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## Bullying of children and adolescents with autism spectrum conditions: a 'state of the field' review

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REVIEW ARTICLE

## Prevalence of School Bullying Among Youth with Autism Spectrum Disorders: A Systematic Review and Meta-Analysis

Christophe Maïano ✉, Claude L. Normand, Marie-Claude Salvas, Grégory Moullec, Annie Aimé,

First published: 09 October 2015 | <https://doi.org/10.1002/aur.1568> | Citations: 85

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### Abstract

The true extent of school bullying among youth with autism spectrum disorders (ASD) remains an underexplored area. The purpose of this meta-analysis is to: (a) assess the proportion of school-aged youth with ASD involved in school bullying as perpetrators, victims or both; (b) examine whether the observed prevalence estimates vary when different sources of heterogeneity related to the participants' characteristics and to the assessment methods are considered; and (c) compare the risk of school bullying between youth with ASD and their typically developing (TD) peers. A systematic literature search was performed and 17 studies met the inclusion criteria. The resulting pooled prevalence estimate for general school bullying perpetration, victimization and both was 10%, 44%, and 16%, respectively. Pooled prevalence was also estimated for physical, verbal, and relational school victimization and was 33%, 50%, and 31%, respectively. Moreover, subgroup analyses showed significant variations in the pooled prevalence by geographic location, school setting, information source, type of measures, assessment time frame, and bullying frequency criterion. Finally, school-aged youth with ASD were found to be at greater risk of school victimization in general, as well as verbal bullying, than their TD peers. *Autism Res* 2016, 9: 601–615. © 2015 International Society for Autism Research, Wiley Periodicals, Inc.

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# Assessment of Bullying in Autism Spectrum Disorder: Systematic Review of Methodologies and Participant Characteristics

Hannah E. Morton<sup>1</sup> 

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## Abstract

The growing body of literature on bullying in autism spectrum disorder (ASD) suggests individuals with ASD are bullied more frequently than their non-ASD peers. However, there is no gold standard assessment tool for bullying in ASD, and the use of differing methodologies generates varying prevalence estimates. This systematic review evaluates the assessment methods for bullying in ASD and summarizes the participant characteristics in this literature. None of the identified measures meet literature recommendations for bullying assessment in ASD. Additionally, there is a need for increased sample diversity regarding the gender, race, and cognitive ability of ASD participants. Recommendations for researchers and practitioners are discussed, including the need for a gold standard assessment tool and consistency in the operationalization of bullying.

**Keywords** Bullying · Victimization · Assessment · Autism spectrum disorder · Methodology

REVIEW PAPER

# The Effects of Psychological Trauma on Children with Autism Spectrum Disorders: a Research Review

Daniel W. Hoover<sup>1</sup>

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**Abstract** Traumatic events such as abuse, bullying, and exposure to violence are commonplace among typically developing children and occur at least as often among those with autism spectrum disorder (ASD). Children with ASD are vul-

nerable to a wide range of traumatic experiences include death and separation from loved ones, witnessing domestic violence or other community violence, verbal and physical bullying by peers, exposure to natural and man-made disasters, and painful medical interventions,

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2. 46% a 94% de bullying em pesquisas entre EUA, Canadá e Inglaterra;
3. Pesquisa brasileira apontou ente 47% e 63% (com muitas limitações metodológicas);



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