)
8. Self-esteem	.46	-.36	-.32	-.06	-.39	-.79	-.63	-	.57_k	-.33	3.51 (.50)
9. Body image	.36	-.36_c	-.30	-.11	-.38_h	-.68_i	-.55_j	.73_k	-	-.29	3.45 (.64)
10. Negative internal emotions	.07	.21	.17	.05	.25	.27	.36	-.28	-.36	-	1.52 (.47)
<i>M (SD)</i>	3.06 (.68)	1.20 (2.28)	.55 (1.10)	.07 (.47)	.51 (1.11)	1.74 (.68)	1.92 (.66)	3.30 (.66)	3.13 (.83)	1.80 (.50)	

Note. All bolded correlations are significant at $p < .05$ or better. Correlations with subscripts indicate gender differences.

Table 2.2: HLM Models Predicting Negative Internal Emotions.

Fixed effects						
Day	Predictor	<i>B</i>	<i>SE</i>	<i>df</i>	<i>t</i>	<i>p</i>
2	Intercept	1.70	.09	23	18.78	***
	Teasing	.03	.06	29	0.51	<i>ns</i>
	Bullying	.02	.09	29	0.27	<i>ns</i>
	Rejection	.23	.09	29	2.47	*
Individual		Pseudo <i>R</i> ²				
		.061*				
Fixed effects						
Day	Predictor	<i>B</i>	<i>SE</i>	<i>df</i>	<i>t</i>	<i>p</i>
3	Intercept	1.65	.14	25	9.25	***
	Teasing	.18	.14	30	1.31	<i>ns</i>
	Bullying	.05	.06	30	0.97	<i>ns</i>
	Rejection	.23	.10	30	2.48	*
		Pseudo <i>R</i> ²				
		.114**				
Fixed effects						
Day	Predictor	<i>B</i>	<i>SE</i>	<i>df</i>	<i>t</i>	<i>p</i>
4	Intercept	1.88	.17	25	10.69	***
	Teasing	-.05	.14	30	-0.39	<i>ns</i>
	Bullying	-.09	.07	30	-1.31	<i>ns</i>
	Rejection	.23	.11	30	2.20	*
		Pseudo <i>R</i> ²				
		.074*				

Note. * $p < .05$, ** $p < .01$, *** $p < .001$.

Table 2.3: HLM Models Predicting Negative Internal Emotions Controlling for Depression.

Fixed effects						
Day	Predictor	<i>B</i>	<i>SE</i>	<i>df</i>	<i>t</i>	<i>p</i>
2	Intercept	1.24	.13	23	9.26	***
	Depression	.26	.08	28	3.26	**
	Teasing	.01	.05	28	0.33	<i>ns</i>
	Bullying	-.01	.07	28	-0.15	<i>ns</i>
	Rejection	.16	.08	28	1.90	†
Pseudo <i>R</i> ²						.202***
Fixed effects						
Day	Predictor	<i>B</i>	<i>SE</i>	<i>df</i>	<i>t</i>	<i>p</i>
3	Intercept	1.27	.14	25	9.25	***
	Depression	.28	.07	31	3.39	**
	Teasing	.10	.04	31	1.05	<i>ns</i>
	Bullying	.10	.06	31	1.02	<i>ns</i>
	Rejection	.13	.08	31	1.55	<i>ns</i>
Pseudo <i>R</i> ²						.211***
Fixed effects						
Day	Predictor	<i>B</i>	<i>SE</i>	<i>df</i>	<i>t</i>	<i>p</i>
4	Intercept	1.19	.32	25	3.75	***
	Depression	.40	.13	31	3.03	**
	Teasing	-.10	.11	31	-0.89	<i>ns</i>
	Bullying	-.11	.08	31	-1.39	<i>ns</i>
	Rejection	.13	.11	31	1.24	<i>ns</i>
Pseudo <i>R</i> ²						.207***

Note. † $p < .08$, * $p < .05$, ** $p < .01$, *** $p < .001$.

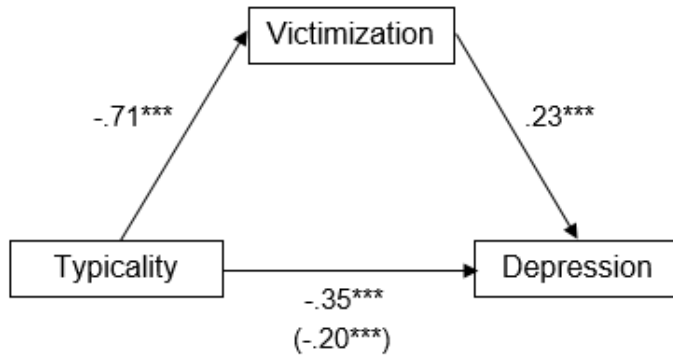
Table 2.4: HLM Models Predicting Negative Internal Emotions Controlling for Anxiety.

Fixed effects						
Day	Predictor	<i>B</i>	<i>SE</i>	<i>df</i>	<i>t</i>	<i>p</i>
2	Intercept	1.03	.19	23	5.52	***
	Anxiety	.33	.09	28	3.59	**
	Teasing	.03	.05	28	0.72	<i>ns</i>
	Bullying	.00	.07	28	0.00	<i>ns</i>
	Rejection	.19	.07	28	2.33	*
Pseudo <i>R</i> ²						.270***
Fixed effects						
Day	Predictor	<i>B</i>	<i>SE</i>	<i>df</i>	<i>t</i>	<i>p</i>
3	Intercept	1.15	.19	25	7.54	***
	Anxiety	.22	.11	31	3.05	**
	Teasing	.10	.05	31	1.03	<i>ns</i>
	Bullying	.11	.05	31	1.10	<i>ns</i>
	Rejection	.17	.07	31	2.20	*
Pseudo <i>R</i> ²						.282***
Fixed effects						
Day	Predictor	<i>B</i>	<i>SE</i>	<i>df</i>	<i>t</i>	<i>p</i>
4	Intercept	.83	.35	25	2.36	*
	Anxiety	.56	.16	31	3.46	**
	Teasing	-.16	.14	31	-1.09	<i>ns</i>
	Bullying	-.14	.07	31	-2.03	†
	Rejection	.22	.10	31	2.14	*
Pseudo <i>R</i> ²						.300***

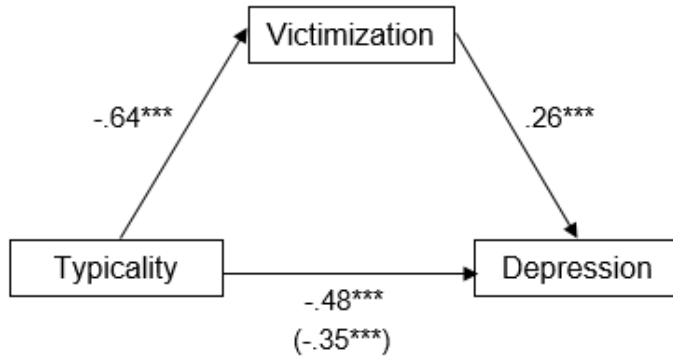
Note. † $p < .08$, * $p < .05$, ** $p < .01$, *** $p < .001$.

Figure 2.1: Experiences with Gender-Related Victimization Mediate the Associations Between Gender Typicality and Psychological Well-Being. Experiences with gender-based victimization significantly mediated all associations between gender typicality and psychological well-being.

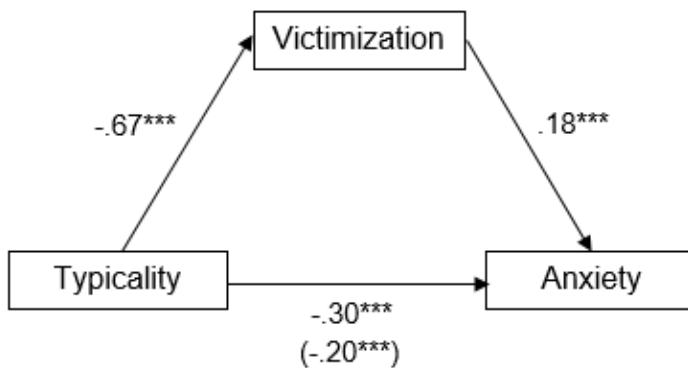
Boys' Depression:



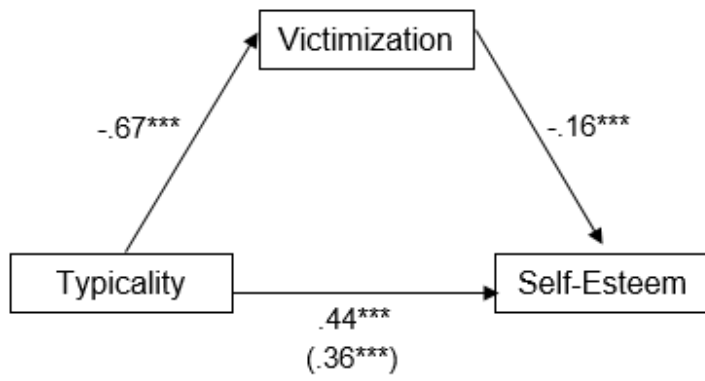
Girls' Depression:



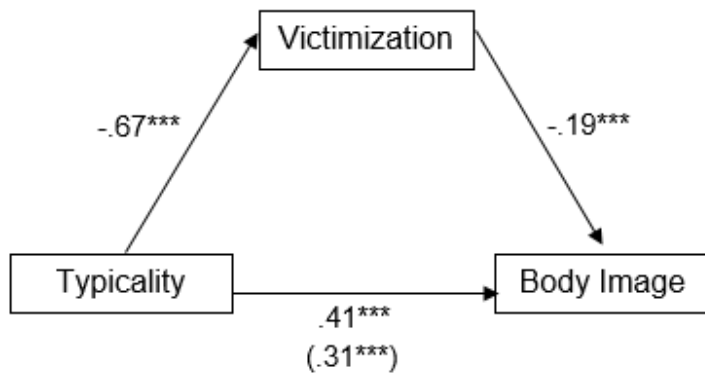
Anxiety:



Self-Esteem:



Body Image:



Chapter 4

DISCUSSION

The current study investigated the relationships between gender typicality, gender-based victimization, daily emotions, and psychological well-being. Overall, both boys and girls reported being highly typical for their gender. Despite this, between one-fifth and one-third of participants reported having experienced each type of victimization at least once over the previous month for being gender atypical. This supports the literature showing that relatively high rates of adolescents report having experienced victimization for being gender atypical, despite not all identifying as gender atypical (Jewell & Brown, 2014). Further, despite the widespread attention given to bullying, the current study found that teasing was the most common form of victimization experienced by adolescents for being gender atypical, followed closely by rejection. Physical bullying was the least common form of gender-based victimization, occurring significantly less frequently than teasing or rejection for both boys and girls. This finding demonstrates the importance of considering each type of victimization as unique, rather than treating all victimization as one category.

Gender Typicality, Peer Victimization, and Psychological Well-Being

As predicted, gender typicality was strongly related to adolescents' psychological well-being. In addition, adolescents' overall experiences with gender-based victimization significantly mediated the relationship between gender typicality and depression, anxiety, self-esteem, and body image. In addition, this study found that the relationships between gender typicality and

each measure of psychological well-being were equally strong for both boys and girls, with only the exception of depression, which was stronger for girls than boys. This is in direct contrast both to our hypotheses and to previous research, which generally finds that both the mental health and social repercussions of gender atypicality are worse for boys than for girls (Cohen-Kettenis et al., 2003; Jewell & Brown, 2014; Lee & Troop-Gordon, 2011; Pascoe, 2007; Wallien et al., 2010). Though it is unclear why this study did not find the expected moderation effect of gender, it may be due to girls reporting significantly worse psychological well-being than boys in general. Specifically, girls reported more overall depression, more anxiety, worse self-esteem, and lower body image than boys, and gender atypical girls reported even worse well-being than more gender-typical girls. It may also be that much of the victimization that boys experience comes in settings that were not captured in this study, such as the locker room or during sports. Future research should investigate whether the setting moderates the relationship between gender typicality and psychological well-being for boys and girls.

Teasing, Bullying, and Rejection

While adolescents' overall victimization experiences were important in predicting their enduring psychological well-being, the different types of victimization related to adolescents' daily emotions in unique ways. First, adolescents' experiences with rejection significantly predicted their daily negative internal emotions. Specifically, the more adolescents were rejected by their peers during the course of the study, the more they reported feeling emotions such as

sadness, embarrassment, and worry as the result of this rejection. Thus, though rarely mentioned in campaigns against bullying, it is clear that rejection is a distinct and powerful form of victimization. Though the social psychology literature clearly demonstrates the negative effects of being rejected, such as decreased self-regulation and increases in anti-social behaviors (Baumeister, DeWall, Ciarocco, & Twenge, 2005; Twenge et al., 2007), the developmental literature has rarely investigated rejection among adolescents (for exceptions, see Beeri & Lev-Wiesel, 2012; Ford & Collins, 2013). Because gender atypical adolescents are likely at increased risk for rejection than their more typical peers (Zucker et al., 1995), future research should more closely investigate rejection among gender atypical adolescents.

In contrast to rejection experiences, adolescents' experiences with gender-based teasing were not related to experiencing more negative internal emotions. Thus, despite how commonly adolescents' reported being teased by their peers, this experience was not related to feeling more embarrassed or worried. Somewhat surprisingly, bullying was neither a frequent occurrence nor an important predictor of negative emotions on a daily basis. It is possible that gender-based victimization experiences result in other types of emotions aside from the negative internal emotions measured in this study, such as anger, which would be consistent with considerable previous literature (DeWall & Baumeister, 2006; Ortega et al., 2012; Twenge et al., 2007). Future research should more closely investigate the unique emotions associated with experiencing different types of victimization.

Adolescents' enduring psychological well-being was also an important predictor of their emotional experiences following peer victimization. In fact, depression so strongly predicted adolescents' emotional responses to victimization that rejection was no longer important. Thus, adolescents who have more depressive symptoms in general also have more negative emotional responses to experiencing victimization on a daily basis than adolescents who have few depressive symptoms, which supports Parkinson and colleagues' (1996) argument that more negative psychological well-being contribute to more intense and negative daily emotional experiences. Anxiety showed a similar relationship, such that more anxious adolescents had more negative emotional responses to victimization, although rejection remained a significant unique predictor of negative internal emotions. This distinction is likely due to the fact that depression and anxiety involve different types of emotional activation. While depression is related almost entirely to emotions, such as feeling sad or helpless, anxiety includes considerable physiological elements, such as experiencing elevated heart rate or breathing (Lovibond & Lovibond, 1995). Thus, though depression was the most important predictor of the emotions measured in this study, anxiety may be the most important predictor of adolescents' physiological reactions to victimization. Future research should investigate this relationship.

Remaining Link Between Gender Typicality and Psychological Well-Being

It must be noted that, in the mediation tested in this study, a significant relationship remained between gender typicality and psychological well-being, even after controlling for victimization experiences. It is possible that there is

some direct link between gender typicality and negative psychological well-being; however, it is also possible that there are other factors that contribute to this relationship that were not tested in this study. For example, adolescents' emotional responses to victimization experiences likely act as an additional mediator of this relationship (see Appendix B). In addition, adolescents' use of approach coping strategies, which have been shown to reduce stress in response to negative events, may be an additional mediator of this relationship (Compas, Connor-Smith, Saltzman, Thomsen, & Wadsworth, 2001). Additional research is needed to fully explain the direct and indirect relationships between gender typicality and psychological well-being.

Limitations

There are a number of limitations to this study that merit future research. First, the results reflect adolescents' experiences within their core classes only. Considering the limited opportunities for student interaction of any sort during class, this study found relatively high rates of victimization. However, there are many other times and locations where adolescents may be at even higher risk for experiencing gender-based victimization. For example, gym class or after-school activities, which are much less structured or monitored, may have especially high rates of victimization. In addition, this study focused solely on experiencing victimization for being gender atypical, rather than experiencing victimization for any reason. As such, it is likely that overall rates of victimization are higher than what was captured in this study. In addition, the current study was a short-term longitudinal study. Future research should investigate these relationships on a

more long-term longitudinal scale. Specifically, future studies should test the longitudinal effects of the transactional relationship between psychological well-being and daily emotions modeled within this study. Finally, the sample of the current study was largely European American, which prevents the findings from being generalizable to other populations of adolescents. Future research should explore these relationships in more racially, ethnically, and economically diverse populations.

Contributions of the Current Study

Taken together, this study indicates that gender atypical adolescents report worse psychological well-being than their gender typical peers, but that this relationship is partially explained by their experiences with gender-based victimization. In addition, experiencing rejection for being gender atypical was related to experiencing more negative emotions directly after the victimization, even after controlling for adolescents' enduring anxiety. As there are well-defined negative long-term effects on well-being of both being gender atypical and experiencing victimization, it is important to more fully understand the specific experiences of gender atypical adolescents in order to effectively improve their social and psychological well-being.

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Appendix A: MEASURES

Measures that were used for the current study are shown first, followed by measures that were not included. Day one measures are shown first, followed by day two and three measures, which were identical, followed by day four measures.

Day One

Your Name: _____
(We will replace this with a number as soon as we
leave)

Boy, 8

[48]

We would like to learn more about you. Please answer the questions as best as you can.

- 1 Are you a (**Circle one**): Boy or Girl?
- 2 How old are you?
- 3 What grade are you in?
- 4 What school do you go to?
- 5 Who is your 2nd period teacher?
- 6 What is your religion or your family's religion... **Circle one**
 - a. None
 - b. Catholic
 - c. Christian (includes Baptist, Protestant, etc.)
 - d. Jewish
 - e. Muslim/Islam
 - f. Other:
- 7 What is your ethnicity?.... **Circle one**
 - a. White
 - b. African-American
 - c. Hispanic/Latino
 - d. Asian-American
 - e. Other
- 8 Who do you live with? **Circle one**
 - a. Live with both mother and father in the same house
 - b. Live only (or mostly) with mother
 - c. Live only (or mostly) with father
 - d. Live with both mother and father in separate houses
 - e. Other:
- 9 How many sisters do you have?

# of younger	# of older	# of twin
sisters:_____	sisters:_____	sisters:_____
- 10 How many brothers do you have?

# of younger	# of older	# of twin
brothers:_____	brothers:_____	brothers:_____
- 11 How much school did your mother do?
 - a. Some high school
 - b. Finished high school
 - c. Some college
 - d. Finished college
 - e. Graduate degree
- 12 How much school did your father do?
 - a. Some high school
 - b. Finished high school
 - c. Some college
 - d. Finished college
 - e. Graduate degree
- 13 What does your mother do for work?
- 14 What does your father do for work?

I feel that I...

These are questions about how typical of a boy you think you are, how happy you are with being a boy, and how much pressure you feel to be a certain way because you are a boy. Please circle how much each statement describes you. There are no right or wrong answers.

		1 Not at all like me	2 Not much like me	3 A little like me	4 A lot like me
1	I am just like all other boys my age.	1	2	3	4
2	I fit in with other boys.	1	2	3	4
3	I am a good example of being a boy.	1	2	3	4
4	The things I like to do in my spare time are similar to what most boys like to do in their spare time.	1	2	3	4
5	The kinds of things I'm good at are similar to what most boys are good at.	1	2	3	4
6	My personality is similar to most boys' personalities.	1	2	3	4
7	I like being a boy.	1	2	3	4
8	I am annoyed that I'm supposed to do some things just because I'm a boy.	1	2	3	4
9	I feel cheated that there are some things I'm not supposed to do just because I'm a boy.	1	2	3	4
10	I wish it'd be okay for me to do some of the things that usually only girls do.	1	2	3	4
11	I sometimes think it might be more fun to be a girl.	1	2	3	4
12	I think it's fair that some things are only for girls.	1	2	3	4
13	I think the boys I know would be upset if I wanted to play with girls' things.	1	2	3	4
14	I think my parents would be upset if I wanted to learn an activity that only girls usually do.	1	2	3	4
15	I think my parents would be upset if I wanted to learn something girly, like how to sew.	1	2	3	4
16	I get really mad if someone says I'm acting like a girl.	1	2	3	4
17	I think other boys would be upset if I wanted to learn an activity that only girls usually do.	1	2	3	4
18	I think other boys would be upset if I wanted to learn something girly, like how to sew.	1	2	3	4
19	I think my parents would mind if I wanted to take ballet or cheerleading.	1	2	3	4
20	I don't like boys who sometimes do things that girls usually do.	1	2	3	4
21	I think my parents would be upset if I wanted to play with girls' things.	1	2	3	4
22	I think the boys I know would mind if I wanted to take ballet or cheerleading.	1	2	3	4

Your Feelings

These are questions about your feelings. Please read the sentences carefully and pick the answer that best describes how often this happens to you. There are no right or wrong answers.

		1 Never	2 Some- times	3 Often	4 Almost always
1	I am lonely.	1	2	3	4
2	I am bothered by not getting enough sleep.	1	2	3	4
3	I get nervous.	1	2	3	4
4	People act as if they don't hear me.	1	2	3	4
5	I worry when I go to bed at night.	1	2	3	4
6	People say bad things to me.	1	2	3	4
7	I feel like my life is getting worse and worse.	1	2	3	4
8	I am afraid I might do something bad.	1	2	3	4
9	I worry but don't know why.	1	2	3	4
10	I am left out of things.	1	2	3	4
11	I am afraid of a lot of things.	1	2	3	4
12	I feel sad.	1	2	3	4
13	Other people find things wrong with me.	1	2	3	4
14	I get so nervous I can't breathe.	1	2	3	4
15	I am bothered by teasing from others.	1	2	3	4
16	Little things don't bother me.	1	2	3	4
17	No one understands me.	1	2	3	4
18	I worry about what is going to happen.	1	2	3	4
19	I feel out of place around people.	1	2	3	4
20	I am not bothered about thoughts about death.	1	2	3	4
21	I feel depressed.	1	2	3	4
22	I get nervous when things do not go the way I want them to.	1	2	3	4

How You Feel About Yourself

Each of the following statements describes how you might feel about yourself.

		1 Disagree Strongly	2 Disagree Somewhat	3 Agree Somewhat	4 Agree Strongly
1	I feel that I have a number of good qualities.	1	2	3	4
2	All in all, I often feel that I am a failure.	1	2	3	4
3	I am able to do things as well as most other people.	1	2	3	4
4	I feel that I do not have much to be proud of.	1	2	3	4
5	I take a positive attitude toward myself.	1	2	3	4
6	On the whole, I am satisfied with myself.	1	2	3	4
7	I feel useless at times.	1	2	3	4
8	At times I think I am no good at all.	1	2	3	4
9	I am happy with the way I look.	1	2	3	4
10	I like my body just the way it is.	1	2	3	4
11	I wish I looked a lot different .	1	2	3	4
12	I am not good-looking.	1	2	3	4
13	During the day, I think about how I look many times.	1	2	3	4

Please rate your agreement or disagreement. There are no right or wrong answers.

What Has Happened to You?

In the past month, have any of the following **happened to you** just because you were not behaving like a typical boy? Remember, your answers will be kept completely confidential. No one will know your answers. There are no right or wrong answers.

Have you been:	No	Yes— once or twice	Yes— a few times	Yes— several times
Teased or made fun of for not being a typical boy?	1	2	3	4
a. Who teased you?	A boy	A girl	Both	Neither
b. Describe what happened. Please do not include people's real names.				
Physically bullied (i.e., shoved, hit, kicked) for not being a typical boy?	1	2	3	4
a. Who bullied you?	A boy	A girl	Both	Neither
b. Describe what happened. Please do not include people's real names.				
Rejected or left out for not being a typical boy?	1	2	3	4
a. Who rejected you?	A boy	A girl	Both	Neither
b. Describe what happened. Please do not include people's real names.				

Is there anything else your peers have done to you for not being a typical boy?

ADDITIONAL DAY 1 SURVEYS NOT YET USED:

You and Your Friends

Please rate how often this happens with your friends. There are no right or wrong answers.

		1 Not much	2 A little	3 Some- times	4 A lot
1	My friends help me when I am upset.	1	2	3	4
2	My friends listen to me when I need to talk to them.	1	2	3	4
3	My friends would stick up for me if other kids made fun of me.	1	2	3	4
4	My friends and I tell each other about our problems.	1	2	3	4
5	I have friends I can talk to at school.	1	2	3	4
6	I have fun with my friends at school.	1	2	3	4
7	I have friends to spend free time with at school.	1	2	3	4
8	I have friends to sit and eat lunch with at school.	1	2	3	4

You and Other Boys and Girls

Please pick one answer for each of the following questions. There are no right or wrong answers.

		1 Not at all	2 Not much	3 A little	4 A lot
1	How similar do you feel to other boys ?	1	2	3	4
2	How much do you act like other boys ?	1	2	3	4
3	How much do you look like other boys ?	1	2	3	4
4	How much do you like to do the same things as other boys ?	1	2	3	4
5	How much do you like to spend time with other boys ?	1	2	3	4
6	How similar do you feel to girls ?	1	2	3	4
7	How much do you act like girls ?	1	2	3	4
8	How much do you look like girls ?	1	2	3	4
9	How much do you like to do the same things as girls ?	1	2	3	4
10	How much do you like to spend time with girls ?	1	2	3	4

Please rate how true these sentences are for you. There are no right or wrong answers.

How true is this for you?	1 Not at all true	2 A little true	3 Medium True	4 Very true
I feel that the adults at school value me as a member of my school.	1	2	3	4
I feel close to people at my school.	1	2	3	4
I feel like I am a part of my school.	1	2	3	4
I am happy to be at my school.	1	2	3	4
My school is important to how I think of myself.	1	2	3	4
I feel like I belong at my school.	1	2	3	4
I feel like a valued member of my school.	1	2	3	4
I do not feel like an important part of my school.	1	2	3	4
I feel proud of belonging to my school.	1	2	3	4
I can be myself at school.	1	2	3	4

This next part is still about school work. We would like to know how you are doing in different classes. Please circle the box for the grade that you get on your report cards in each of the following classes.

LANGUAGE ARTS	A+	A	A-	B+	B	B-	C+	C	C-	Below C-
HISTORY	A+	A	A-	B+	B	B-	C+	C	C-	Below C-
SCIENCE	A+	A	A-	B+	B	B-	C+	C	C-	Below C-
MATH	A+	A	A-	B+	B	B-	C+	C	C-	Below C-

What Have You Seen?

Please read: Some people treat their classmates differently just because they do not act like a typical boy or girl. This can mean teasing a girl for wearing boys' clothes, calling a boy a bad name for being too girly, or teasing a boy because he does something girls like, such as ballet.

Some people think these things happen in their classrooms. Other people don't think these things happen in their classrooms. We want to know about your own experiences **within your 2nd period class only. Please think only about your 2nd period class.** There are no right or wrong answers.

1. **In the past month**, have you seen:

Have you seen:	No	Yes— once or twice	Yes— a few times	Yes— several times
A boy get teased or made fun of for not being a typical boy?	1	2	3	4
a. Who teased him?	A boy	A girl	Both	Neither
b. Describe what happened. Please do not include people's real names.				
A girl get teased or made fun of for not being a typical girl?	1	2	3	4
a. Who teased her?	A boy	A girl	Both	Neither
b. Describe what happened. Please do not include people's real names.				
A boy get physically bullied (i.e., shoved, hit, kicked) for not being a typical boy?	1	2	3	4
a. Who bullied him?	A boy	A girl	Both	Neither
b. Describe what happened. Please do not include people's real names.				

A girl get physically bullied (i.e., shoved, hit, kicked) for not being a typical girl?	1	2	3	4
a. Who bullied her?	A boy	A girl	Both	Neither
b. Describe what happened. Please do not include people's real names.				
A boy get rejected or left out for not being a typical boy?	1	2	3	4
a. Who rejected him?	A boy	A girl	Both	Neither
b. Describe what happened. Please do not include people's real names.				
A girl rejected or left out for not being a typical girl?	1	2	3	4
a. Who rejected her?	A boy	A girl	Both	Neither
b. Describe what happened. Please do not include people's real names.				

What Have You Done?

In the past month, have **you** done any of the following things to a classmate because they were not behaving like a typical boy or girl? Remember, your answers will be kept completely confidential. No one will know your answers.

Have you:	No	Yes— once or twice	Yes— a few times	Yes— several times
Teased or made fun of a peer for not being a typical boy/girl?	1	2	3	4
a. Who did you tease?	A boy	A girl	Both	Neither
b. Describe what happened. Please do not include people's real names.				
Physically bullied (i.e., shoved, hit, kicked) a peer for not being a typical boy/girl?	1	2	3	4
a. Who did you bully?	A boy	A girl	Both	Neither
b. Describe what happened. Please do not include people's real names.				
Rejected or left a peer out for not being a typical boy/girl?	1	2	3	4
a. Who did you reject?	A boy	A girl	Both	Neither
b. Describe what happened. Please do not include people's real names.				

Days Two and Three

Your Name: _____
(We will replace this with a number as soon as we
leave)

Boy, 8

[61]

What Has Happened to You?

Since we were here the other day, have any of the following happened **to you** just because you were not behaving like a typical boy? Remember, your answers will be kept completely confidential. No one will know your answers. There are no right or wrong answers.

Have you been:	No	Yes— once or twice	Yes— a few times	Yes— several times
Teased or made fun of for not being a typical boy?	1	2	3	4
c. Who teased you?	A boy	A girl	Both	Neither
d. Describe what happened. Please do not include people's real names.				
Physically bullied (i.e., shoved, hit, kicked) for not being a typical boy?	1	2	3	4
c. Who bullied you?	A boy	A girl	Both	Neither
d. Describe what happened. Please do not include people's real names.				
Rejected or left out for not being a typical boy?	1	2	3	4
c. Who rejected you?	A boy	A girl	Both	Neither
d. Describe what happened. Please do not include people's real names.				

Is there anything else your peers have done to you for not being a typical boy?

Your Feelings

PLEASE READ CAREFULLY: Since we were last here, did a classmate treat you badly for not being a typical boy? If that happened, how much did you have each of the following feelings? If you did not have any kids behave this way towards you since we were last here, imagine you had. How much do you think you would feel each of the following feelings?

I felt or would feel...

1. Embarrassed	1 None	2 A little bit	3 A lot
2. Annoyed	1 None	2 A little bit	3 A lot
3. Worried	1 None	2 A little bit	3 A lot
4. Scared	1 None	2 A little bit	3 A lot
5. Sad	1 None	2 A little bit	3 A lot
6. Amused	1 None	2 A little bit	3 A lot
7. Lonely	1 None	2 A little bit	3 A lot
8. Angry	1 None	2 A little bit	3 A lot
9. Unsure of myself	1 None	2 A little bit	3 A lot
10. Guilty	1 None	2 A little bit	3 A lot
11. Helpless	1 None	2 A little bit	3 A lot
12. Frustrated	1 None	2 A little bit	3 A lot
13. Upset	1 None	2 A little bit	3 A lot

ADDITIONAL DAY 2/3 SURVEYS NOT YET USED:

What Have You Seen Since We Were Here Last Time?

Please read: Some people treat their classmates differently just because they do not act like a typical boy or girl. This can mean teasing a girl for wearing boys' clothes, calling a boy a bad name for being too girly, or teasing a boy because he does something girls like, such as ballet

When classmates treat others in these ways, some people are bothered a lot by it. Other people aren't bothered very much by it. We want to know about your own experiences **within your 2nd period class only**. **Please think only about your 2nd period class**. There are no right or wrong answers.

1. **Since we were here the other day**, have you observed any of the following happen to someone in your 2nd period class? (Please circle one answer for each item.)

Have you seen:	No	Yes— once or twice	Yes— a few times	Yes— several times
A boy get teased or made fun of for not being a typical boy?	1	2	3	4
c. Who teased him?	A boy	A girl	Both	Neither
d. Describe what happened. Please do not include people's real names.				
A girl get teased or made fun of for not being a typical girl?	1	2	3	4
c. Who teased her?	A boy	A girl	Both	Neither
d. Describe what happened. Please do not include people's real names.				
A boy get physically bullied (i.e., shoved, hit, kicked) for not being a typical boy?	1	2	3	4
c. Who bullied him?	A boy	A girl	Both	Neither

d. Describe what happened. Please do not include people's real names.				
A girl get physically bullied (i.e., shoved, hit kicked) for not being a typical girl?	1	2	3	4
c. Who bullied her?	A boy	A girl	Both	Neither
d. Describe what happened. Please do not include people's real names.				
A boy get rejected or left out for not being a typical boy?	1	2	3	4
c. Who rejected him?	A boy	A girl	Both	Neither
d. Describe what happened. Please do not include people's real names.				
A girl rejected or left out for not being a typical girl?	1	2	3	4
c. Who rejected her?	A boy	A girl	Both	Neither
d. Describe what happened. Please do not include people's real names.				

Your Feelings

PLEASE READ CAREFULLY: Since we were last here, did you see someone treat **a classmate badly** for not being a typical boy or girl? If that happened, how much did you have each of the following feelings? If you have not seen any kids behave this way, imagine you had. How much do you think you would feel each of the following feelings?

I felt or would feel...

1. Embarrassed	1 None	2 A little bit	3 A lot
2. Annoyed	1 None	2 A little bit	3 A lot
3. Worried	1 None	2 A little bit	3 A lot
4. Scared	1 None	2 A little bit	3 A lot
5. Sad	1 None	2 A little bit	3 A lot
6. Amused	1 None	2 A little bit	3 A lot
7. Lonely	1 None	2 A little bit	3 A lot
8. Angry	1 None	2 A little bit	3 A lot
9. Unsure of myself	1 None	2 A little bit	3 A lot
10. Guilty	1 None	2 A little bit	3 A lot
11. Helpless	1 None	2 A little bit	3 A lot
12. Frustrated	1 None	2 A little bit	3 A lot
13. Upset	1 None	2 A little bit	3 A lot

Day Four

Your Name: _____
(We will replace this with a number as soon as we
leave)

Boy, 8

What Has Happened to You?

Since we were here the other day, have any of the following happened **to you** just because you were not behaving like a typical boy? Remember, your answers will be kept completely confidential. No one will know your answers. There are no right or wrong answers.

Have you been:	No	Yes— once or twice	Yes— a few times	Yes— several times
Teased or made fun of for not being a typical boy?	1	2	3	4
e. Who teased you?	A boy	A girl	Both	Neither
f. Describe what happened. Please do not include people's real names.				
Physically bullied (i.e., shoved, hit, kicked) for not being a typical boy?	1	2	3	4
e. Who bullied you?	A boy	A girl	Both	Neither
f. Describe what happened. Please do not include people's real names.				
Rejected or left out for not being a typical boy?	1	2	3	4
e. Who rejected you?	A boy	A girl	Both	Neither
f. Describe what happened. Please do not include people's real names.				

Is there anything else your peers have done to you for not being a typical boy?

Your Feelings

PLEASE READ CAREFULLY: Since we were last here, did a classmate treat you badly for not being a typical boy? If that happened, how much did you have each of the following feelings? If you did not have any kids behave this way towards you since we were last here, imagine you had. How much do you think you would feel each of the following feelings?

I felt or would feel...

1. Embarrassed	1 None	2 A little bit	3 A lot
2. Annoyed	1 None	2 A little bit	3 A lot
3. Worried	1 None	2 A little bit	3 A lot
4. Scared	1 None	2 A little bit	3 A lot
5. Sad	1 None	2 A little bit	3 A lot
6. Amused	1 None	2 A little bit	3 A lot
7. Lonely	1 None	2 A little bit	3 A lot
8. Angry	1 None	2 A little bit	3 A lot
9. Unsure of myself	1 None	2 A little bit	3 A lot
10. Guilty	1 None	2 A little bit	3 A lot
11. Helpless	1 None	2 A little bit	3 A lot
12. Frustrated	1 None	2 A little bit	3 A lot
13. Upset	1 None	2 A little bit	3 A lot

ADDITIONAL DAY 4 SURVEYS NOT YET USED

What Have You Seen Since We Were Here Last Time?

Please read: Some people treat their classmates differently just because they do not act like a typical boy or girl. This can mean teasing a girl for wearing boys' clothes, calling a boy a bad name for being too girly, or teasing a boy because he does something girls like, such as ballet.

When classmates treat others in these ways, some people are bothered a lot by it. Other people aren't bothered very much by it. We want to know about your own experiences **within your 2nd period class only**. **Please think only about your 2nd period class**. There are no right or wrong answers.

2. **Since we were here the other day**, have you observed any of the following happen to someone in your 2nd period class? (Please circle one answer for each item.)

Have you seen:	No	Yes— once or twice	Yes— a few times	Yes— several times
A boy get teased or made fun of for not being a typical boy?	1	2	3	4
e. Who teased him?	A boy	A girl	Both	Nether
f. Describe what happened. Please do not include people's real names.				
A girl get teased or made fun of for not being a typical girl?	1	2	3	4
e. Who teased her?	A boy	A girl	Both	Neither
f. Describe what happened. Please do not include people's real names.				
A boy get physically bullied (i.e., shoved, hit, kicked) for not being a typical boy?	1	2	3	4
e. Who bullied him?	A boy	A girl	Both	Neither

f. Describe what happened. Please do not include people's real names.				
A girl get physically bullied (i.e., shoved, hit kicked) for not being a typical girl?	1	2	3	4
e. Who bullied her?	A boy	A girl	Both	Neither
f. Describe what happened. Please do not include people's real names.				
A boy get rejected or left out for not being a typical boy?	1	2	3	4
e. Who rejected him?	A boy	A girl	Both	Neither
f. Describe what happened. Please do not include people's real names.				
A girl rejected or left out for not being a typical girl?	1	2	3	4
e. Who rejected her?	A boy	A girl	Both	Neither
f. Describe what happened. Please do not include people's real names.				

Your Feelings

PLEASE READ CAREFULLY: Since we were last here, did you see someone treat **a classmate badly** for not being a typical boy or girl? If that happened, how much did you have each of the following feelings? If you have not seen any kids behave this way, imagine you had. How much do you think you would feel each of the following feelings?

I felt or would feel...

1. Embarrassed	1 None	2 A little bit	3 A lot
2. Annoyed	1 None	2 A little bit	3 A lot
3. Worried	1 None	2 A little bit	3 A lot
4. Scared	1 None	2 A little bit	3 A lot
5. Sad	1 None	2 A little bit	3 A lot
6. Amused	1 None	2 A little bit	3 A lot
7. Lonely	1 None	2 A little bit	3 A lot
8. Angry	1 None	2 A little bit	3 A lot
9. Unsure of myself	1 None	2 A little bit	3 A lot
10. Guilty	1 None	2 A little bit	3 A lot
11. Helpless	1 None	2 A little bit	3 A lot
12. Frustrated	1 None	2 A little bit	3 A lot
13. Upset	1 None	2 A little bit	3 A lot

How Did You Respond?

Think back to **when you saw someone treat a classmate badly or were treated badly yourself** for not being a typical boy or girl. How much did you respond in each of the following ways? If you have not seen any kids behave this way, imagine you had. How much do you think you would respond in the following ways?

I (would have)...

1. Told the person that the behavior was mean.	1 Disagree strongly	2 Disagree Somewhat	3 Agree Somewhat	4 Agree Strongly
2. Talked to someone to learn more about the situation.	1 Disagree strongly	2 Disagree Somewhat	3 Agree Somewhat	4 Agree Strongly
3. Did not let it get to me.	1 Disagree strongly	2 Disagree Somewhat	3 Agree Somewhat	4 Agree Strongly
4. Talked to someone about how I was feeling.	1 Disagree strongly	2 Disagree Somewhat	3 Agree Somewhat	4 Agree Strongly
5. Asked someone whom I respected for advice.	1 Disagree strongly	2 Disagree Somewhat	3 Agree Somewhat	4 Agree Strongly
6. Tried to forget the whole thing.	1 Disagree strongly	2 Disagree Somewhat	3 Agree Somewhat	4 Agree Strongly
7. Refused to get too serious about it.	1 Disagree strongly	2 Disagree Somewhat	3 Agree Somewhat	4 Agree Strongly
8. Defended the kid who was being teased/bullied/left out.	1 Disagree strongly	2 Disagree Somewhat	3 Agree Somewhat	4 Agree Strongly
9. Got in an argument with the person who started the behavior.	1 Disagree strongly	2 Disagree Somewhat	3 Agree Somewhat	4 Agree Strongly
10. Reported the person's behavior to an authority, such as an employer, a teacher, or a parent.	1 Disagree strongly	2 Disagree Somewhat	3 Agree Somewhat	4 Agree Strongly

Confronting a Classmate

PLEASE READ CAREFULLY: People are not always comfortable about confronting other people when they do something upsetting. For the following questions, **imagine you told someone to stop being mean to another kid just because he or she isn't a typical boy or girl.** For example, this could include telling a person that teasing another student was mean. Or it might mean telling someone to stop pushing another classmate. Or it might include telling someone to stop leaving out a classmate for not being boyish enough.

Think back to **when you saw someone treat a classmate badly for not being a typical boy or girl.** Did you confront the person who was treating your classmate badly?

1
Yes

2
No

3
I have not seen this

If you did confront your classmate, how much did you feel the following ways? If you did not confront your classmate, suppose you did. How much do you believe you might experience each of the following?

I (would have)...

1. Felt good about being strong.	1 Disagree strongly	2 Disagree Somewhat	3 Agree Somewhat	4 Agree Strongly
2. Worried that the other person would try to get back at me.	1 Disagree strongly	2 Disagree Somewhat	3 Agree Somewhat	4 Agree Strongly
3. Felt good about standing up for what I believe.	1 Disagree strongly	2 Disagree Somewhat	3 Agree Somewhat	4 Agree Strongly
4. Worried that people thought I was trying to cause trouble.	1 Disagree strongly	2 Disagree Somewhat	3 Agree Somewhat	4 Agree Strongly
5. Worried that people thought I was just trying to make excuses for my own shortcomings.	1 Disagree strongly	2 Disagree Somewhat	3 Agree Somewhat	4 Agree Strongly
6. Worried that people thought I was just being emotional.	1 Disagree strongly	2 Disagree Somewhat	3 Agree Somewhat	4 Agree Strongly

Appendix B: ADDITIONAL ANALYSES

One of the limitations of the current study was that it was not able to test the feedback loop wherein, over time, emotions can contribute to the enduring psychological state (Parkinson et al., 1996). There is considerable longitudinal research demonstrating that adolescents who are the victims of teasing and bullying report higher levels of depression, lower self-esteem, greater internalizing problems, and a higher likelihood of clinical psychological disorders eight years later (Kumpulainen & Rasanen, 2000; Olweus, 1993; Sourander, Helstela, Helenius, & Piha, 2000). Further, research has demonstrated a direct causal link between victimization experiences and psychological well-being, unexplained by factors such as preexisting mental health problems or family factors (see Arseneault, Bowes, & Shakoor, [2010] for a review). Thus, the final goal of the current study was to propose a model by which this transactional process may occur for gender atypical adolescents. This model is included here, rather than in the body of the paper, due to heavy overlap with previous hypotheses, as well as the largely-hypothetical implications.

Specifically, we predicted that that adolescents who are gender atypical would be victimized by their peers, which would lead to more negative internal emotions following the victimization, which in turn would result in even more negative overall psychological well-being. Most importantly, we predicted that there would be a significant indirect effect of adolescents' gender typicality on their psychological well-being through their victimization experiences and the resulting negative internal emotions (H3). This indirect effect would indicate

significant mediation. In other words, this indirect effect would demonstrate the way in which gender atypical adolescents' victimization experiences and negative internal emotions may contribute to more negative psychological well-being over time.

Results

A structural equation model was designed to test this relationship using the psychological well-being variables gathered on the first day of data collection. The hypothesized model was tested using structural equation modeling (SEM) using AMOS version 22. Using the SEM method, we were able to investigate both direct and indirect effects of our variables of interest on each other. Using SEM also allowed us to create a model representing how gender typicality indirectly predicts psychological well-being through victimization experiences and the negative emotions adolescents experience as a result of these victimization experiences. Through SEM, we are also able to see the remaining direct relationship between gender typicality and psychological well-being, controlling for both victimization and negative internal emotions. The hypothesized model for depression is shown in Figure A.1. The hypothesized model was identical for all four measures of psychological well-being, with only the outcome itself changing.

Within the model, gender typicality was represented by adolescents' mean gender typicality scores. Psychological well-being variables were also represented by adolescents' mean values on the respective psychological well-being subscales. Because of the extremely low rates of bullying that were

reported, victimization was represented by a latent variable consisting of the sum of all teasing and the sum of all rejection experienced by participants throughout the course of the study. Daily emotions were represented by a latent variable consisting of participants' negative internal emotions from Days 2, 3, and 4 (or anticipated negative emotions, for participants who did not actually experience victimization during the follow-up days).

Model fit was good to excellent for all four models. For depression, model fit was: $\chi^2(9) = 18.18$, $p < .05$; $\chi^2/df = 2.02$; comparative fit index (CFI) = .995; root mean square error of approximation (RMSEA) = .043, 90% confidence interval (CI) = .012 - .071. For anxiety, model fit was: $\chi^2(9) = 16.21$, $p < .05$; $\chi^2/df = 1.80$; CFI = .996; RMSEA = .038, 90% CI = .000 - .067. For self-esteem, model fit was: $\chi^2(9) = 21.99$, $p < .01$; $\chi^2/df = 2.44$; CFI = .993; RMSEA = .051, 90% CI = .024 - .078. Finally, for body image, model fit was: $\chi^2(9) = 22.71$, $p < .01$; $\chi^2/df = 2.52$; CFI = .991; RMSEA = .052, 90% CI = .026 - .080.

Direct Effects

All hypothesized direct effects were significant in all four models. These effects are shown in Table A.1. In all four models, self-reported gender typicality directly predicted experiencing gender-related victimization in the month leading up to and during the course of the study. Likewise, experiences with gender-based victimization directly predicted experiencing more negative internal emotions across the course of the study. Finally, for all four models, experiences

with negative internal emotions during the course of the study predicted overall psychological well-being.

Indirect Effects

In addition, it was hypothesized that gender typicality would have an indirect effect on psychological well-being. In order to test this hypothesis, we tested the significance of indirect effects using bootstrapping. Bootstrapping is a process by which N observations are randomly drawn, using replacement, from the original sample of N participants to create a new dataset. Analyses are conducted on the new dataset, which provides parameter estimates of interest. This process is repeated many times (often as many as 500 to 1000), creating a distribution of parameter estimates (Efron & Tibshirani, 1998). Finally, a 95% confidence interval is produced, indicating the significance of the parameter estimate. Indirect effects are computed by multiplying the path coefficient of the link between the independent variable and the mediator by the path coefficient of the link between the mediator and the dependent variable. This calculation results in a non-normal parameter. Thus, it is particularly appropriate to use bootstrapping to measure the significance of indirect effects, as bootstrapping has been shown to outperform traditional approaches to testing mediation that assume normality (MacKinnon, Lockwood, & Williams, 2004). We conducted bootstrapping within AMOS 22, and 95% confidence intervals were based upon 1000 bootstrap samples. Because AMOS will not test bootstrapping with missing data, 10 participants' data were removed to test for the significance of indirect

effects. Reported confidence intervals are for standardized indirect effects and are bias corrected.

All of the indirect effects within the models were significant. These effects are shown in Table A.2. Most importantly, gender typicality indirectly predicted psychological well-being through both experiencing gender-related victimization and negative internal emotions, indicating that, in addition to the remaining direct effect of gender typicality on psychological well-being, there is also a link through peer interactions and the resulting negative emotions. In other words, adolescents' experiences with gender-based victimization and the resulting negative internal emotions mediated the relationship between gender typicality and psychological well-being. As such, Hypothesis 3 was supported.

Discussion

This additional analysis demonstrates that adolescents' experiences with gender-based victimization and the resulting negative emotions mediated the relationship between adolescents' gender typicality and enduring psychological well-being. Thus, despite gender typicality generally being treated as the direct cause of adolescents' negative psychological well-being (Haldeman, 2000), this finding demonstrates that peer victimization (particularly teasing and rejection) and the immediate emotional consequences of victimization explain much of this relationship. Specifically, gender typicality is directly related to experiencing peer victimization, which results in more negative internal emotions. These findings also demonstrate that these negative internal emotions predict adolescents' a

priori psychological well-being, but we predict that negative internal emotions will also predict adolescents' future psychological well-being. In other words, we predict that experiencing more negative internal emotions as a result of victimization will lead to more negative psychological well-being over time. This prediction is supported by the hypothesized transactional relationship between psychological well-being and emotions, which argues that emotions will also contribute to psychological well-being over time (Parkinson et al., 1996). In addition, considerable research demonstrates that experiencing homophobic victimization is related to later increases in anxiety, depression, suicidal ideation, and general distress (Liu & Mistanski, 2012; Poteat, Scheer, DiGiovanni, & Mereish, 2014; Robinson, Espelage, & Rivers, 2013). Future research should test this model with longitudinal psychological well-being to determine the long-term impact of victimization and its negative emotional consequences.

Table A.1: Coefficients and Standard Errors of Direct Effects.

Outcome	Path	β	SE	p
Depression	Typicality → Depression	-.31	.03	***
	Typicality → Victimization	-.33	.06	***
	Victimization → Negative Internal Emotions	.62	.03	***
	Negative Internal Emotions → Depression	.76	.47	***
Anxiety	Typicality → Anxiety	-.19	.04	***
	Typicality → Victimization	-.34	.06	***
	Victimization → Negative Internal Emotions	.48	.03	***
	Negative Internal Emotions → Anxiety	.78	.34	***
Self-esteem	Typicality → Self-esteem	.38	.04	***
	Typicality → Victimization	-.33	.07	***
	Victimization → Negative Internal Emotions	.48	.03	***
	Negative Internal Emotions → Self-esteem	-.62	.33	***
Body Image	Typicality → Body image	.26	.05	***
	Typicality → Victimization	-.33	.07	***
	Victimization → Negative Internal Emotions	.44	.03	***
	Negative Internal Emotions → Body image	-.64	.40	***

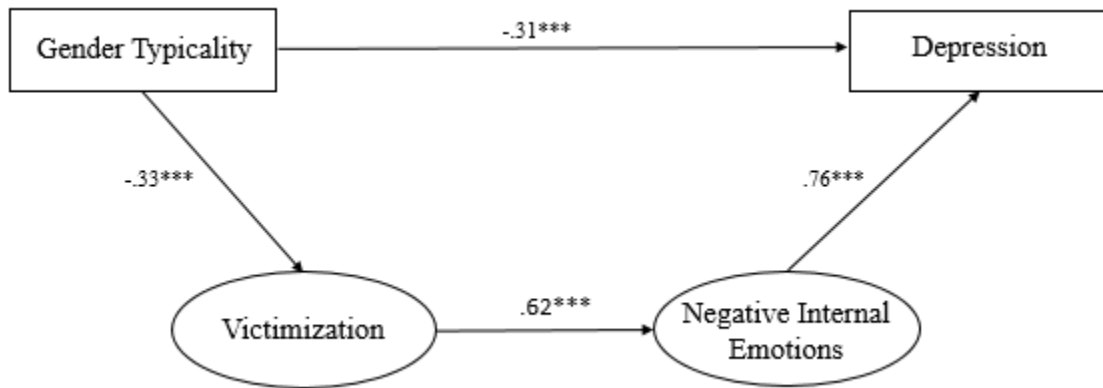
Note. *** $p < .001$

Table A.2: Coefficients, Standard Errors, and Confidence Intervals of Indirect Effects.

Outcome	Path	Via	Coefficient	SE	95% CI Lower Bound	95% CI Upper Bound
Depression	Typicality → Depression	Victimization, Negative Internal Emotions	-.16	.03	-.210	-.112
	Typicality → Negative Internal Emotions	Victimization	-.20	.04	-.274	-.146
	Victimization → Depression	Negative Internal Emotions	.47	.05	.393	.548
Anxiety	Typicality → Anxiety	Victimization, Negative Internal Emotions	-.13	.05	-.177	-.093
	Typicality → Negative Internal Emotions	Victimization	-.16	.03	-.224	-.121
	Victimization → Anxiety	Negative Internal Emotions	.38	.05	.298	.458
Self-esteem	Typicality → Self-esteem	Victimization, Negative Internal Emotions	.10	.02	.067	.147
	Typicality → Negative Internal Emotions	Victimization	-.16	.03	-.219	-.110
	Victimization → Self-esteem	Negative Internal Emotions	-.30	.05	-.377	-.217
Body Image	Typicality → Body Image	Victimization, Negative Internal Emotions	.09	.03	.059	.143
	Typicality → Negative Internal Emotions	Victimization	-.15	.03	-.203	-.098
	Victimization → Body Image	Negative Internal Emotions	-.28	.06	-.378	-.174

Note. All indirect effects shown are significant.

Figure A.1: Example Structural Equation Model Depicting the Direct and Indirect Relationships Between Gender Typicality and Psychological Well-Being.



Curriculum Vitae

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ACADEMIC POSITIONS:

Adjunct Professor 2013 – Current
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EDUCATION:

M.S., University of Kentucky, Lexington, KY August 2012
Major: Developmental and Social Psychology
Thesis: Gender Typicality in Early Adolescence: Relationship between
Atypicality, Popularity, and Psychosocial Outcomes.

B.S. and B.A. (Dual Major), Lynchburg College, Lynchburg, VA May 2010
Majors: B.A. Psychology, Criminology; Minor: Spanish
Cumulative GPA: 3.98
Major GPA: 4.0, 4.0

HONORS AND AWARDS:

Mixson Outstanding Graduate Student Research Award 2015
1st Place in Graduate Student Poster Competition
Mary Byron Scholars Program Summer Funding (\$3,500) 2014
Developmental Area Graduate Student of the Year 2014
Samuel J. Gunto Memorial Award Winner 2014
Finalist, Provost Teaching Award 2014
Department Nominee, Dissertation Year Fellowship 2014
Psychology Department Travel Award 2011; 2012; 2013; 2014; 2015
UK Graduate Travel Award 2011; 2012; 2013; 2014; 2015
Graduate School Academic Year Fellowship 2013
Mixson Outstanding Graduate Student Research Award 2013
2nd Place in the Student Poster Competition
Kentucky Psychological Association Spring Conference 2012
1st Place in Graduate Student Poster Competition
Mixson Outstanding Graduate Student Research Award 2012
1st Place in Graduate Student Poster Competition
Psychology Department Outstanding TA Award 2012
UK Arts & Sciences Outstanding Teaching Award 2012
University of Kentucky Research Support Grant (\$10,000) 2011

PUBLISHED MANUSCRIPTS:

Jewell, J. A., Brown, C. S., & Perry, B. L. (In press). All my friends are doing it: Potentially offensive sexual behaviors within adolescent social networks. *Journal of Research on Adolescence*. Doi: 10.1111/jora.12150

Gervais, W., **Jewell, J. A.**, Najle, M., & Ng., B. (In press). A powerful nudge? Presenting logical consequences of underpowered research shifts incentives towards adequately powered designs. *Social Psychological and Personality Psychology*. Doi: 10.1177/1948550615584199

Stone, E. A., Brown, C. S., & **Jewell, J. A.** (In press). The sexualized girl: The development of a within-gender stereotype among elementary school children. *Child Development*.

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Jewell, J. A. & Brown, C. S. (2013). Sexting, catcalls, and butt slaps: How gender stereotypes and perceived group norms predict sexualized behavior. *Sex Roles, 69*, 594-604. Doi: 10.1007/s11199-013-0320-1

MANUSCRIPTS UNDER REVIEW:

Lynch, K. R., **Jewell, J. A.**, Golding, J. M., & Kembel, H. B. Associations between relationship sexual behavior norm beliefs and intimate partner rape judgments. *Invited Resubmission*.

Lynch, K. R., Golding, J. M., **Jewell, J. A.**, & Lippert, A. Perceptions of intimate partner rape in court: Is it "real rape"? *Invited Resubmission*.

Lynch, K. R., **Jewell, J. A.**, Wasarhaley, N. E., & Golding, J. M. Gender differences in the paths to blame in date rape: An investigation of perceived victim want and defendant deservedness for sex.

Brown, C. S., Ali, H., Stone, E. A., & **Jewell, J. A.** Early Islamophobia: American children's stereotypes of Muslims.

MANUSCRIPTS IN PREPARATION:

Jewell, J. A. & Brown, C. S. Adolescents' gender typicality, psychological well-being, and experiences with teasing, bullying, and rejection.

Jewell, J. A. & Brown, C. S. Adolescents' justification for gender-based victimization.

Hodell, E., **Jewell, J. A.**, & Golding, J. M. The presence of children on jurors' perceptions of murder.

Stone, E. A., Brown, C. S., & **Jewell, J. A.** The development of a within-group sexualized stereotype about girls.

BOOK CHAPTERS:

Brown, C. S. & **Jewell, J. A.** (2013). "Gender." In E. Diener & C. Diener (Eds.), *Psychology as a Social Science*. <http://nobaproject.com/>.

PRESENTATIONS:

Jewell, J. A., Brown, C. S., & Stone, E. A. (2015, April). Gender typicality, peer victimization, and emotional outcomes. Poster presented at the Annual University of Kentucky Children at Risk conference, Lexington, Kentucky. **Awarded First Place in Poster Competition.**

Jewell, J. A., Stone, E. A., & Brown, C. S. (2015, March). *The sexualized girl: The development of a within-gender stereotype among elementary school children*. Symposium presented at the Society for Research on Child Development Conference, Philadelphia, Pennsylvania.

Jewell, J. A., Brown, C. S., & Stone, E. A. (2014, October). *Developing associations between gender typicality and sexualized stereotypes in children*. Poster presented at the Gender Development Research Conference, San Francisco, California.

Jewell, J. A., Brown, C. S., & Perry, B. (2014, May). *All my friends are doing it: Stereotypical sexualized behavior in adolescent social networks*. Poster presented at Annual Midwestern Psychological Association Conference, Chicago, Illinois.

Jewell, J. A., Stone, E., & Brown, C.S. (2014, April). *Gender typicality in children: The developing importance of gender typicality*. Poster presented at the Annual University of Kentucky Children at Risk conference, Lexington, Kentucky.

Jewell, J. A., Brown, C. S., & Perry, B. (2014, March). *All my friends are doing it: Stereotypical sexualized behavior in adolescent social networks*. Poster presented at Biennial Society for Research on Adolescence Conference, Austin, Texas.

Jewell, J. A. & Brown, C. S. (2013, April). *Sexting, catcalls, and butt slaps: How gender stereotypes and perceived group norms predict sexualized behavior*. Poster presented at Biennial Society for Research in Child Development Conference, Seattle, Washington.

Jewell, J. A., Brown, C. S., & Perry, B. L. (2013, April). *But all my friends are doing it!: Homophily in peer networks*. Poster presented at the Annual University of

Kentucky Children at Risk Conference, Lexington, Kentucky. **Awarded Second Place in Poster Competition.**

Jewell, J. A. & Brown, C.S. (2012, April). *Gender Typicality in Adolescence: Relationship between Atypicality, Popularity, and Psychosocial Outcomes.* Poster presented at the Biennial Gender Development Research Conference, San Francisco, California.

Jewell, J. A. & Brown, C.S. (2012, March). *Gender Typicality in Adolescence: Relationship between Atypicality, Popularity, and Psychosocial Outcomes.* Poster presented at the Annual Kentucky Psychological Association Conference, Lexington, Kentucky. **Awarded First Place in Poster Competition.**

Jewell, J. A. & Brown, C.S. (2012, March). *Gender Typicality in Adolescence: Relationship between Atypicality, Popularity, and Psychosocial Outcomes.* Poster presented at the Annual University of Kentucky Children at Risk Conference, Lexington, Kentucky. **Awarded First place in Poster Competition.**

Jewell, J. A. & Brown, C.S. (2012, March). *Gender Typicality in Adolescence: Relationship between Atypicality, Popularity, and Psychosocial Outcomes.* Poster presented at the Biennial Society for Research on Adolescence Conference, Vancouver, Canada.

Jewell, J. A. & Cylke, V. (2010, April). *Changing attitudes on white, heterosexual, and thin privilege: How can we best teach to change?* Paper presented at the Annual Virginia Psychological Association Conference, Norfolk, Virginia.

Jewell, J. A. & Cylke, V. (2010, April). *Changing attitudes on white, heterosexual, and thin privilege: How can we best teach to change?* Paper presented at the Annual Lynchburg College Student Scholar Showcase, Lynchburg, Virginia.

Jewell, J. A. & Wagner, K. (2010, March). *The prevalence and impact of authoritarianism among criminal justice majors.* Paper presented at the Virginia Social Science Association Spring Conference, Petersburg, Virginia.

Jewell, J. A. & Cylke, V. (2009, April). *White and heterosexual privilege: An analysis of the most effective method of changing attitudes.* Poster presented at the Annual Virginia Psychological Association Conference, Richmond, Virginia.

Jewell, J. A. & Cylke, V. (2009, April). *White and heterosexual privilege: An analysis of the most effective method of changing attitudes.* Paper presented at the Annual Lynchburg College Student Scholar Showcase, Lynchburg, Virginia.

GRANT SUBMISSIONS:

Jewell, J. A. (2014, April). *Gender typicality and mental health: Does witnessing gender-based teasing buffer the negative outcomes associated with experiencing gender-based teasing?* SRCD Student and Early Career Council Dissertation Research Award.

Jewell, J. A. (2013, December). *Gender typicality and mental health: Does witnessing gender-based teasing buffer the negative outcomes associated with experiencing gender-based teasing?* University of Kentucky Dissertation Research Award. **Finalist.**

Jewell, J. A. (2013, June). *Gender typicality and mental health: Does witnessing gender-based teasing buffer the negative outcomes associated with experiencing gender-based teasing?* SPSSI Clara Mayo Research Grant.

Brown, C. S. & **Jewell, J. A.** (2012, March). *Peer Group Norms and Sexual Harassment Attitudes and Perpetration.* NIH RO1 Grant.

Jewell, J. A. (2011, November). *The Effect of Peer Groups on Sexual Harassment Attitudes.* NSF Graduate Research Fellowship Program.

Brown, C. S. & **Jewell, J.A.** (2011, October). *Peer Group Norms Perpetuating Teen Dating Violence: The Role of Gender Bias and Sexual Harassment.* University of Kentucky Research Support Grant. **Funded.**

Brown, C. S. & **Jewell, J. A.** (2011, June). *Teen Dating Violence and Sexual Harassment Attitudes.* NIH RO1 Grant.

Jewell, J. A. (2010, December). *Gender typicality in adolescence: Effects of atypicality on liking by peers and social relationships.* APA Basic Psychological Science Research Grant.

Jewell, J. A. (2010, November). *Gender Typicality in Adolescence: Relationship between Atypicality, Popularity, and Psychosocial Outcomes.* NSF Graduate Research Fellowship Program.

TEACHING EXPERIENCE:

As Instructor of Record:

<i>Developmental Psychology</i> , University of Kentucky	2013; 2015
<i>Statistical Experimental</i> , Eastern Kentucky University	2014; 2015
<i>Research in Personality</i> , University of Kentucky	2014
<i>Introduction to Psychology</i> , Midway College	2014
<i>Introduction to Psychology</i> , Eastern Kentucky University	2013
<i>Introduction to SPSS</i> , University of Kentucky	2012; 2013
<i>Social Psychology (Online)</i> , University of Kentucky	2012

As Teaching Assistant at University of Kentucky:

<i>Social Research Methods</i>	2014
<i>Developmental Research Methods</i>	2014
<i>Graduate Regression</i>	2012; 2013
<i>Graduate Psychometrics</i>	2011; 2012
<i>Social Psychology (Online)</i>	2011
<i>Statistics for Psychology</i>	2011

TEACHING INTERESTS:

Introduction to Psychology, Social Psychology, Developmental Psychology, Social and Contextual Development, Infant Cognition, Gender Development, Personality Theory and Research; Research Methods, Basic Research Statistics, Analysis of Variance, Regression; Abnormal Psychology

SERVICE:

Reviewer:

Journal of Research on Adolescence
Journal of Adolescent Research
National Conference on Undergraduate Research
Student and Early Career Counseling Dissertation Award, Society for Research in Child Development.

Professional:

Invited workshop, 2013 Kentucky Association for Institutional Research Annual Conference. *Introduction to SPSS*.
Experienced TA Panelist, Teaching Assistant Orientation, 2013; 2014
Graduate Student Advisory Board, Quantitative Initiative for Policy and Social Research, 2014-2015

Departmental:

Psychology Department Graduate Student Executive Committee, 2014-2015
New Student Welcome Handbook Planning Committee, 2014
Curriculum Revision of Developmental Research Methods Laboratory Course, 2014
Coordinator of Developmental Brownbag, 2013-2014
Prospective Graduate Student Interview Coordinator, 2012; 2013
Student Representative, Children at Risk Research Cluster
Member of Planning Committee for Children at Risk Conference, 2011-2012