

An association among teachers' perceptions on the Olweus Program and their efforts to prevent bullying

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Title of abstract: An association among teachers' perceptions on the effectiveness of the Olweus Program and their efforts to prevent bullying

Introduction:

Teachers have an important role in preventing school bullying (Yoon, et al., 2016). The current study aims to examine associations between teachers' perceptions of the effectiveness of the OBPP and their efforts to prevent school bullying.

Method:

The study is carried out using a non-experimental, cross-sectional, quantitative survey approach. A total 1576 teachers from 99 Lithuanian schools, which have implemented the OBPP, took part in the study.

Results:

The teachers' perceptions of the OBPP measures as effective at the school level is ($t = 7.385, p < .001$), class level - ($t = 2.994, p < .005$), and individual level - ($t = 9.905, p < .001$). Teachers' perceptions on the OBPP measures as effective at all levels are significant predictors of their activity within the OBPP. In the regression model, the positive b-value is between all predictors and the outcomes: between the teachers' perceptions of the OBPP at the school level and the outcome ($b = .216, p < .001$), the teachers' perceptions of the OBPP at the class level and the outcome, ($b = .112, p < .005$), and the teachers' perceptions of the OBPP at the individual level and the outcome ($b = .357, p < .001$).

Discussion:

The findings of the study highlighted the significant association between teachers' perceptions and their activities within the OBPP at school, class and individual level. The more positive perceptions of the OBPP teachers have, the more actively they use the OBPP in order to prevent school bullying.

What to Do About (Cyber)Bullying? Systemic Intervention and Prevention in Schools

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Title:

klicksafe-concept: "What to Do About (Cyber)Bullying? Systemic Intervention and Prevention in Schools"

Introduction:

(Cyber)bullying always arises out of group dynamics and can only be understood from a systemic perspective that overcomes a simple bully-victim dichotomy. Usually many different players contribute to form rather complex conflicts and help to maintain bullying surroundings. That is why a systemic intervention needs to include the whole group involved, their relations and communications structure as well as their values and norms to achieve sustainable solutions. The main goal of each intervention is to de-escalate conflicts rather than identify and punish bullies and to re-establish formal pro-social values and norms in students' heads and hearts. A peer-to-peer system of support and help furthers caring for each other in the long-run. To sum it up: In order to stop bullying and create a sustainable pro-social climate in schools, all players need to be involved when bullying occurs. A long-term commitment of teachers, involvement of the whole class and selected peer supporters help to achieve the goal of feeling empathy with others and cultivating pro-social behaviour.

Methods:

Two field-tested intervention methods are presented: systemic mobbing* (*German expression for bullying) intervention (SMI) and systemic short intervention (SKI). The workshop describes the processes of systemic conflict management (SCM) as well as its goals and individual measures. With reference to the intervention methods presented, it is explained how the severity of an individual case can be assessed and the appropriate intervention method can be found. On the basis of a concrete case study - which illustrates the functioning of systemic conflict management - the intervention methods are explained.

Result:

The klicksafe-concept "What to Do About (Cyber)Bullying?" is unique for several reasons. It combines fields otherwise treated separately –prevention of violence, bullying intervention, and media education, thus addressing the issue of (cyber)bullying with a new perspective. To that end, klicksafe has joined forces with colleagues from the multi-level programme KonfliktKultur (conflictculture), who have been offering comprehensive, field-tested training and prevention programmes for all kinds of schools and youth care institutions for more than 20 years. The klicksafe-Cyberbullying concept is currently being translated into English and will be available as handbook in November 2018.

Discussion:

The workshop offers comprehensive informations about intervention methods and systemic conflict management in schools, thus giving teachers, headteachers, social workers and youth workers hands-on tools and methods to deal with cases of (cyber)bullying. The workshop goes beyond intervention of specific (cyber)bullying cases, but opens the perspective to discuss creating a

positive atmosphere of respect, cooperation, moral courage and compliance with human and personal rights.

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Representation Matters: Examining Portrayals of Bullying/Violence in Young Adult Literature as a Vehicle for Change

Dr. Kiersti VanSlyke-Briggs¹

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Title of Abstract

Representation Matters: Examining Portrayals of Bullying/Violence in Young Adult Literature as a Vehicle for Change

Introduction:

This session examines the portrayals of bullying and bullying related violence in young adult (YA) literature and the use of this material by teachers to open conversation up in the classroom. By discussing the common bullying/violence tropes found in recent works, young adults can begin to develop personal responses to issues as “imaginative rehearsal” and discuss wider trends and concerns both in their schools and across a wider context.

Methods:

The content from this session is drawn not only from both published research in this field and YA fiction over the last decade, but also reflects the presenter’s work in the classroom and work with secondary level preservice teachers.

Result:

Bullying has been a common theme in YA literature since the emergence of the genre. In recent years, this portrayal in the United States has grown to be increasingly violent as a reflection of the world in which our students live. These depictions range from self-harm to mass acts of violence including school shootings. By examining this literature, students can use fiction as a vehicle to express their own concerns and fears. The literature also serves as a focal text for problem based learning in which students explore their own communities and ways to mitigate or eliminate bullying.

Discussion:

This session will discuss the practical implications of using YA literature focused on bullying in secondary classrooms and will provide direct resources for suggested young adult titles as well as methods for inclusion in the classroom including essential questions to spark discussion for change.

Understanding Bullying through research engagement with young people

Dr. Niamh O'Brien^{1,2}

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Title of Abstract: Understanding Bullying through research engagement with young people

Introduction:

This presentation will draw on data from a number of research projects, conducted by the author, exploring school bullying. Recently there has been a shift from understanding bullying in terms of the personality traits of the bully and victim to understanding more about the social construction of bullying and its manifestation in groups.

Methods:

Through these studies, young people have been involved in the research process as commissioners and co-researchers in understanding more about bullying from the perspectives of young people themselves. Methods have included interviews, focus groups and online questionnaires to provide young participants with a platform to voice their bullying concerns.

Result:

Findings suggest that discrepancies are apparent in how bullying is understood from the perspectives of adults and young people. Consequently, reluctance to report bullying to adults, who might not believe their experience warrants bullying, is evident in the data. Hesitation to report also relates to perceived (or real) disruption of roles within friendship groups and in wider peer groups.

Discussion:

In order to understand more about bullying as a social construct, without diminishing individual experiences, there is a need to listen to young people and consider the context in which the bullying has occurred. One way to ensure this voice is heard is to involve young people themselves directly in the research process through utilising participatory research methodologies. Consequently a space is provided for young people to explore bullying in relation to their own agendas and not those predominantly set by adults.

LGBT antibullying policies in European countries

Mr Peter Dankmeijer¹

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LGBT antibullying policies in European countries

Introduction:

In 2017, GALE undertook a review of all 49 European States' policies on lesbian, gay, bisexual and transgender (LGBT) rights of students in all forms of education. In December 2017 a report of over 400 pages was published. This presentation will offer an analysis of how governments do in the area of bullying.

Methods:

For the monitoring a specific monitor was developed which maps government policy and the social impact. This monitor is a 15-point checklist. The data to base the assessment per checkpoint derive from grass roots assessment, desktop research, consultation with experts and a check of the semi-final GALE assessment by local experts.

Result:

Very few countries include specific attention in their antibullying policies, if they have any. The GALE-checklist allows to distinguish between denying, ambiguous and supportive States. The European map show denying States in the east, ambiguous States in the middle and some supportive States in the west.

Discussion:

The (in)adequacy of antibullying policies reflects social attitudes and supportive or repressive government policies. LGBT-specific policies usually align with existing willingness to combat bullying in general, although even in supportive countries there seems to be ambiguity about developing specific anti-LGBT-bullying policy. Government often seem to think generic antibullying policies are enough to combat culturally supported bullying, like LGBT-bullying. This may be due to what research call "modern homophobia" (not being against LGBT but not wanting to support it to explicitly).

Teachers' Sensitivity for Bullying at School. A Qualitative Study How Teachers (Can) Recognize Bullying

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Teachers' Sensitivity for Bullying at School. A Qualitative Study How Teachers (Can) Recognize Bullying

Introduction:

The focus of the presented PhD-project is based on the findings, that teachers play a central role in bullying prevention and intervention and that wrong or missing reactions to bullying often trace back to inaccurate knowledge of bullying or lacking sensitivity. But what are the constitutive elements of teachers' sensitivity for bullying at school? This question guides two partial studies.

Methods:

So far mainly quantitative studies investigated the topic of teachers and bullying at school. Taking a qualitative approach allows to gather deeper insights about teachers' sensitivity for bullying. In the first partial study data is obtained through an online survey based on (video) vignettes and in the second study data is obtained via focused group discussions with teachers. The data of both partial studies is analysed with qualitative content analysis and a grounded theory oriented coding.

Result:

The first study aims to answer, what teachers recognize, if they are confronted with bullying, whereas the second study is based on the question, how teachers recognize bullying, if they do not directly observe it. Since the studies are still in progress only preliminary results can be presented.

Discussion:

The results shed light on the sensitivity for bullying of Austrian teachers. A replication of the study in Finland is planned in order to examine differences of teachers' sensitivity and underlying reasons (e.g. teacher education, national anti-bullying-programs,..). This comparative study may help to foster global work against bullying.

Too old to intervene? Effects of Intergroup Contact on Bystanders' Behaviors in Homophobic Bullying Episodes

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Too old to intervene? Effects of Intergroup Contact on Bystanders' Behaviors in Homophobic Bullying Episodes

Introduction:

Bystanders' behaviors in bias-based bullying episodes are considered a key factor to stop victimization among children and adolescents (e.g., Palmer & Abbott, 2017). However, bystanders' helping interventions are rare and there is evidence for a developmental decline in their helping responses in bias-based bullying, with older children intervening less, than younger children (Trach et al., 2010). Bystanders' responses to bullying are not always prosocial and research shows that intergroup contact (e.g., Abbott & Cameron, 2014) is positively related to bystanders' helping responses. Two studies tested, experimentally, the impact of adolescents' imagined and extended contact on assertive bystanders' behavioral intentions in homophobic bullying episodes, by taking into account the developmental period in which it occurs.

Methods:

268 heterosexual students aged 14 to 21 years, completed a survey with the measures of interest.

Results:

Overall, results of the two studies demonstrated that: 1) younger participants revealed more behavioral intentions to help victims of homophobic bullying and more empathic concern, when asked to imagine a positive interaction with an outgroup member; and 2) positive extended contact with a gay/lesbian individual triggered less masculinity/femininity threat, compared to both negative extended contact and no contact experiences, and female participants showed less empathic concern when reading about negative extended contact. However, extended contact did not influence bystanders' behavioral intentions.

Discussion:

These findings provide evidence for the positive consequences of imagined and extended contact on bystanders' helping responses to homophobic bullying, and for the age decline in helping responses to bias-based bullying.

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Not in my Classroom!: Antecedent Classroom Structure as Prevention Against Student Bullying

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Michele L. Moohr, PhD

Abstract

Not in my Classroom!: Antecedent Classroom Structure as Prevention Against Student Bullying

Students with disabilities are at a higher risk for bullying involvement than their non-disabled peers. Well-managed classrooms can work to inhibit peer group dynamics that contribute to bullying interactions. This session provides classroom level management strategies designed to assist teachers in addressing bullying behavior from a preventive and proactive framework.

Peer Acceptance and the Bullying Involvement of Students with Disabilities

Dr. Michele Moohr¹

¹*Shawnee State University, Portsmouth, United States*

Bullying among school-aged children is a complex social phenomenon that develops and is maintained within the larger peer ecology of schools and classrooms (Mishna, 2003). That is to say, children's actions are shaped by the social contexts in which they interact and at the same time, their behaviors shape and support the behaviors of others. Extant studies support that peer social dynamics are key in the maintenance and support of bullying, however, little is known about how social roles differentially contribute to involvement for students with disabilities. This session will present findings from secondary analysis of longitudinal data intended to identify how sociometric status and bullying involvement of students with disabilities are related. Participants will discuss measures of peer liking, sociometric status as a measure of popularity, social roles occupied by students with disabilities, and implications for preventive interventions.

No Bully: An Evidence-Based Solution to Bullying Prevention

Mr. Will McCoy¹

¹*No Bully, San Francisco, United States*

No Bully: An Evidence-Based Solution to Bullying Prevention

Introduction

No Bully has been developing and refining our methodology to identify, intervene, and extinguish bullying on school campuses for ten years. Through more than 300 use cases, and having served more than 150,000 students, our “Solution Team” approach has been research validated by multiple independent research agencies. We will be presenting an overview of our program, as well as the research that substantiates our approach.

Methods

No Bully’s three-year program provides schools with a four-step framework for a positive climate and culture. Step one is the prevention and interruption of harassment, bullying and cyberbullying. Step two includes checking in with the victim/target and referring to a Solution Coach. Step three is to hold a series of Solution Team meetings that include the antagonists, as well as pro-social students in a non-punitive dynamic. We will detail the Solution Team process during the workshop. Steps one through three have been proven to extinguish bullying behaviors in 90% of cases. If necessary, the fourth step is to create and implement an empathy-building action plan to enact a culture of acceptance.

Result

Participants will understand the framework of the No Bully approach, and be able to consider that framework in relation to their own work. Ideally, participants will find connections to the work and possible additional opportunities for implementation of Solution Teams.

Discussion

Will McCoy, CEO of No Bully, will guide the group through a Q & A session, and will clarify any information requested by the participants.

Social Media Use and Cyberbullying from the Youth Perspective: Implications for Prevention and Response

Dr. Patricia Agatston¹

¹*Prevention/intervention Center, Powder Springs, GA, United States*

Social Media Use and Cyberbullying from the Youth Perspective: Implications for Prevention and Response

Introduction:

While cyberbullying is a challenge, the media often sensationalizes it as an epidemic and worse than in-person bullying. This session will provide a brief overview of the prevalence and nature of cyberbullying in the U.S. It will highlight results from focus groups involving U.S. youth that feature their perspective on the rewards and challenge of social media use, the nature of cyberbullying and its relationship to in person bullying, and recommendations for responding.

Methods:

4 focus groups were conducted with youth ages 13 – 18 in the southern United States in 2017. Two additional focus groups were conducted with middle and high school students in October, 2018.

Result:

Results of the focus groups suggest that youth consider online cruelty and cyberbullying to be one of the major challenges of social media use. They also view pressure to be available via Internet Communication Technologies as a stressor. Youth in the focus groups consider cyberbullying and bullying to overlap. The aggressor is often known to the targeted individual and frequently a peer at school. They prefer in person responses for responding or helping a peer rather than responding online or using reporting functions.

Discussion: The suggestion that in person responses to cyberbullying and online cruelty are best has implications for prevention and response strategies. Youth will need strong social emotional literacy skills in order to respond appropriately. Social norms approaches that stress helping peers and finding balance with technology would likely be helpful as well. While these focus groups were limited to suburban youth in the Atlanta Georgia area of the U.S., their responses align with the quantitative research on the nature and prevalence of cyberbullying and can help guide practitioners in their efforts towards prevention and response.

Cyberbullying: The Eponym Effect, Event Horizons, Risk Compensation, Motivated Blindness, and The Woozle Effect

Mr. Mike Donlin¹

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Cyberbullying: The Eponym Effect, Event Horizons, Risk Compensation, Motivated Blindness, and The Woozle Effect

Introduction:

Within a context of risk compensation, motivated blindness, event horizons, and the like., this presentation will discuss questions, and issues from educators and other adults around cyberbullying and digital safety, and responses and training/technical assistance provided to them.

Methods:

The word “bullying” is often not clearly understood and, just as often, is applied to a variety of behaviors. It is also often not seen or recognized by the adults in schools. When technologies are added into the conversation, when there is “cyberbullying”, this becomes all the more true. As a result, our Washington state School Safety Center receives calls, inquiries and requests for technical assistance around understanding and dealing with bullying and cyberbullying, as well as a host of related digital safety-related issues which arise in and around schools.

Technical assistance can take many forms, from relatively brief conversations on the phone to long, interactive training sessions involving tabletop exercises. Defining terms and creating context are critical. Sharing resources and data are also important. In addition, this is also important in familiar contexts: laws, policies and procedures; Multi-Tiered System of Supports (MTSS), and an overarching school or district EOP/safety planning. Ultimately, putting adults at ease and diffusing misinformation is critical to helping ensure a safe environment for youth.

Result:

Educators report a better understanding of bullying, cyberbullying and related behaviors. They also indicate that they are more comfortable in opening conversations, discussing issues, and responding to reports of negative cyber-aggression when they are received. With the increased understanding comes an awareness of additional behaviors and situations which they also identify as areas of training need.

Discussion:

At the risk of imposing additional demands on limited resources, required, multi-tiered professional development, pre-service and in-service, this theoretical background and practical application will be beneficial in both increasing understanding of behaviors, technologies and issues, as well as increasing the skills needed to address them with youth.

Why do adolescents persist in victimizing friendships?

Dr. Karen Bouchard¹, Dr. David Smith², Heather Woods²

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Why do adolescents persist in victimizing friendships?

INTRODUCTION: It is estimated that one-quarter to one-third of bullying victimization occurs within friendships; yet, victimized youth are often reluctant to address their friends' victimizing behaviours and are likely to remain in a victimizing friendship despite experiencing significant distress. The factors underlying this commitment to victimizing friendships are unexamined in current bullying literature. Theories of staying/leaving processes used to understand intimate partner violence, such as the Investment Model and Traumatic Bonding Theory, can provide insight into the cognitive, relational, and contextual factors that underpin adolescents' commitment to a victimizing friendship.

METHODS: A basic qualitative research design was used as 25 previously victimized youth asynchronously contributed to an anonymous online discussion forum for two months. Inductive thematic analysis was used to capture the data into themes.

RESULTS: Similar to recent research, our adolescent participants were reluctant to address their friends' victimizing behaviours and persisted in their victimizing friendships. The factors underlying this decision were: (1) **cognitive** (hoping the perpetrator will change and shifting the blame); (2) **relational** (cycling of aggression and relationship satisfaction, low quality social alternatives, and invested in the relationship); (3), and **contextual** (limited social support and the normalization of bullying behaviours within friendship).

DISCUSSION: Bullying within friendship is a distressing experience for adolescents and persisting in a friendship despite feeling victimized can seem paradoxical to outsiders. It is critical that adults and school personnel understand the complexities of experiencing victimization within friendship and provide support that is sensitive to young people's social contexts and emotional needs.

Bullying and poor mental health: mechanisms, intervention and prevention

Dr. Lucy Bowes¹, Dr Belinda Graham¹, Dr Benjamin Iffland², Dr Melissa Holt³, Professor Dorothy L. Espelage⁴

¹University Of Oxford, Oxford, United Kingdom, ²Bielefeld University, Bielefeld, Germany, ³Boston University, Boston, USA, ⁴University of Florida, Gainesville, USA

Bullying and poor mental health: mechanisms, intervention and prevention

Presenter 1: Dr Belinda Graham, University of Oxford, UK
 Presenter 2: Dr Benjamin Iffland, Bielefeld University, Germany
 Presenter 3: Dr Melissa Holt, Boston University, USA
 Presenter 4: Dr Lucy Bowes, University of Oxford, UK
 Presenter 5: Professor Dorothy L. Espelage, University of Florida, USA

Discussant: Professor Wendy Craig, Queen's University, Ontario, Canada

Aim of Symposia:

To explore the impacts of childhood bullying on mental health, identify mechanisms, and novel interventions.

Description of issues, theories or initiatives that will be addresses in the symposia:

We present findings using a range of different research designs to explore the unique impacts of bullying on child and adolescent mental health. The aim of our symposia is to identify potential mechanisms, subgroups at risk, and highlight targets for interventions that protect young people from the harms associated with bullying. Dr. Belinda Graham uses longitudinal data analysis to examine the impact of cognitive factors (self-esteem and external locus of control) on the development of social anxiety over time among 8-year old children exposed to bullying. Dr. Benjamin Iffland uses an evaluative conditioning approach to examine physiological and experiential reactivity to social stimuli among individuals who have experienced relational peer victimization. Dr. Melissa Holt examines how bullying and bias-based harassment are differentially related to mental health symptoms, substance use and sexual risk taking among a large sample of cisgender and transgender youth, importantly identifying key protective factors that might buffer transgender youth from harmful outcomes. Dr. Lucy Bowes presents research using virtual reality to examine adolescent's differential psychological reactivity to a novel paradigm that simulates adolescent social bullying. She highlights key cognitive factors that moderate responses to this controlled stressor. Finally, Professor Dorothy Espelage presents research evaluating the High School peer leader program *Sources of Strength* to reduce bullying, gender-based harassment and suicidality in a large randomized waitlist control trial with over 5,000 high school students. Together these studies examine the complex relationship between bullying and mental health, and highlight key targets for prevention and intervention.

Let's Stop Bullying: Online instructional application to tackle bullying of people and adults with SEN/D.

Dr. Irene Connolly¹, Ms Marian McDonnell¹

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Let's Stop Bullying: An Interactive online instructional application to tackle bullying of young people and adults with SEN/D.

Disablist Bullying is the bullying of individuals who have a Special Educational Need and/or Disability (SEND). It can be carried out by people with or without a disability. One of the deliverables of the Disabuse Erasmus + project involved the development of an Online Instruction tool, called Let's Stop Bullying to supplement teaching and learning materials, for young people and adults with SEN/D. The interactive online instructional application supplements the existing materials on the topic of bullying, examining bullying/cyberbullying, including online safety, understanding the role of bystanders, investigating the role of empathy and respect and methods of dealing with bullying. All materials are available online via the website www.disabuse.eu. The Instructional application is designed to guide and support those working with young people and adults with SEN/D, to allow the instructors to introduce these topics to young people and adults with SEN/D. While the material is provided online, the course will be taught in a face to face situation, using the materials provided. Each lesson is supplemented by the use of multimedia, to explore all of the areas that effect someone who is experiencing disablist bullying. These include quizzes, interactive games, and stories, as well as audio files in each language for usability/accessibility. The multimedia material has been designed in collaboration with young people and adults with SEN/D. Usability testing of the multimedia material and focus groups have also been conducted with the user group. The instructional material will be evaluated by instructors teaching the course in four separate European countries. Following the evaluation of the materials, the online instructional application will be available in multiple languages.

Comparing socio-economical and cultural considerations, in implementing an anti-bullying program in Lithuanian and Norwegian schools

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Comparing socio-economical and cultural considerations, in implementing an anti-bullying program in Lithuanian and Norwegian schools

Introduction: Until 2017, 356 out of 1151 schools have implemented the intervention in Lithuania. The same intervention was implemented in 550 out of 3600 Norwegian schools. The aim is to discuss some relevant peculiarities of the socio-economic and cultural considerations in the implementation of anti-bullying program in Lithuanian and Norwegian schools.

Methods: Through participating in the non-systematic observation, investigators took part in the complete process of implementation of the program in the two countries.

Result: The difference in the economic and political situation in Lithuania and Norway were still significant and set the stage very differently regarding, economic, human and material recourses, while starting the implementation of the intervention. For instance, the Lithuanian and Norwegian legislation provides responsibility to an educational institution to secure a safe learning environment for pupils, but different models to achieve this goal have been used. Further, in the implementation of the intervention some other important factors, such as defining the bullying as a phenomenon in Norwegian and Lithuanian languages, taking into account differences in the upbringing and teaching styles, and teachers understanding of their role in school bullying prevention, were addressed.

Discussion: Being active participants of the implementation of anti-bullying program in Lithuania and Norway, a comparative perspective of socio-economic and cultural considerations was taken into account. Among other findings, investigators revealed that in spite of the more challenging socio-economic situation, the implementation of anti-bullying program in Lithuanian school has been more successful, due to teachers' higher commitment to the anti-bullying program.

Aggression and Bullying in Early Childhood: Do Educators and Parents Differentiate between these Behaviours?

Dr. Cara Swit¹

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Aggression and Bullying in Early Childhood: Do Educators and Parents Differentiate between these Behaviours?

Introduction:

Aggression during early childhood is considered more common than any other developmental period and evidence is mounting that indicates the existence of bullying behaviours being used by preschool-age children. Researchers have warned against labelling all aggression as bullying when the behaviour may be the result of immaturity, poor self-regulation, or reactivity rather than malicious intent. Thus, there is a need to investigate ways in which bullying is distinct from general aggression, particularly during early childhood when these behaviours emerge.

Methods:

Semi-structured interviews were conducted with a sample of 34 early childhood educators (ECE) and 20 parents of children between the ages of three and five years in New Zealand. The interviews included questions about their perceptions of and interventions in aggression and bullying.

Result:

Findings suggested that ECEs and parents were reluctant to label general aggression as bullying unless there was evidence of intimidation and malicious intent. ECEs and parents indicated that young children's non-social behaviours can be represented on an aggression-bullying continuum. ECEs and parents commented on the challenges associated with judging whether aggressive behaviours are *developmentally appropriate* learning experiences or used intentionally to cause malicious harm.

Discussion:

The present study offers important evidence regarding ECEs' and parents' perceptions of aggression and bullying and the attributes that are considered important when differentiating these two types of behaviours. The implications of this study demonstrate the need for discussion about how to support ECEs and parents to appropriately identify and respond to general aggression and bullying behaviours used during early childhood.

Dialogue-meetings as a preventive method against bullying in kindergartens.

Professor Ingrid Lund¹, Senior Reseacher Anne Helgeland², Special Pedagog Marianne Godtfredsen³

¹University Of Agder, Kristiansand, Norway, ²Kristiansand community, Kristiansand, Norway, ³Children an Adolescents Mental Health hospital, Kristiansand, Norway

Dialogue-meetings as a preventive method against bullying in kindergartens.

Introduction

Several studies are in existence confirming that bullying processes are as relevant in a kindergarten context as they are in schools. Therefore, it is important to investigate different preventive strategies against bullying. In this project we focus on how dialogue between parents and employees can prevent bullying in kindergartens. The primary aim of this research project is to counter bullying in kindergartens by facilitating dialogue between staff and parents.

Methods

We have applied action research in order to achieve the research project's aims. Six kindergartens in three different local municipalities took part. Evaluation questionnaires were utilised after every meeting and, together with sound recordings from the dialogue meetings, this data material was analysed. Rough analyses were presented to representatives of parents and staff in all the kindergartens. Subsequent to this, dialogue was entered into regarding the findings between staff, parents and researchers, and this was recorded, transcribed and analysed.

Results

The results show that there are three core elements that characterise good dialogue about bullying between parents and staff:

1. Broad-mindedness
2. Flexibility
3. Attentiveness during the dialogue

Factors hindering dialogue:

1. Defensiveness
2. Belittling the situation
3. Denial of responsibility

Discussion

The dialogue meetings required good planning and a leader who laid the foundations for open communication. Where parents and staff were open for the input of others and willing to reconsider their own opinions, important aspects connected to the bullying issue in the kindergarten in question came out. The dialogue brought about the possibility of important measures that both parents and staff committed to following up after the meeting.

The visible result of project was a web-based dialogue model, which is to be made available for all kindergartens in Norway.

Motivation to defend bully-victims: two experiments on Turkish and Swedish school students

Mrs. Pinar Karataş¹, Nathalie Iotti², Sean Perrin³, Tomas Jungert⁴

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Motivation to defend bully-victims: two experiments on Turkish and Swedish school students

Pinar Karataş, Nathalie Iotti, Sean Perrin, & Tomas Jungert

The aim was investigating how students' trait anxiety, perception of dangerousness in bullying and types of bullying itself (direct and indirect) were related to bystanders' motivation to defend victims of school bullying. In two vignette experiments, we examined participants' level of anxiety, motivation to defend, and perceptions of dangerousness. Experiment 1 included ninety-one young adolescents (53% girls; $M_{age}=12.8$ years) from six randomly selected middle school classes and experiment 2 included 43 students from one public Swedish high school (56% girls; $M_{age}=16.40$ years). Participants were randomized to one of two vignettes (direct/indirect bullying) and completed self-report measures of perceptions of dangerousness, motivation to defend and trait anxiety. Findings suggested that students perceived indirect bullying as more dangerous than direct bullying (experiment 1). Moreover, both types of bullying triggered high levels of anxiety (both experiments). Contrary to our expectation, participants reported higher perceptions of dangerousness and more introjected motivation to defend when bullying was indirect while there was no difference in autonomous or extrinsic motivation (experiment 1) and participants reported less autonomous motivation when bullying was direct (experiment 2). Findings suggest that anti-bullying-programs

should focus on how defender motivation is influenced by the way in which bullying is perceived (as direct/indirect).

Communicating with Parents after an Incident of Bullying: A Key Element of Positive School Climate

Mr. Frank DiLallo¹

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Title of Abstract

Communicating with Parents after an Incident of Bullying: A Key Element of Positive School Climate

Introduction:

Communicating with parents of students involved after an incident of bullying is challenging. A wide range of unpredictable parent reactions is likely; denial, defensiveness, fear, sadness, blame, mistrust, intense anger. Distraught parents are desperate for answers, frantic for quick fixes, have unreasonable demands, and may even threaten law suits. How the initial contact is managed can either worsen the situation or become an opportunity to strengthen relationships and the school climate. From lessons learned, the author will discuss what works and what doesn't work in response to parents.

Goals/Objectives:

1. Analyze bullying language that can lead to ineffective parent communications.
 - Identify what is communicated and how we communicate this, influences parent reactions.
 - Identify key strategies that strengthen parent relationships and positive school climate.

Methods:

- 4 proven techniques from Harvard Negotiation Project to prevent and defuse parent conflicts, acknowledge and affirm parent concerns, maintain positive parent relationships, and validate core needs being expressed.
- 3 student survey questions for immediate use as Social Norms Approach to positively impact school climate.
- Application of Youth Voice Project research to promote a positive school community.

Result:

Participants will learn:

- 2 key questions to ask after an incident for effective response.
- 10 statements guaranteed to enflame parents and avoid using.
- 3 common elements in bullying definitions that can negatively influence response.
- 3 important principles vs. bullying definitions.
- 3 key strategies that bolster parent confidence in school response.

Discussion:

Q & A surrounding concepts and principles learned.

Bullying on wheels: women who work as drivers in the city of São Paulo

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BULLYING ON WHEELS: WOMEN WHO WORK AS DRIVERS IN THE CITY OF SÃO PAULO

Introduction:

The object of this study is to investigate elements related to the perception of bullying and prejudice against women who work as professional drivers in the city of São Paulo, so as to know more in depth the situations experienced by these professionals.

Methods:

1. Qualitative approach;
- Data collected through structured interviews with 15 women who work as professional drivers in the city of São Paulo;
 - Data content analysis.

Result:

The analysis of the interviewees' reports signaled:

- Difficulties for women who work as professional drivers to be inserted in the labor market;
- That the interviewees are strongly identified with and enjoy the activity they perform;
- That the prejudice is not expressed only by the masculine gender, but also by women themselves, whether clients or workmates.
- As examples of behavior that demonstrate prejudice: refusal to be conducted by a woman, questioning by female professionals about their ability to perform their own job;
- As examples of situations related to bullying: offenses and sexual harassment.

Discussion:

This study goes further on the reality of women who chose a career which is traditionally more performed by men. It signals the importance and need for companies of the transportation sector to be alert to questions regarding gender when policies on diversity are designed.

Traditional and Cyber-Bullying/Victimization among Adolescents: Examining their Psychosocial Profile through Latent Profile Analysis

Dr. Nafsika Antoniadou¹, Dr. Constantinos M. Kokkinos¹, Dr. Kostas A. Fanti²

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Title of Abstract

Traditional and Cyber-Bullying/Victimization among Adolescents: Examining their Psychosocial Profile through Latent Profile Analysis

Introduction:

Although increasingly more studies investigate the relationship of cyber and traditional bullying/victimization, it's unclear whether the phenomena are distinct. The purpose of this study was to investigate the roles that Greek Junior High school students engage in cyber and traditional bullying/victimization incidents, as well as the psychosocial and emotional profile of the students that are classified into each participant role.

Methods:

Overall, 1,097 Greek Junior High school students completed a self-report questionnaire about cyber and traditional bullying/victimization, empathy, psychopathic traits, online disinhibition, social skills, social anxiety and peer relations.

Result:

Latent Profile Analysis indicated four distinct groups of participants ("uninvolved", "bullies", "victims", "bully/victims"). ANOVA and Kruskal Wallis analyses showed that "uninvolved" students had the most adaptive profile, while students who frequently bullied both online and offline ("bullies"), were the least functional of the sample and differed on several characteristics from those classified as "bully/victims". Finally, victims had a poor psychosocial profile.

Discussion:

These findings confirm that cyber aggression is part of a general bullying/victimization pattern and that students are most effectively classified based on their behavior and not the context of manifestation. Findings can contribute to the ongoing debate on the similarities/differences of cyber and traditional bullying/victimization, as well as their simultaneous occurrence.

Adolescent perceptions of relational bullying and associated protective factors: A mixed methods study

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Adolescent perceptions of relational bullying and associated protective factors: A mixed methods study

Introduction:

Bullying behaviours can be categorised into physical, verbal, relational and cyber. This study focussed on relational bullying, for which identification and intervention can be difficult.

Methods:

A sequential mixed methods approach was employed. Secondary analysis of data from 5335 young people who participated in the 2014 Health Behaviour in School-aged Children (HBSC) study in England was undertaken, including a multilevel logistic regression model to identify factors from the adolescent world which play a protective role against the negative effects of relational bullying. The quantitative findings informed 11 face-to-face interviews with young people (aged 12-18 years), providing a unique opportunity to gain an in-depth insight into adolescents' perspective of relational bullying and the associated protective factors.

Results:

Four variables were retained in the quantitative model: body image, general self-efficacy, family activities and family support. Positive attributes in these four areas significantly increased the odds of reporting improved wellbeing amongst those who experienced weekly relational bullying. Thematic analysis of qualitative data resonated with the quantitative analysis, but also identified the impact of friends as well as individual identity.

Discussion:

While this study specifically focussed on relational bullying, the results may have relevance to other forms of bullying. Importantly, the family plays a crucial role in helping young people navigate bullying and mitigate against the negative effects – this was supported in both quantitative and qualitative data. Furthermore, the protective factors from the quantitative analysis may benefit young people irrespective of their personal characteristics as demographic variables were not retained in the model.

Children's Concepts of Disability and Norm Violation

Ms. Nicolette Granata^{1,2}, Dr. Jonathan Lane²

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Title of Abstract:

Children's Concepts of Disability and Norm Violation

Introduction:

Victimization rates for children with disabilities are approximately 50%, which has serious implications for these students' well-being and perceived safety in the school environment (Rose & Gage, 2016). Young children (4-9 years) are sensitive to norm violations, and may conceptualize behaviours of children with disabilities as so (Riggs & Kalish, 2012; Jones & Augustine, 2015). The study looks at developmental differences (4-5 & 7-8 years) in children's judgments of character intent and naughtiness for moral versus social-conventional norm violations, and for characters with disabilities versus without disabilities.

Methods:

A 2 Age (4-5 vs. 7-8) x 2 Violation (moral vs. social-conventional norm) x 2 Ability (neurotypical vs. disability) mixed-effects design will be used, and 76 total participants recruited. Children are presented four novel scenarios/violations while being shown coinciding, novel graphics to depict the situations.

Result:

A mixed-effects analysis of variance (ANOVA) will be used to evaluate the effects of each independent variable (age group, violation type, disability status) on children's naughtiness judgments and a logistic regression analysis will be used to evaluate the effects of each independent variable on intent judgments.

Discussion:

The study addresses limitations found in past literature in a number of significant ways, including using novel characters and scenarios, using verbal markers of disability rather than salient visual markers, using realistic moral and social-conventional norm violations instead of study-specific ones, and explicitly measuring children's judgments of the agents of violations.

“Teachers See Nothing”: Exploring Students’ and Teachers’ Perspectives on School Bullying with a New Methodology

Mrs. Daria Khanolainen¹, Mrs. Elena Semenova¹

¹*Kazan Federal University, Kazan, Russian Federation*

“Teachers See Nothing”: Exploring Students’ and Teachers’ Perspectives on School Bullying with a New Methodology

Introduction:

Bullying is a perennial problem but the existing research and intervention programs still yield modest results (Horton, 2016). The sensitive nature of the issue prompted us to design a new arts-based method to assess school bullying and test it in selective and comprehensive schools. ‘Arts-based research is often particularly useful for investigating topics associated with high levels of emotion’ (Kara, 2015, p. 24) as it enables researchers to explore peoples’ feelings and views while minimizing possible traumatic impact on them.

Methods:

This pilot study involved 70 school children and 17 teachers. The new methodological tool (referred to as graphic vignettes) was designed as a set of incomplete problem-focused comic strips that were given to our participants for creative completion and were subsequently used as individualized interview prompts.

Result:

The nature of bullying appeared to be significantly different depending on the type of school. At the same time the majority of teachers denied the existence of bullying while students reported that they usually avoid talking to adults about school problems and cases of bullying because they fear that this might lead to further escalation.

Discussion:

We argue that studies on sensitive topics can benefit from a wider use of arts-based research methods. The use of creatively co-constructed prompts in the course of an interview individualizes them and helps participants feel in control which ultimately provides richer and more illuminating data. Our participants reported that our arts-based methodology helped them feel safe enough to talk openly about their personal experiences.

References (excluded from the total word count)

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A Special KiVa school; investigating the implementation of KiVa antibullying programme in a special school

Ms. Rachel Liscombe¹

¹*Bangor University - Centre For Evidence Based Early Intervention, Bangor, United Kingdom*

Title of Abstract

A Special KiVa school; investigating the implementation of KiVa antibullying programme in a special school

Introduction:

Bullying is a pervasive health concern for victims and perpetrators, with negative consequences persisting long into adulthood. Bullying behaviours are highly prevalent in schools, and a wealth of school based anti-bullying interventions have been developed to address this. One programme with extensive cross cultural investigation of transferability, efficacy and success is the Finnish programme, KiVa. To date, however, KiVa research, including several UK based studies, has been solely conducted in mainstream primary settings. As a result, there are no reports on the use of the programme with a population of students with additional learning needs, despite the fact that these students are particularly vulnerable to both being bullied, and bullying others.

Methods:

The present study follows the implementation of KiVa (Unit 1) over one academic year in the middle school unit (n = 60, ages 11 - 13) of a large special school in North Wales. Data from teachers and students are reported. Interviews with teachers, teacher surveys and weekly completion of Teacher Lesson Records explore adaptations made to the KiVa resources in this setting. Pre- and post-KiVa delivery pupil surveys and focus groups provide student perspectives of KiVa's ability reduce overall incidence of bullying behaviours. School observation measures will explore fidelity to KiVa's whole school directed universal actions, and its targeted actions for confirmed bullying cases.

Result:

Discussion:

Together, these measures aim to establish the extent to which it is possible to implement the KiVa anti-bullying programme within a special educational setting.

Dr. Anne Marie Kavanagh¹

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Title of Abstract: A case study analysis of the (mis)recognition of racism in three Irish primary schools

Introduction:

Children from visible minority groups and children for whom English is a second language experience greater levels of bullying in schools (Immigrant Council of Ireland, 2017). As is widely documented in the literature, such children are more likely to experience marginalisation, school drop-out, academic underachievement, anxiety, unhappiness, addiction and depression (Immigrant Council of Ireland, 2017; Panko, 2017; Van den Bergh et al., 2010; Whitted & Dupper, 2005).

Methods:

This study, which explores three diverse primary schools' responses to racism, adopts a qualitative case study methodology grounded in critical ethnography. The methods of observation (five weeks in each school), semi-structured interviews (principals & teachers), focus groups (pupils) and document analysis (policy documents) were employed.

Result:

The study's findings indicate that racist incidents were frequently misrecognised or downplayed as isolated incidents and natural reactions to difference. This misidentification resulted in incidents being ignored and unrecorded. In two schools, there was little or no discourse on racism or anti-racism, while it was an important feature of the third school, which promoted a critical multicultural approach.

Discussion:

Part of the issue of misrecognition was teachers' narrow understanding of the meaning, manifestations and implications of racism for minoritised children. The increase of racist incidents in Ireland along with the normalising of far-right anti-immigrant and anti-Traveller ideologies serve to highlight the necessity to make anti-racism statements and the recording of racist incidents mandatory in Irish primary schools.

The Parallel Culture of Bullying in Secondary Schools

Dr. Małgorzata Wójcik¹

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The Parallel Culture of Bullying in Polish Secondary Schools Title of Abstract (

Introduction:

Bullying is a universal phenomenon observed in all schools worldwide, with as many as 35% of students being involved in bullying. Group context is crucial for understanding and preventing bullying, as peers are often present in bullying situations and have key roles in maintaining, preventing, or stopping it. The aims of this study were to investigate school bullying as a social phenomenon in Poland and to understand how Polish adolescents perceive, discuss, and make sense of bullying in their communities

Methods:

I carried out fieldwork at three public secondary schools in a city in southern Poland, and conducted in-depth semi-structured interviews with 26 students aged 16/17 (16 girls, 10 boys). I used the grounded theory approach to analyze the data, as it offered an opportunity for deeper understanding of adolescents' social context and culture, with intragroup interactions playing a central role.

Result: (heading must be in bold)

The results suggest that a parallel culture of bullying at the micro level is created which includes norms; a multi-stage process of victim creation; and rituals confirming the victim's status, group coherence, and other students' attitudes and roles in the bullying.

Discussion:

In terms of policy implications, the findings suggest that it could prove beneficial to plan anti-bullying programs with adolescents themselves, as they could clarify the contexts, situations, or triggers that might lead to bullying.

School canteens, student safety and school bullying

Dr. Paul Horton¹, Dr. Camilla Forsberg¹

¹Linköping University, Linköping, Sweden

School canteens, student safety and school bullying

Introduction:

Research has suggested that school bullying often occurs in those spaces that are not easily visible, not adequately monitored, and/or relatively unstructured. However, when discussing where bullying most commonly occurs, there has been little discussion of the ways in which environmental and structural elements impact the social context of bullying.

Methods:

In this paper, we take a social-ecological perspective on school bullying in order to analyse findings from Friends' online questionnaires during the period 2011-2016. More specifically, we thematically analyse the answers provide by students in grades 3-6, who indicated that they felt unsafe in the school canteen, to the follow-up question, 'why do you feel unsafe in the canteen?'

Result:

The findings are organized into four key themes, *Space constraints*, *Time restrictions*, *The risk of social blunders*, and *The negative actions of others*. Taken together, the answers provided by students provide a nuanced picture of the ways in which the social context of bullying is influenced by the environmental and structural elements of the canteen setting.

Discussion:

Drawing on the work of Bronfenbrenner, we discuss the findings in terms of the macrosystem, exosystem, mesosystem and microsystem. In doing so, we suggest that not only is it important to consider the social context of bullying, it is also important to consider how that context is interconnected with the environmental and structural elements of the canteen. As we point out, this has important implications for bullying intervention and prevention.

Bullying on the school bus: Driven by whole school community approaches

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¹Queen's University, Kingston, Canada

Title of Abstract

Bullying on the school bus: Driven by whole school community approaches

Introduction:

Few researchers have examined locations outside of the school building where bullying is likely to occur. Bullying is prevalent on school buses, yet remains a surprisingly understudied phenomenon, especially considering that over half of students in Canada and the United States ride the school bus twice daily.

Methods:

The purpose of the study was to examine school bus drivers' perceptions and experiences of bullying. Data were collected using a sequential explanatory mixed-methods design. First, a survey was distributed to 22 school bus drivers in a particular region in Canada assessing their perceptions and experiences of bullying. Following the survey, 10 bus drivers completed semi-structured interviews to corroborate survey findings and provide more depth.

Results:

Bus drivers felt confident in addressing bullying on the bus, but felt school administration often impeded their ability to address bullying. Bus drivers who were interviewed confirmed that when they were ignored or experienced push-back from school districts and parents, bullying was more challenging to address effectively.

Discussion:

When community-wide approaches were extended from the school to the school-bus, bus drivers reported less frequent and less severe bullying overall. The bus drivers who felt more isolated from the school community reported more severe bullying incidents, and recommended more integration between school administration, parents, and themselves to alleviate bullying. Bus drivers in the study illustrated the positive, powerful roles they play to mitigate bullying at each end of the children's school days.

Locally adapted bullying intervention in a Swedish municipality

Mrs. Paula Larsson¹

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Abstract

This article describes the content, and tools in a locally-adapted anti-bullying model and what possible changes can be discerned at school level in a Swedish municipality. A pupil survey responded to twice a year, during five waves starting with six schools and 1,252 pupils in the first wave and ending with 30 schools and 5,608 pupils in the final wave, was used to gather empirical data. Overall, the results indicate that there has been a change for the better in grades 7-9 where bullying and degrading treatment have decreased, but not in 4-6 where the results indicate a negative change. The conclusion is that the MBPM is more effective in grades 7-9 and over time but the model does not have the desired effect and should be developed and evaluated properly.

The exposed child and strategies against peer abuse in cases at the Swedish Schools Inspectorate

Ass. Prof. Katarina Alexius¹

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Abstract

The exposed child and the strategies against peer abuse. A qualitative study of cases at the Swedish Schools Inspectorate

**Katarina Alexius, associate professor, Department of social work, Stockholm University
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The Swedish Educational Act does not mention bullying. Instead, schools are required to counteract degrading treatment. If the school staffs fail to counteract properly, the school might have to paid damage. In political documents, it is often argued that there is a zero tolerance policy against degrading treatment in Swedish schools. A close look at the Educational Act, however, reveals that there are several exceptions in the obligations, and damage might not be paid very often, even though many children in Swedish schools suffers from peer abuse.

In this qualitative study of text documents, descriptions of countermeasure in 23 cases reported to the Swedish Schools Inspectorate are analysed through the theory of the ideal crime victim. The results show that the school staff and the parents had divergent perceptions of what had happened and therefore could not agree on what countermeasures should have been taken. The expectations of the victim's passivity are the same for the ideal victim of aggression in Swedish schools as for the ideal crime victim. Legitimacy as a victim in school conflicts, however, requires social normality, not weakness.

The study highlights that Swedish school staff need to focus on matching measures with problems, without searching for moral innocence in the exposed child. The result also points at the need of strategies to assess repetition and levels of power imbalance in seemingly mutually aggressive behaviour between children.

Keywords:

Peer abuse, Bullying, Degrading treatment, the ideal victim, the Swedish Schools Inspectorate.

The relationship between physical, verbal, relational and cyberbullying

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The relationship between physical, verbal, relational and cyberbullying

Introduction. While prior evidence has shown that the relationship between cyberbullying and traditional bullying is high, there is less research on how different facets of traditional bullying relates to cyberbullying. However, some previous studies suggest that cyberbullying has a distinct nature compared with the traditional forms of bullying in that cyberbullying may be differently related to individual characteristics such as gender, anxiety and number of friends. The aim of the present investigation is therefore to explore the relation between cyberbullying and physical, verbal and relational bullying, as well as these factors relation with covariates such as gender, anxiety and number of friends.

Method. Drawing on items from the Olweus questionnaire, a sample of 350 cyberbullied grade 4-6 students in Sweden were identified and subjected to an in-depth investigation. The main methods used were confirmatory factor analysis and structural equation modeling. Different background variables were related to the cyberbullying and traditional bullying factors respectively.

Result. The results revealed high correlations between physical, verbal and relational bullying. While the relations between cyberbullying, physical and verbal bullying was modest to moderate, a substantial correlation between cyberbullying and relational bullying was observed (.70). Further, it was noted that level of anxiety had a stronger relation with the cyberbullying factor, while number of friends was similarly related to all four bullying factors. **Discussion.** Moreover, boys engage more in physical and verbal bullying whereas girls spread rumors and use social exclusion as bullying tactics, which may explain why girls tend to involve more in cyberbullying than do boys.

From victim to taking control; support groups for bullied schoolchildren

Prof. Lisbeth Kvarme¹

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Oral or poster to WABF 2019

1: School bullying

From victim to taking control; support groups for bullied schoolchildren

Background. Bullying has a number of negative health impacts on children. The role of the school nurse is to promote health, prevent sickness, and support children with problems at school. A solution-focused approach to support groups uses the role of friendship to promote the social and emotional competence of schoolchildren.

Aim. The aim of this study was to investigate whether support groups were able to help the victims of bullying to overcome their victim status.

Methods. An explorative qualitative design was chosen, with individual and focus-group interviews. Data was collected in 2011 and 2012. The sample consisted of 19 schoolchildren, aged 12–13 years, three of whom were bullied. The other 16 children were included in the support groups. Six individual interviews were conducted with the bullied children. There were two interviews with each bullied child, one immediately after the support group sessions ended, and the second three months later. Three focus-group interviews were conducted with the support groups. Interview guides were used and the responses were audiotaped, transcribed, and coded into themes. The data were analysed according to Kvale's three contexts of interpretation within a phenomenological and hermeneutic framework.

Results.

The study's main finding was that the bullying stopped after the victims received help from the support group. The victims of bullying changed their role, from lack of control to taking control, and made friends after receiving help from the support group. The victims reported happiness and good feelings after receiving the support. The support group's experience was the importance of being selected and the joy and challenge of helping others.

Author:

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Poly-victimization of Bullying, Sexual Harassment and Violence in Youth - A Latent Class Analysis

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Poly-victimization of Bullying, Sexual Harassment and Violence in Youth - A Latent Class Analysis

Heléne Dahlqvist, Evelina Landstedt, Katja Gillander Gådin

Introduction: Violence in a broad sense among youth is common and there is some evidence that there are groups of youth who are victims of more than one form of violence. More knowledge is needed in terms of patterning of subgroups of poly-victimization. The aim was to explore if there are distinct subgroups of youth with particular patterns of violence victimization.

Method: Survey data from a Swedish sample (n = 1,569) of 14-16-year-olds were used (females 48.4%). Measures were physical violence, threat of physical violence, bullying, sexual harassment, and cyber bullying and harassment in the past six months as well as lifetime physical violence. Latent Class Analysis (LCA) was used to identify subgroups of youth with particular violence victimization patterns. Model fit assessment was based on model parsimony, theoretical justification and fit indices criteria (the Akaike information criterion and the Bayesian information criterion).

Result: A three-latent-class model was selected: 1. Poly-victims with high probabilities of being victimized by a multitude of different types of violence (girls 47.6%). 2. Overall low probabilities of violence victimization (girls 47.5%). 3. High probabilities of victimization of sexual harassment off- and online as well as bullying online (girls 65.6%).

Discussion: Three distinct subgroups of violence victimization in youth was evident in the data. There was a greater representation of girls in the purely sexualized violence sub-group. Further research and preventive programs should acknowledge that young people who are victims of one type of violence are likely also to be victims of other types of violence.

Rejection sensitivity: Children's experiences of bullying, victimization and feelings of shame and guilt

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Rejection sensitivity: Children's experiences of bullying, victimization and feelings of shame and guilt

Introduction:

Rejection sensitivity is the disposition to defensively (i.e., anxiously or angrily) expect and perceive rejection (Downey et al., 1998). Victimization experiences by peers may lead children to expect victimization in a broad array of situations, which may reinforce their tendency to expect social exclusion. Aggressive children also show high rejection sensitivity and might overreact to social exclusion. This study investigated the association between rejection sensitivity and bullying and victimization. Further, we tested the association between rejection sensitivity and the emotions of guilt and shame. Children showing feelings of shame are withdrawn in social situations, which may be positively associated with anxious expectations of rejection. As to guilt, it restrains from aggression; hence, guilt could be negatively associated with angry expectations of rejection.

Method

The sample included 283 pupils (146 girls; M_{age} : 10.99). Two ambiguous social exclusion vignettes were administered to detect anxious and angry expectations of rejection, respectively. Bullying and victimization were assessed by peer nominations (Pozzoli, et al., 2012). The Shame and Guilt Questionnaire (Menesini & Camodeca, 2008) was administered to detect guilt and non-moral shame.

Results

Findings of hierarchical regression analyses showed that anxious expectation of rejection were positively predicted by victimization ($\beta=.13$, $p < .05$), guilt ($\beta=.21$, $p < .05$), and shame ($\beta=.23$, $p < .05$). Angry expectations of rejection were positively predicted by bullying ($\beta=.13$, $p < .05$) and shame ($\beta=.17$, $p < .05$) and negatively by guilt ($\beta=-.17$, $p < .05$). Boys showed higher angry expectations of rejection ($\beta= -.21$, $p < .05$).

Discussion

Results suggest that victimization and bullying are associated with rejection sensitivity. Interestingly, anxious and angry expectation of rejection are associated with shame and guilt. Findings will be discussed in terms of their theoretical and practical relevance.

Equality work – a reproduction of prevailing power orders?

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¹*Linnaeus University, Kalmar, Sverige*

Equality work – a reproduction of prevailing power orders?

In Sweden, the anti-discrimination initiatives and the efforts against degrading treatment are promoted by two laws indicating self-regulatory and transparent actions toward preventing both. To be successful, it is important that everybody involved in the work has the same understanding of the task and that everybody understands written formulations of local policy documents, in order not to reinforce inequalities when counteracting discrimination and degrading treatment. This project sets out to examine how schools identify their assignment to make school to a place of equality. This study does not specifically address bullying, but educating about discrimination is highly relevant for anti-bullying efforts. The research questions address how efforts to counteract discrimination regarding sexual orientation, gender and ethnicity are expressed as well as what power structures that can be identified in this respect. In total, 134 equality plans from compulsory school in municipalities in southern, mid and northern Sweden are collected. The documents are analyzed using Kumashiro's (2002) four perspectives to conceptualize and work against oppression. These are called *Education for the other*, *Education that is critical of privileging and othering*, *Education about the other* and *Education that changes students and society*. The analysis shows different ways that schools address this assignment. Differences regarding what is identified as problems seems to build different approaches in how the work against oppression becomes visible. Double strategies are described in order to both strengthen and challenge the power structure that is prevalent between the norm carrying group and the group the schools identify as marginalized.

Banter versus bullying: A university student perspective

Dr. Sarah Buglass¹, Dr Loren Abell¹, Dr Lucy Betts¹, Dr Rowena Hill¹, Ms Jessica Saunders¹

¹*Nottingham Trent University, Nottingham, United Kingdom*

Banter vs. bullying: A university student perspective

Introduction:

Banter, a form of social interaction, is often perceived to enhance social cohesion between friends in online and offline contexts. Often associated with jocular humour and 'lad-culture' phenomenon, instances of banter are becoming increasingly commonplace amongst UK university students in social and educational communications. A fine line between banter and bullying exists however, with some instances of banter perceived as bullying. The present study explores student perspectives on what constitutes banter and bullying.

Methods:

A qualitative study using interpretive phenomenological analysis (IPA), to explore the experiences of banter and bullying in a university setting. Data was generated through focus groups with 21 undergraduate students (18 – 26 years; 15 female, 5 male and 1 non-binary). Student discussions were guided by semi-structured interviews and visual prompts of face-to-face and digital banter/bullying scenarios.

Result:

Four super-ordinate themes emerged: intent, interpretation, social context, and self-preservation. Students differentiate social interactions, using a range of verbal and text-based communication cues and social rules of engagement to appraise and interpret the intent of 'banter'. Banter becomes bullying when targets are subjected to repeated uncomfortable exchanges, which is sometimes exacerbated when in a public domain. Furthermore, social self-preservation renders some students reluctant to take direct action or 'whistle-blow' against perpetrators.

Discussion:

The present study contributes to the currently sparse literature concerning university students' communication patterns in face-to-face and digital settings. Awareness of student experiences and interpretations of acceptable behaviour in both online and offline domains can better inform university codes of conduct and cyber-behaviour guidelines.

Prevalence of relational aggression: Findings from a Greek adolescent students' survey

Ms. Ioanna Voulgaridou¹, Prof. Constantinos Kokkinos¹

¹*Democritus University Of Thrace, Alexandroupolis, Greece*

Title of Abstract: Prevalence of relational aggression: Findings from a Greek adolescent students' survey

Introduction:

Relational aggression (RA) has been a growing concern internationally. Given its long-lasting effects, a study of the RA functions (i.e., proactive, reactive) and forms (i.e., direct, indirect) among adolescents could elucidate critical implications of policy planning.

Methods:

This study aims to document the prevalence of four RA dimensions in a sample of 2439 Greek adolescents ($M_{age}=14.04$, $SD=.91$), who completed the Relational Aggression Scale (RAS; Voulgaridou & Kokkinos, 2018). The respondents were 1157 males (47%) and 1270 females (52%) from junior high schools across Northern Greece.

Result:

Two standard deviations above the mean was a reasonable cutoff point to obtain prevalence estimates for RA. Statistical analyses revealed that 6% of the sample scored high on RA. Specifically, 6.15% of the participating students were involved in proactive indirect, 5.78% in proactive direct, 6.23% in reactive indirect, and 5% in reactive direct RA. Males scored higher on all the RA dimensions compared to females. Additionally, ignoring and giving the "silent treatment" to others when someone is angry with them, both referring to reactive direct RA, were the most commonly reported relationally aggressive behaviors.

Discussion:

Overall, the results are in accordance with other studies conducted in the US and Europe. The findings are discussed comparatively with cross-national evidence, highlighting similarities and differences in the prevalence of RA. Implications and recommendations for effective prevention and intervention strategies are also discussed.

“It’s about educating, not pointing the finger”: Teachers’ perceptions and management strategies towards cyberbullying

Mr. Peter Macaulay¹, Associate Professor Lucy Betts¹, Dr James Stiller¹, Dr Blerina Kellezi¹

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“It’s about educating, not pointing the finger”: Teachers’ perceptions and management strategies towards cyberbullying

Introduction:

Teachers have a responsibility to educate young people while providing an emotional and social provision in a supportive environment. The introduction of digital technologies and availability to communicate online have introduced new dynamics in bullying, placing increased pressure on schools.

Methods:

The current study conducted 10 focus groups with 63 teachers (10 males) who taught across primary, secondary and college educational levels in the UK. Thematic analysis revealed three themes: (a) evolving nature of bullying (b) roles of publicity and severity (c) approaches to managing cyberbullying.

Result:

Teachers discussed how cyberbullying was evolving and becoming normative in the modern world, reflecting on unique characteristics, victim vulnerability and perpetrator intentions. The teachers argued how visual acts of cyberbullying are perceived more severe than written forms, suggesting the type of cyberbullying is an important indicator in perceived severity. Participants recognised a typology of severity, although challenges categorising such terms were identified, especially the need to acknowledge the perspective of the victim. Participants acknowledged how cyberbullying can transition from private, semi-public and public incidents, which influenced their perceived intervention strategies. Finally, the teachers considered the effectiveness of school-based strategies and external involvement in combating cyberbullying, particularly the importance of education and collaborative strategies.

Discussion:

The findings are discussed in relation to practical implications, especially the need to promote awareness for teachers on the issues of publicity and severity in cyberbullying. In addition, wider implementation of education within the school, and the introduction of anti-cyberbullying initiatives with a collaborative focus should be encouraged.

Relational aggression on Facebook: The role of FOMO and avoiding inferiority

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Title of Abstract

Relational aggression on Facebook: The role of FOMO and avoiding inferiority

Introduction:

The use of Social Networking sites (SNS) has been associated with fear of missing out (FOMO) which is characterised by perceiving others as having more rewarding lives. Individuals who experience FOMO have psychosocial needs deficits and may seek opportunities to regulate such deficits (Przybylski, Murayama, DeHaan, & Gladwell, 2013). Previous research has demonstrated SNS users higher in FOMO engage in compensatory behaviours such as increasing their online social network (Buglass, Binder, Betts, & Underwood, 2017), which may elevate their social status. However, individuals who experience FOMO may also engage in socially aversive behaviour such as relational aggression to decrease the social status of others. This current study investigates whether FOMO is related to feeling inferior and whether this is associated with the intent to manipulate and engaging in Facebook relational aggression.

Methods:

Facebook users (N= 190, 87% female, mean age = 20 years) completed an online survey assessing FOMO, striving to avoid inferiority, intent to manipulate, and Facebook relational aggression.

Result:

Multiple mediation analysis demonstrated that higher levels of FOMO were associated with increased desire to avoid inferiority, which was associated with higher levels of manipulation intent, which in turn was associated with higher reported rates of Facebook relational aggression.

Discussion:

The results provide insight in to the 'darker' side of FOMO by demonstrating that Facebook users who experienced FOMO and feelings of inferiority intended to engage in manipulative behaviours, and then excluded and embarrassed Facebook friends. Future research should investigate if relational aggression is utilised after other compensatory behaviours are unsuccessful.

Examining young people's propensity to disclose cyberbullying

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Examining young people's propensity to disclose cyberbullying

Introduction:

The reported prevalence rate for experiencing cyberbullying varies from 1.5% (Ortega et al., 2008) to 72% (Juvoven & Gross, 2008). However, as with face-to-face bullying, many young people often do not disclose their experiences of cyberbullying to others (Ackers, 2012). The present research examined whether involvement in cyberbullying, attitudes toward cyber bullying, age, gender, and technology use predicted the propensity for young people to say that they would report experiencing cyberbullying generally and to different targets (parents, friends, teachers, and police).

Methods:

Data was collected from 616 (319 male and 296 female) 11- to 15-year-olds who reported their involvement in cyberbullying, attitude toward cyberbullying, technology use, and likely disclosure of cyberbullying.

Result:

Young people were less likely to say that they would report cyberbullying in general if they had experienced cyberbullying or were female. Being younger and spending less time online predicted likely disclosure of cyberbullying to parents whereas being older and being female predicted likely disclosure to friends. Young people who said that they would not disclose cyberbullying indicated that they thought they could deal with cyberbullying on their own, felt too embarrassed to disclose cyberbullying, did not want to make the situation worse, or perceived that there was nothing others could do about cyberbullying.

Discussion:

Together, these findings contribute to the growing literature that seeks to understand the factors that influence young people's propensity to disclose cyberbullying and have implications for how we encourage young people to disclose.

Reimagining school bullying: Discussing the analytical implications of socio-cultural understandings of school bullying

Dr. Paul Horton¹, Professor Dorte Marie Søndergaard², Senior Researcher Robin May Schott³, Mr Jon Kristian Lange, Ms Inge Henningsen

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Reimagining school bullying: Discussing the analytical implications of socio-cultural understandings of school bullying

Paul Horton, Linköping University, Sweden
Dorte Marie Søndergaard, Aarhus University, Denmark
Robin May Schott, Danish Institute for International Studies, Denmark

Discussant: Jon Kristian Lange, Save the Children, Denmark

Aim of Symposia:

The symposium aims to discuss the analytical implications of socio-cultural approaches to understanding school bullying

Description of issues, theories or initiatives that will be addressed in the symposia:

This symposium discusses theoretical perspectives on bullying that serve to expand the ways in which school bullying can be understood and addressed. After many years of bullying research focusing on the individuals involved and their specific character traits, much contemporary research - perhaps particularly in the Nordic countries - has shifted focus onto the social and cultural processes involved in the production of bullying behaviour and patterns. The symposium will continue this shift and conceptually illuminate the social context of bullying and the ways in which this context is interconnected with broader societal and institutional contexts and associated distinctions based on, for example, gender and sexuality.

Together, the presenters and discussant will embark on a reimagination of school bullying as a complex and socially enacted phenomenon and discuss where the trajectories into further elaboration of bullying research may lead. The symposium will provide a conceptual space wherein questions about the experience and impact of social exclusion and social death, the dynamics of shame and humour, the impact of digital belonging and relating, as well as the importance of societal and institutional contexts can be asked and future perspectives on bullying research can be elaborated.

By also discussing some of the practical implications of these analytical approaches and foci, the symposium will contribute to a forward-thinking discussion of the ways in which increasing theoretical reimagining can help to reframe the ways in which we think about, respond to, and work to prevent bullying behaviour in schools.

The Advantages and Disadvantages of Empathy: A Qualitative Exploration into Young People's Perspectives

Dr. Charlotte Silke¹

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Title of Abstract: The Advantages and Disadvantages of Empathy: A Qualitative Exploration into Young People's Perspectives

Introduction: Empathy is linked to numerous psychological, cognitive and social benefits, including increased well-being, self-esteem, school performance, positive peer relationships and lower bullying. However, evidence suggests that empathy among young people may be declining. Evidence also suggests that young people express empathy more in some situations, or to some people, than others. Further insight into why young people engage, or do not engage, in active empathic responding is needed. The current study aims to generate greater understanding about how young people acquire empathy, and why empathy fluctuates across settings/targets, through the use of qualitative investigations with young people.

Methods: Specifically, 29 young people, aged between 13-17 years ($M=14.76$, $SD= 1.27$), from three public secondary schools in Ireland, participated in semi-structured focus group interviews.

Results: Youth discussed how relationships with parents and peers, among others, play an important role in promoting/hindering empathy development. Youth proposed that while it is easy to show empathy to those close to you, it is difficult to have empathy for those who are different, or those who are *'looking for attention'*. Additionally, while youth acknowledged certain advantages associated with empathy, youth believe that society regards empathy as a weakness.

Discussion: Overall, adolescents were found to hold complex views about empathy, regarding it as both a societal advantage and disadvantage. Adolescents also identified parents, schools and young people themselves as important agents of change and provided recommendations for how they can help cultivate a more empathic school environment. Findings have several notable implications for research and practice.

Case Study of Teacher Empathy, School Culture and Bullying, in a DEIS Boys' Primary School

Ms. Helena Murphy¹

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Abstract

Much research on bullying behaviour in schools among pupils has been carried out since the 1970's, when Olweus started a large-scale project in Norway which is now generally regarded as the first scientific study on bullying. Yet, there has been little research on how teachers respond to reports of bullying and tackle bullying behaviour in primary schools. This paper reports on a case study investigating teacher empathy levels, and school climate, and how role modelling prosocial values and an ethos of respect and equality in the classroom sets norms for a positive school climate and a decrease in anti-social behaviour and school bullying. There are three questions central to this research. The first looked at how empathic are teachers in this school? The second question investigated the level of peer bullying in school, and the final question examines to what extent empathy prepares teachers for tackling bullying and also cultivating children's educational and holistic development? In answering these questions, quantitative data was accumulated using two tools. The Interpersonal Reactivity Index (IRI) (Davis 1983), to gather data on empathy levels among teachers (n=19). The Olweus Bullying Questionnaire was administered to pupils (n=72) to examine the level of peer bullying. Qualitative data in the form of teacher interviews was examined to establish the school ethos and culture, with findings related to existing research in the field. The results showed that teacher empathy is an important factor in creating and maintaining a positive school climate, which in turn leads to prosocial behaviours and a prevention of bullying.

Keywords: Empathy; Teachers; Bullying; DEIS primary school.

The validity and the reliability of the pre-school peer bullying scale teacher-form

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The validity and the reliability of the pre-school peer bullying scale teacher-form

Introduction:

Pre-School Peer Bullying Scale Teacher-Form (PPBS-Teacher-Form) was, and its validity and reliability characteristics were assessed in this study.

Methods:

For the preliminary study group, an item pool of 28-items was created, and data were obtained from 279 pre-school teachers (97.2% female) in Gaziantep-Turkey. An additional cross-validation data from 247 pre-school teachers (96.1% female) in İstanbul-Turkey were collected to confirm the factor structure identified in the preliminary study group data. To examine construct validity, an exploratory factor analysis (EFA) and a confirmatory factor analysis (CFA) was performed.

Result:

EFA results revealed 14 items with two factors which were physical/relational bullying and verbal bullying. Internal reliability values were .85 for the factor of physical/relational bullying, .79 for the factor of verbal bullying and .88 for the whole scale. The first factor included 9 items with loading values higher than .52. The second factor involved 5 items with loading values higher than .64. CFA results showed that the two-factor structure of PPBS-Teacher-Form with 14 items was confirmed by the second data. Internal reliability values were .83 for the factor of physical/relational bullying, .78 for the factor of verbal bullying and .88 for the whole scale.

Discussion:

As a valid and reliable instrument, PPBS-Teacher-Form can be a useful assessment tool to school counsellors, pre-school teachers and pre-school administrators aiming to prevent bullying among preschool children on the school ground. Researchers can utilize PPBS-Teacher-Form to conduct research and understand more about the nature and the extent of preschool peer bullying.

Cyberbullying and Online risks among Tanzanian Secondary School adolescents

Dr. Hezron Onditi¹

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Cyberbullying and Online risks among Tanzanian Secondary School adolescents

A part from the emerging evidence from African countries such as Nigeria (Olumide et al., 2016), South Africa (Smith, 2015) and Tanzania (Onditi, 2017), most of studies on cyberbullying and online risks on adolescents originates from western countries (Lenhart, 2012). Very little is known on the use of mobile phones, Internet, and social media and the related risks among adolescents in Tanzania. The following three questions guided this study:

i) What is the nature of cell phone and internet use among Tanzanian secondary school adolescents? ii) What is the level of cyberbullying and cybervictimization and the associated predictors among Tanzanian secondary school adolescents? iii) What other risks do Tanzanian adolescents experience online?

Methods: A total of 778 participants (48% female) aged 14 to 18 from five secondary schools completed a self-report survey – Cyber-Aggression and Victimization Scale (CAV; Shapka & Maghsoudi, 2017). A sub-set of participants who completed survey (20 participants) were invited for a semi-structured interview.

Results: Findings indicated that 76% use cell phone at home, 58% own Simcard, 86% use Internet, 45% share cell phones, and about 40% conceal cell phones from parents. Overall, 42% have bullied others online while 58% have been victimized online. From regression analysis, more time online, using devices in a private location, and sharing devices increased risks for cyberbullying. Based on thematic analysis, other online risks include sexual exploitation, pornography, and sexting.

Discussion: Findings suggest for holistic national and international education and intervention programs that keep up with changes in the digital landscape.

Understanding the Psychological, Emotional, and Physical Effects in Students who are Bullied in Educational Institutions

Ms. Tensie Taylor¹

¹*University of Southern California, Los Angeles, United States*

Understanding the Psychological, Emotional, and Physical Effects in Students who are Bullied in Educational Institutions

Introduction:

Research states 1 in 3 students report being bullied at school because of their looks, socioeconomic status, or academic achievement. Students are less likely to report bullying because they are fearful the bullying will exacerbate.

Methods:

Through in-person and phone interviews, I asked students from elementary to high school to recount their bullying experiences: why they were bullied, how they handled the bullying, and what actions were taken by the school when the bullying incident was reported.

Results:

After analyzing my qualitative data, interviews showed that students were bullied because of their appearance and academic achievement. Several were called names (i.e. geek, nerd, ugly), others were physically assaulted (i.e. slammed in lockers, pencil jabbed in eye), and some contemplated harming themselves (i.e. cutting, suicide). Many interviewees did not report the bullying because they were afraid and felt the bullying might worsen. Those who did report being bullied told a teacher; however, little to nothing was done. To cope with the peer bullying, students tried ignoring the behavior, but found this challenging. Interviewees suffered from low self-esteem, depression, and loneliness due to being bullied.

Discussion:

My study's findings align with previous research on the how and why students are bullied. However, there is room for future implications. What initiatives can be implemented to deter bullying?

Research suggests school-based bullying programs decrease incidents by 25%. If these programs decrease behavior, why are more schools not implementing them? There should be more resources engendered to alleviate the emotional, physical, and psychological effects students face from bullying.

An Experiment in East-West Youth Collaboration about Cyberbullying

Prof. Sheri Bauman¹, Mr. Kaito Abe¹

¹*University of Arizona, Tucson, United States*

TITLE: An Experiment in East-West Collaboration about Cyberbullying

ABSTRACT: Youth are often victimized because of perceived differences. We implemented an experimental project in which high school students collaborated with students who are quite different from them in many ways. This presentation describes our unique international project in which high school students from a province in Japan and from a charter high school in Arizona collaborated to create strategies to combat cyberbullying that could be adopted in both countries. Ben's Bells, a Tucson non-profit devoted to spreading kindness, was the inspiration for the Arizona students' work. We describe the design of the project and will give examples of the processes used. The model for the process was the Smartphone Summit, developed and implemented in several schools in the Kansai area of Japan. Teams from each country met separately to design their projects and also met bimonthly using teleconferencing software and real-time translation by a bilingual member of the team. In addition to project discussions, each team educated their international peers about typical cyberbullying cases, their culture and country. The Arizona team traveled to Kansai (Osaka and Chikusa, Japan) to work face-to-face with the Japanese team. Then, the students from Japan visited Arizona, to continue the planning and interaction. Students in each country agreed to cooperate in constructing a joint Twitter account, Facebook pages, and in planning a website based on creative expressions of kindness (art, music, poetry, etc.). We will discuss challenges and successes of the project and offer suggestions for future international collaborations among students.

Bullying as a group-phenomenon—When and how to intervene in an analytical and methodological approach?

Ass. Prof. Kit Stender Petersen¹, Ass. Prof. Ditte Dalum Christoffersen¹

¹University College Absalon, Roskilde, Denmark, ²University College Absalon, Roskilde, Denmark

Title:

Bullying as a group-phenomenon – When and how to intervene in an analytical and methodological approach?

Presentation type:

Workshop

Keyword:

School bullying

Audience:

Practitioners

Name, affiliation and job title Presenting author:

Ditte Dalum Christoffersen, University College Absalon, associate professor

Name, affiliation and job title Presenting author:

Kit Stender Petersen, University College Absalon, associate professor

Introduction

If bullying is a group phenomenon, how do we deal with bullying in a concrete classroom? The most recent research has taught us that bullying found in a social setting is driven by a variety of entangled forces and it has shown us that a non-individualistic approach works better to prevent bullying in a social setting.

Culture is a key concept in this kind of thinking since bullying seems to occur through many entangled forces that also include all the individuals attending in a class, school, or larger school community.

Methods

Through a simple analytical model, we will show how practitioners can choose intervention methods when they are working with bullying.

Using the analytical model, we will present three different methods on how to prevent and work with and against bullying.

Results

We will invite the participants to try out three different methods (with point of departure in the analytical model) and additionally give the practitioners some hands-on methods to bring home. The purpose of the workshop is that the participants will be able to reflect upon and master the three methods and will be able to recognize which method is more suitable and appropriate against different levels of social trouble. .

Discussion

After completing the workshop we will encourage the participants to discuss and reflect upon the analytical model and the methods, with point of departure in some prepared questions.

Longitudinal associations between defender self-efficacy, defending, and passive bystanding in peer victimization

Mr. Björn Sjögren¹, Prof. Robert Thornberg¹, Dr. Linda Wänström¹, Prof. Gianluca Gini²

¹Linköping University, Linköping, Sweden, ²University of Padova, Padova, Italy

Longitudinal associations between defender self-efficacy, defending, and passive bystanding in peer victimization

Introduction:

Previous research has suggested that bystanders are important in schools' prevention and intervention work against peer victimization. Prevalence of peer victimization is lower in school contexts where bystanders tend to side with the victims, compared to contexts where bystanders stay passive or side with the perpetrators. Drawing on social-cognitive theory, we investigated whether defender self-efficacy was longitudinally associated with defending and passive bystanding upon witnessing peer victimization in school.

Methods:

We collected self-report questionnaire data at one-year intervals at three points in time from fourth to sixth grade ($M_{age1} = 10.55$, $M_{age2} = 11.54$, $M_{age3} = 12.57$). Data from 1083 Swedish students were analyzed via a longitudinal structural equation modeling approach.

Result:

Results revealed that defender self-efficacy predicted subsequent levels of defending and passive bystanding at both time points. Students high in defender self-efficacy at time points one and two were more inclined to defend victims and less inclined to stay passive at adjacent time points. Furthermore, defending and passive bystanding at time point one were positively and negatively associated, respectively, with defender self-efficacy at time point two. Defending, but not passive bystanding, at time point two was associated with defender self-efficacy at time point three.

Discussion:

Existing research literature stems mainly from cross-sectional designs, and thus makes it difficult to draw cause-effect relationships. In this regard, our results add important insights in suggesting that defender self-efficacy both predicts and is predicted by defending and passive bystanding.

Nuts and Bolts: An Anti-Bullying Policy Audit Tool

Dr. Seline Keating¹

¹*Dcu Institute Of Education, Dublin, Ireland*

Title of Abstract

Nuts and Bolts: An Anti-Bullying Policy Audit Tool

Introduction:

Since 2013, all Boards of Management (BOM) in primary and post-primary schools in Ireland are required to formally adopt and implement an anti-bullying policy that fully complies with Circular 0045 and the procedure guidelines provided by the Department of Education and Skills (DES). The transferral of a written policy into practice is key. As a result, policy oversight arrangements are critical. Recent findings indicate that only 42% of schools have complied with the requirement to research and implement a specific anti-bullying programme with 51% reporting that the appointment of a specific member of school staff to investigate and tackle bullying had not been made (Foody *et al.*, 2018). The *Nuts and Bolts* project aims to encourage Irish school communities to become leaders in bullying prevention and intervention through awareness-raising and training of school staff; and through using an audit tool to assess their policy on an annual basis.

Methods:

Nuts and Bolts will adopt a systemic, participative and transformative approach to enhance a primary school's capacity to oversee the implementation and effectiveness of their anti-bullying policy. The audit tool will be piloted in 5 schools. All staff will complete anonymous pre and post - training questionnaires. Staff will be provided with bullying prevention and intervention training (2.5 hrs). Following this, each staff member will be provided with the audit tool to assess their current policy. Completed audit tools and questionnaires will be collated by the researcher. The findings will be shared with the 5 schools to assist with their action plans for improvement areas. Follow up focus groups and interviews.

Result:

The 5 pilot schools have been recruited. The research will be undertaken in January and February 2019. The data will be analysed through use of SPSS in March and April 2019 and will be ready to present at WABF in June 2019.

Discussion:

Nuts and Bolts will acquire rich data that will assist in creating school support for sustainable oversight management of anti-bullying policies e.g. whole staff' opinions/attitudes/skills, existing patterns of successes and difficulties; action plans for improvement areas. This project has the potential to make all students feel accepted and supported in their schools and wider communities, regardless of gender, sexual identity, race, religion, ethnicity.

An evaluation of the Mentors in Violence Prevention (MVP) Programme in the West Midlands, UK

Prof. Claire Fox¹

¹*Keele University, Newcastle under Lyme, United Kingdom*

An evaluation of the Mentors in Violence Prevention (MVP) Programme in the West Midlands, UK

Introduction:

MVP was originally developed by Jackson Katz in the US with male athletes in mind. Rather than focusing on males as perpetrators and females as victims, the approach views participants as empowered bystanders who can intervene to address gender-based violence and harassment. It employs the 'train the trainer' model whereby staff train 'peer educators' or 'mentors' who then facilitate discussions with their peers.

Methods:

The evaluation includes pre, post and follow-up assessment of children aged 11-13 years (N = 1000 approx.) from schools across the West Midlands using measures of peer victimisation, cyber victimisation, attitudes towards bullying and sexual harassment, defender behaviour, defender self-efficacy, and school belonging. The evaluation also seeks to capture the views and experiences of key stakeholders through interviews with teachers, a wider survey of school staff, focus groups with mentors, and a survey of mentees.

Results:

Emerging patterns in the quantitative data will be presented. This will complement findings from the qualitative evaluation which highlight: the need for clear agreement on the model of intervention to be adopted and how much flexibility can be allowed; the need for clear leadership; consideration of school 'readiness' to implement MVP; and evaluation of MVP to be an integral part of the project.

Discussion:

The use of peers as educators has many benefits and the MVP models shows great promise as applied to the school context. The findings will be discussed in the context of UK and worldwide efforts to implement anti-bullying work in schools, which brings many challenges.

Gender Equality Matters (GEM): Tackling Gender-Based Violence

Dr. Seline Keating¹, Dr Bernie Collins¹

¹*Dcu Institute Of Education, Dublin, Ireland*

Title of Abstract

Gender Equality Matters (GEM): Tackling Gender-Based Violence

Introduction:

This project is funded by Rights Equality and Citizenship (REC) Programme of the European Union. The aim of GEM is to raise awareness, challenge attitudes and promote behaviour changes in relation to gender-based violence (GBV) with specific reference to violence perpetrated against the lesbian, gay, bisexual, transgender and intersex (LGBTI) community. The GEM team is led by DCU and comprises of 5 partners: DCU; FMD; KMOP; University of Murcia and ESHA. The target groups of the project are school staff, students and their parents in both primary and post-primary schools. As highlighted by Downes & Cefai (2016), interrogating school climate, institutional culture and relationships is a significant broadening of perspective beyond the bully, victim and bystander which is clearly reflected in GEM's selection of target groups and the participatory approach to be adopted.

Methods:

GEM: Tackling Gender-based Violence adopts a systems theory approach (Bronfenbrenner, 1979). It is also embedded in a children's rights framework addressing the 10 principles for integrated child protection systems. The project draws on participatory, reflective, experiential and transformative methods in its classroom materials and training workshops for the target groups. Prior to the lesson and workshop delivery, each participating school used a self-evaluation tool to measure the GBV prevention and intervention practices in their school. Focus groups, questionnaires and interviews are the project's evaluative tools with the target groups.

Result:

GEM educates and raises awareness among school-aged children about gender equality. It empowers children, teachers, school heads, and parents to challenge gender stereotypes and roles, and to promote respect for others. The project deepens understanding amongst target groups of the pivotal role played by bystanders in GBV while strengthening societal recognition of GBV as a human rights and equality issue. The GEM Massive Open Online Course (MOOC) and Train the Trainer workshops will disseminate and sustain the project.

Discussion:

The GEM project is still ongoing at this time and will be completed in August 2020.

Social Simulation of University Bullying

Ms. Themis Dimitra Xanthopoulou¹, Professor Andreas Prinz¹, Professor F. LeRon Shults^{1,2}, Dr Ivan Puga Gonzalez¹, Professor Ingrid Lund¹

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Social Simulation of University Bullying

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Introduction

University bullying is a topic that has not been thoroughly investigated. In a recent report, Ingrid Lund showed that 9% of University students in Norway are being bullied. Bullying is compromising a good learning environment and with new Norwegian legislation requiring learning environment quality, we should be quick to tackle the issue.

Methods

We operationalise bullying as an intensification of the processes of marginalization that occur in the context of the dynamics of inclusion and exclusion, which shape groups as suggested by Schott and Søndergaard. We use Agent Based Modelling to simulate social interactions of students at the University. Based on social exchange theory, we create an individual-based model to explain how relationships and social groups form and how these dynamics result in the exclusion of others. In the model, individuals have a set of characteristics (interests, preferences, etc.) which may be external or internal. By means of social interactions, individuals learn about each other's characteristics and develop a preference to interact more with some and exclude others. Bullying is not explicitly modeled, but individuals excluded from social groups are the ones considered being bullied. Qualitative data and face validation validate our model.

Result

We understand the conditions resulting in the exclusion of individuals from social groups.

Discussion

Our goal is to test the effectiveness of antibullying interventions through this model. This is done by changing the model variables in the setup of a simulation. The model results are compared with real interventions.

Bridging subject curriculum and bullying prevention in schools – a literature review

Mr. Frode Restad¹

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Bridging subject curriculum and bullying prevention in schools – a literature review

Introduction:

The presentation will give an overview of current research on the relationship between subject curriculum and bullying prevention in schools. So far, few studies have investigated this relationship systematically.

Methods:

Literature search using the ORIA database for peer-reviewed English language articles published in the last 10 years (2008 -2018), with key words BULLYING and CURRICULUM in the article topic.

Result:

A total of 43 articles were identified. Articles related to Nursing, Higher Education and Workplace were excluded. From 34 remaining articles, 16 were selected for review.

Discussion:

Some studies have indicated positive effects of a whole-school approach to bullying prevention (2004; 2007). A number for efforts include a bullying curriculum (2014; 2007), but little consideration has been given to the core and general subject curricula of schools. Development of such curricula has even been viewed as a potential threat to efforts of bullying prevention (2011).

Recently, Søndergaard (2014) and colleagues have advocated a didactic approach to bullying prevention, focusing on social and academic learning as part of teaching in subject curriculum. This coincides with a push for broader educational goals and development of 21st century skills (2018) in curricula across the world.

Building on the literature review, I argue there is a need for more research on the relationship between subject curriculum and bullying prevention, and to support teachers in bridging subject curriculum with efforts to prevent bullying, as part of a whole school approach.

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Individual and contextual factors predicting school staff responses to homophobic bullying

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Individual and contextual factors predicting school staff responses to homophobic bullying

Introduction:

Studies conducted in numerous countries have shown that homophobic bullying is a widespread problem in school setting. School staff can play a crucial role in handling this phenomenon. The current study aims to explore the specific predictors of school staff responses to homophobic bullying in terms of legitimizing homophobic bullying or supporting the actual or perceived lesbian and gay (LG) students victimized by peers.

Methods:

This cross-sectional study investigated the contribution of both individual factors (i.e., sexual prejudice, contact with LG individuals, the perceived seriousness of homophobic epithets) and contextual factors (i.e., the homophobic bullying observed by school staff and the perceived responses of colleagues to homophobic bullying) in predicting school staff responses. Data were collected in secondary schools in the North of Italy. Participants were school staff members (N = 273) from 24 secondary schools.

Result:

The results indicated that the higher the school staff's sexual prejudice and the lower the contact with LG individuals, the higher the legitimization of homophobic bullying. Also, perceiving colleagues as legitimizing or intervening in incidents of homophobic bullying predicted similar responses on the part of school staff participants.

Discussion:

These findings showed the critical role of sexual prejudice and contact with LG individuals in refraining school staff from intervening in situations of homophobic bullying. Moreover, the contextual factors highlighted the impact of descriptive norms on school staff reactions when handling homophobic bullying episodes. The findings have relevant applied implications for school staff training programs and antibullying and inclusive school policies.

The Production of Persistent School Absence through Bullying Dynamics

Ms. Frederikke Knage¹

¹Aarhus University, Department of Education, Copenhagen, Denmark

The production of Persistent School Absence through Bullying Dynamics

Introduction

Within research and practice, persistent school absence (PSA) among children and young people is often explained in terms of psychopathological deviation, such as anxiety or anti-social behaviour. Drawing on post-structural and new materialist readings, I suggest that we instead approach PSA as a complex and dynamic phenomenon that has multiple intra-acting explanations, *bullying* being one example of such an explanation.

Methodology

The paper is based on a number of semi-structured qualitative interviews that all aim to approach school absence as a meaningful act instead of a symptom of pathology. In the paper, I primarily focus on an interview with Julie, an eleven-year-old girl who is being bullied, and who for the past year has been increasingly absent from school. As a way to capture the complexity of Julie's situation, I propose that we analyze the interview as *multi-layered*, implying a sensitivity to how e.g. subjective, material, social, and cultural forces all work together in a way that produces PSA.

Discussion

In Julie's situation, it becomes clear that the bullying dynamics in her class have the consequence that she feels lonely and isolated. However, in the paper, I further discuss how these dynamics are also intra-acting with Julie having dyslexia, with the fact that she receives private lessons in the canteen, with the school politics of psychological assessment, and with Julie not owning a smartphone. Finally, I discuss how Julie's PSA in itself becomes a force that contributes to the bullying dynamics.

“I feel like everyone does it”- The connection between humour, banter and Cyberbullying

Ms. Oonagh Steer¹, Associate Professor Lucy Betts², Professor Thomas Baguley³, Dr. Jens Binder⁴

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“I feel like everyone does it”- The connection between humour, banter and Cyberbullying

Introduction:

The link between face-to-face bullying behaviours and humour has been identified (Martin, 2007); however, comparably little is known regarding humour use and cyberbullying. Englander (2008) suggests that the outcome humour may explain why some individuals engage in cyberbullying. The purpose of this study was to gain insight into adolescents' views and perceptions of how humour and 'banter' play a role within the Cyberbullying.

Methods:

Findings are reported from the results of 7 focus groups carried out with secondary school students (n=28). A question schedule was designed for the study to facilitate group discussion around 'banter', offensive jokes and Cyberbullying. Thematic analysis (Braun & Clarke, 2006) was applied to the focus group data set in order to obtain clusters of meaning from responses.

Result:

Thematic analysis identified three prominent, overarching themes which became salient across each focus group, 'Characteristics of Banter', 'Misinterpretation' and 'Bad Banter and cyberbullying'. Results indicate an overlap in the use of offensive humour within cyberbullying perpetration between non-friends. Furthermore, results suggest unique attributes of communicating online increase the likelihood of the misinterpretation of humorous interactions between friends, which can lead to negative outcomes.

Discussion:

The importance of the overlap between each theme is discussed in order to make clear inferences from the focus groups. Implications of the findings are also considered regarding the online and offline humorous interactions of young people which are of a harmful or harmless offensive nature.

Com@Viver: Promoting bystander pro-sociality in cyberbullying

Dr. Paula Ferreira^{1,2,3,4}, Dr. Ana Margarida Veiga Simão^{1,2,3}, Dr. Ana Paiva⁴, Mr. Tiago Vicente⁴, Dr. Carlos Martinho⁴, Dr. Rui Prada⁴

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Com@Viver: Promoting bystander pro-sociality in cyberbullying

Introduction

This study bridges psychology and computer science and investigates how bystander pro-sociality may be promoted in cyberbullying situations with a serious game, Com@Viver. To understand the game's effectiveness in promoting pro-sociality, we examined the players' behavioral trajectories as bystanders in hypothetical cyberbullying situations in different sessions and their game perceptions.

Methods

Com@Viver was developed in various phases. Initially, survey data was gathered from adolescents ($N=1,607$) in Portugal to assess needs regarding prevalence rates, impact, target behavior, determinants and change objectives. Suggestions of these adolescents, their legal guardians ($N=345$) and teachers ($N=59$) were considered to develop the game, which was pilot tested ($N=30$). Com@Viver and the Game Perceptions Questionnaire were developed and implemented ($N=101$). The game is a social network with diverse content, including hypothetical cyberbullying situations, where players interact with Artificial Intelligence agents and two colleagues through posts, comments and private message chats. It has an initial diagnostic session and promotes the regulation of behavior towards pro-sociality in the remaining 3 sessions through self-regulation strategies.

Results

Results from an ANOVA for repeated measures revealed a significant difference between session 1 and the remaining sessions, where players engaged in more pro-social behavior from session 2 onwards. Moreover, correlations revealed that players who engaged in more pro-social behavior tended to report that the game reached its objectives, liked the game, had fun playing, felt competent, and found it useful and important.

Discussion

Com@Viver has the potential to empower adolescent bystanders to regulate and develop pro-social behavior online when witnessing cyberbullying situations.

ComViver Online: A prototype application to promote adolescents' self-regulation of behavior in cyberbullying

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ComViver Online: A prototype application to promote adolescents' self-regulation of behavior in cyberbullying

Introduction

This investigation aims to present ComViver Online, an application which integrates psychoeducational resources to prevent and deal with cyberbullying, combined with the automatic detection of cyberbullying.

Methods

A quasi-experimental study with 9 groups of 9th graders ($N= 218$, $M_{age}=14.7$, 53% girls) was conducted. Monitoring sessions with the students took place in classrooms for two months. During this time, the prototype of the application was used by 39 students in the experimental condition. Other groups of students in alternative conditions consulted the psychoeducational resources of the application on paper: one group ($N= 64$) viewed a resource to promote assertiveness, and another group ($N= 66$) consulted a visual resource to encourage pro-social behavior. All students filled in an inventory in pre and post-test sessions. A control group included 49 students ($N= 49$).

Results

Results showed that students' aggressive verbal communication predicted their intention to repeat observed cyberbullying behavior, suggesting that aggressiveness plays an important role in bystanders becoming aggressors. Furthermore, students' personal moral beliefs mediated the relationship between aggressive verbal communication and the intention to repeat cyberbullying behavior they had witnessed. Moreover, those who used the application had significantly decreased their aggressive verbal communication in comparison with other groups who did not.

Discussion

Results indicate that bystanders who use verbal aggression to communicate and believe that cyberbullying is unfair may get less involved in cyberbullying as aggressors. Also, findings suggest that the application may help adolescents self-regulate their aggressiveness.

Bystanders' role in cyberbullying: a thematic analysis of youth perceptions

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Bystanders' role in cyberbullying: a thematic analysis of youth perceptions

Introduction:

The use of communication technologies is constantly expanding. As a result, several risks derived from its use have also increased, such as cyberbullying. Repeated use of different technological means to harm peers seems to widen the well-known negative effects of traditional bullying in youth. Bystander intervention plays an important role in terms of the impact of cyberbullying on victims. Therefore, it is important to understand youngsters' views regarding cyberbullying in order to adjust interventions to their reality.

Methods:

Within a qualitative approach, this study aimed to explore the perceptions of youth about cyberbullying. Semi-structured interviews including three cyberbullying fictional scenarios were conducted with students from Portugal (N= 100), aged 13 to 20 (M= 15.74; DP= 1.52). All interviews were recorded and transcribed *verbatim*, followed by a thematic analysis using NVivo 12.

Result:

Results revealed that youth's behavioral intentions may depend on the perception of risk regarding the observed situation, according to their personal moral beliefs on cyberbullying behavior. Moreover, moral justification and euphemistic labelling, as well as blaming the victims were the most frequent mechanisms used by adolescents to morally disengage. Finally, most youngsters valued others' expectations regarding how they should act in a cyberbullying event.

Discussion:

Bystanders seem to underestimate the risks associated with cyberbullying situations. Furthermore, moral disengagement may explain bystanders' behavioral intention to respond passively. In turn, valuing parents' expectations may contribute to youth's behavioral intention of helping the victim. These findings contribute to understand how bystanders' pro-social behavior may be promoted.

Technical Solutions to a Problem of the Technology Era

Dr. Maral Dadvar¹

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Cultivating a Culture of Kindness: Children Growing and Learning to be Persons of Character

Ms. Margaret Rose Mc Grenra Goodman¹

¹*West Patent Elementary School, Bedford Hills, United States*

Title of Abstract

Cultivating a Culture of Kindness: Children Learning and Growing to be Persons of Character

Introduction: Goals and objectives

In order to learn and grow socially, emotionally and academically, students need a safe learning environment where they feel accepted, supported, and are taught to respect each other.

The overarching goal of this workshop is to provide participants with ideas for developing/strengthening a character education initiative that will cultivate this culture of kindness, have a strong anti-bullying component, and will best meet the needs of their learning community.

Workshop objectives are to:

1. share essential elements of an effective primary school character education/anti-bullying initiative
 - share and discuss the character education initiative of a K-5 elementary school in NYS, which is a designated State and National School of Character.
 - have workshop participants engage in a number of experiential character education activities that can be implemented in their school setting
 - share projects, pedagogies, and strategies designed to prevent and intervene in bullying
 - share quality children's literature through which the topic of bullying can be explored

Methods/Learning Outcomes/Discussion

Through demonstration, discussion, and participation in a variety of research-based, interactive and cooperative activities, workshop participants will explore the essential elements of an effective character education/anti-bullying initiative and leave with ideas and activities to implement in their school setting. A variety of teaching strategies will be explored, including but not limited to embedding character education into the curriculum; exploring bullying through the medium of children's literature, facilitated dialogue, and role playing; administering a School Climate Survey to garner data and provide interventions as needed; teaching conflict resolution strategies; and implementing service learning projects, and school-wide community building activities and assemblies.

KiVa antibullying program

Virpi Pöyhönen¹, Tiina Turunen¹

¹*University Of Turku, Turku, Finland*

KiVa antibullying program

Introduction: This workshop introduces the KiVa program and its components.

Method: KiVa is a whole-school antibullying program shown to be effective in both elementary school (Kärnä et al., 2011) and middle school (Kärnä et al., 2013). Mechanisms of KiVa (Saarento, 2015), as well as implementation of the program (Ahtola, 2012; Haataja, 2016; Sainio et al., 2018) have been studied. After the RCT evaluation of the program (2007-2009), KiVa has been widely implemented in Finland and several other countries.

Results: Participants will learn the theoretical basis of KiVa, focusing on the peer group dynamics and bystander behaviors (Salmivalli et al., 1996), and hear research-based evidence of why KiVa functions in reducing bullying and victimization. The core components of KiVa will be introduced. The program consists of universal and indicated actions, as well as tools to monitor its implementation and effectiveness. Universal actions (i.e. student lessons) aim to prevent bullying by creating an antibullying culture at the classroom and school level. Indicated actions are detailed instructions for intervening when cases of bullying emerge. In addition to the program collecting research data, annual KiVa survey enables the schools to monitor their situation.

Discussion: Currently, the program is being evaluated and implemented in numerous countries including Ireland. The workshop will also provide an overview of the introduction and implementation of the Kiva program to Irish primary schools.

A longitudinal study of growth of verbal bullying across late childhood: Associations with moral disengagement

PhD-student Marlene Bjärehed¹, Professor Robert Thornberg¹, Senior Lecturer Linda Wänström¹, Professor Gianluca Gini²

¹University of Linköping, Linköping, Sweden, ²University of Padua, Padova, Italy

A longitudinal study of growth of verbal bullying across late childhood: Associations with moral disengagement

Introduction:

There is strong empirical support for the link between moral disengagement (MD) and bullying in late childhood. However, only a few studies have examined these associations longitudinally. Given that previous research suggest that verbal bullying is the most common type of bullying in adolescence, with increasing prevalence during the childhood years, understanding factors associated with verbal bullying during these years may be of great importance.

This study examines changes in verbal bullying across late childhood, focusing specifically on associations between moral disengagement and the individual child's change trajectory.

Method:

A total of 1214 Swedish children completed a web-based questionnaire at three time points (in grades 4, 5, and 6). Multilevel growth modeling was used to examine unique trajectories of groups (classrooms) and individuals.

Result:

The results showed that verbal bullying increased between grades four, five, and six, and that bullying scores were positively associated with MD scores over time. In addition, the bullying trajectories of children with higher levels of MD were higher and steeper, indicating that these children scored higher on bullying in general as well as increased more in bullying over time, compared to children with lower levels of MD.

Discussion:

Our findings add to the literature, by exploring temporal and dispositional aspects of moral disengagement. The results are discussed in relation to the literature and the socio-cognitive perspective of bullying behavior as a result of reciprocal interplay between personal and social influences.

Longitudinal Trajectories of Elementary School Bullying-Victimization and Associations with DNA Methylation Changes and Adolescent Psychopathology

Dr. Marieke (J.M.) Buil¹, Dr. Charlotte Cecil^{2,3}, Prof. dr. Pol van Lier¹, dr. Ted Barker²

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Trajectories of Elementary School Bullying-Victimization and Associations with DNA Methylation Changes and Adolescent Psychopathology

Introduction: Bullying-victimization is associated with internalizing and externalizing psychopathology development. Emerging evidence emphasizes the importance of epigenetic mechanisms that regulate gene-expression, including DNA methylation (DNAm), as a potential biological pathway helping in understanding how these associations might occur. The current study investigated whether DNAm patterns of two stress-related genes (*SERT* and *GR*) at birth, age 7 and age 15, were different for chronic (i.e., throughout elementary school) bullying-victims versus non-victims. Furthermore, we investigated whether DNAm changes mediated the association between victimization and psychopathology development.

Method. Participants were 936 children (49% boys) followed annually from birth to adolescence. Children reported on victimization at ages 8, 10 and 12 years. *SERT* and *GR* methylation levels were retrieved at birth, age 7 and 15. Parent-reports (age 7) and self-reports (age 15) were used to assess symptoms of generalized anxiety, depression, posttraumatic stress and conduct problems.

Results. Results from longitudinal latent profiles analyses indicated that 65 children (7%) followed a trajectory of chronic bullying-victimization, while 93% was not (chronically) victimized. Victims had higher levels of psychopathology (all constructs) than non-victims. No DNAm differences were found at birth. However, victims showed increased DNAm of both *SERT* and *GR* in adolescence compared to non-victims. DNAm of *SERT* mediated the association between bullying-victimization and anxiety development.

Discussion. Chronic bullying-victimization during elementary school may alter epigenetic regulation of two key stress-related gene. Our results suggest that DNAm of *SERT* might be an important pathogen partially explaining the link between childhood bullying-victimization and anxiety development in adolescence.

How to reduce cyberbullying at schools? Development and evaluation of new electronic aggression prevention programme

Dr. Szymon Wójcik^{1,2}

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The abstract must be no more than 250 words and must conform to the format shown below. All sections should be written in Arial, 11 point font. Section headers should appear in bold, and the text which follows in each section should be unbolded. It must be in English and saved as a word file before uploading to the abstract submission system. **Remove all additional guideline text.**

Title of Abstract

How to reduce cyberbullying at schools? Development and evaluation of new electronic aggression prevention program

Introduction:

The presentation aims to introduce a new cyberbullying prevention program called IMPACT developed by a consortium composed of NGOs: the Praesterno Foundation, Empowering Children Foundation and academic institutions: the Faculty of Psychology of the Warsaw University, Warsaw University of Technology and Nofer Institute of Occupational Medicine in Lodz as part of a project co-financed by the Polish National Center for Research and Development.

Methods:

The program integrates elements of pedagogical and psychological intervention as well as aspects of internet security skills. Construction of the program was preceded with psychological diagnosis of peer electronic aggression phenomenon and identification of factors that could serve as inhibitors of cyberbullying (focusing on safe-control and empathy-activation). Developed on the basis of interdisciplinary scientific research and educational experience of NGOs taking part in the project, the innovative 10-hour program was piloted in 2017-2018 in 30 Polish schools (N=552).

Result:

The program was assessed positively by teachers (85%) and students (63%). Both the process and outcome evaluation showed good adjustment to the needs (in all 11 areas). The preliminary impact evaluation results (quasi-experimental trial) showed effectiveness in some areas of behaviour change.

Discussion:

IMPACT is the first Polish prevention program aimed specifically at this problem. The program will be further developed and disseminated which will enable to gather more data on effectiveness in the future. The combination of evidence-based construction of the program and attractive multimedia content resulted in positive reception by adolescents.

The Role of the Bystander(s)

Ms. Judith Carmody¹

¹*Judith Carmody, Kerry, Ireland*

The Role of the Bystander(s)

Introduction

The objective of this submission is to examine the different bystander(s) roles or reactions to witnessing incidents of bullying and to explore what factors influence bystander(s) to intervene or not to intervene. The bully(s) knows the assertive environment that will step up and support or the toxic environment where he/she rules the roost without questioning. Bullies thrive in a culture of collusion, conspiracy, corruption and connivance.

Methods

When a bullying episode takes place usually there are more than the bully(s) and the target(s) involved. There are bystander(s) who are aware that the bully(s) selects a target to cause harm. There are also those who hear from a witness that there is bullying taking place. The role of the bystander(s) is often intricate and complicated. A bystander(s) can contribute to resolving, can influence decisions to intervene, or can escalate, permit, promote, agree with, or be indifferent. All potentially have major effects on the survival of the target(s) in a toxic, demeaning and dangerous environment.

Result

I discuss the following bystander roles: passive, indifferent, altruistic, bullying, gaining and silent bystander. I highlight the importance of support from individuals in power if bystanders are to feel safe making high-involvement interventions.

Discussion

I would like the audience to experience an increase in knowledge about bystander(s) roles intervention, attitudes, and efficacy. I explore factors that increase or decrease the likelihood of bystander intervention, organizational and legal challenges to harassment prevention. I also examine the relevance of existing resources or the development of bystander intervention programs in school or workplaces.

The Assessment of the Key Characteristics of the Definition of Bullying with Victim's Self-reports

Msc. Tessa M L Kaufman¹, Dr. Gijs Huitsing¹, Prof. Dr. René Veenstra¹

¹University of Groningen, Groningen, Netherlands

The Assessment of the Key Characteristics of the Definition of Bullying with Victim's Self-reports

Introduction

By definition, bullying can be differentiated from other types of peer aggression by four key characteristics: *repetition*, *intensity*, *power imbalance*, and *goal-directedness* (Volk et al., 2014). Existing instruments, however, do not assess the presence of each characteristic. A refinement of self-reported assessments may help to identify victims of bullying more accurately. We examined (1) what proportion of children who were classified as victims by the commonly used Revised Olweus' Bully/Victim Questionnaire (BVQ) also experienced the key characteristics of bullying, and (2) to what extent the presence of the key characteristics was associated with affectional, relational and social status adjustment outcomes among victims.

Methods

We developed questions that directly assessed the key characteristics of bullying. We administered these, together with the traditional BVQ and measures of adjustment outcomes, to 1.703 students in 23 schools ($M_{age} = 10.60$, $SD = 1.20$).

Results

One-third (37.0%) of the children who were classified as victims by the BVQ also experienced all four key characteristics. Further, victims who reported all four key characteristics had stronger affectional, relational and social status adjustment problems than victims who did not report the four key characteristics.

Conclusion

Thus, self-report measurements of bullying victimization should be refined by including questions that assess its key characteristics explicitly. Without such refinement, there could be an overestimation of victims of bullying. This may be problematic for diagnostic and prevention purposes, because victims of bullying differed clearly from victims of other types of peer aggression in their affectional, relational and social status adjustment.

Social Status and Behavior during Bullying Episodes: The Mediating Role of Status Self-Perception

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¹*Department Of Developmental And Social Psychology, University Of Padova, Padova, Italy*

Social Status and Behavior during Bullying Episodes: The Mediating Role of Status Self-Perception

Introduction:

The goal of this study was twofold. First, it aimed at replicating and better understanding the longitudinal relations between social status, in terms of both social preference (SP) and perceived popularity (PP), and behavioral roles during bullying episodes, namely bullying and defending behavior and victimization. Second, we investigated the potential mediating role of self-perceived social preference and self-perceived popularity.

Methods:

The sample consisted of 432 students (226 girls; *Age*=11 years, 7 months). The same survey was administered twice (T1-T2), with a lag of 12 months.

Bullying and defending behavior, victimization, SP and PP were measured with peer-nominations. Self-perception of both social status indicators was investigated through 2 items each.

Result:

Results of a path analysis showed that SP negatively predicted bullying and victimization. The relations between these two behavior and PP were bidirectional instead. Finally, defending behavior predicted SP over time.

Self-perceived social preference mediated the relation between SP and victimization. Interestingly, the relation between both SP and PP (T1) and defending (T2) was totally mediated by the respective status self-perception. However, while self-perceived social preference was positively associated with defending behavior, self-perceived popularity showed a negative association.

Discussion:

These findings significantly expand previous knowledge about the relations between social status and students' behavior during bullying episodes. The most interesting result is represented by the mediating role played by status self-perception, showing that the individuals' perception of the social position they have in the peer group can influence their behavior above and beyond their "real" status.

Bullying at school: where are we with children's human rights protection?

Ass. Prof. Dr. Alessandra Viviani¹

¹*University of Siena, Siena, Italy*

Title of Abstract: Bullying at school: where are we with children's human rights protection?

Type: Oral Presentation

Key words: School bullying and Teachers

Audience: Researchers and Practitioners

Author: Alessandra VIVIANI, PhD, MJur. Associate Professor of International Law, Department of International and Political Sciences, University of Siena, Italy.

Introduction

The presentation aims at discussing school bullying as an example of human rights violation, more specifically as a case of "violence" as defined and sanctioned by the 1989 United Nations Convention on the Rights of the Child.

Methods

The discussion will make specific reference to the data collected in the last two years by the Author during her work as scientific coordinator of the Erasmus Plus (KA2 Strategic Partnership – School-2016/2018) project "I Have Rights" (<https://ihaverights.pixel-online.org>). The Author will also refer to the data collection related to a questionnaire on bullying at school delivered in 2018 to all schools in Siena (Italy) for students attending the first year of secondary education cycle (11yrs). These data will be compared with the relevant international human rights law standards on children rights.

Discussion and Results

Within this human rights-based approach we will further analyse the question from the perspective of States' international law obligations to protect children from any form of violence. The present lack of strategic and systemic action at policy and legislative level in Italy as well as in other EU countries should be defined as a violation of international human rights standards. From this perspective, we will further touch upon the relationship between the right to education, human rights education and the fight against bullying at school. In this context reference will be made to the UN Sustainable Development Agenda and its Goal 4 on Quality education.

The Author maintains that the Agenda represents a great opportunity, but also a risk, for the correct approach to the affirmation of inclusive societies.

The Project "Bullying Prevention of Barça Foundation": effectiveness and evaluation

Dr. Juan Calmaestra¹, Dr. Antonio J. Rodríguez-Hidalgo¹, Dr. Francisco Córdoba-Alcaide¹, Dr. Manuel Moyano¹, Dr. Esther M^a Vega-Gea¹, Dr. Juan D. Benítez-Sillero¹, Mr. Julio José Pino¹, Msr. Irene Dios¹, Msr. Blanca Rodríguez León¹

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The Project "Bullying Prevention of Barça Foundation": effectiveness and evaluation

Introduction:

Prevention in bullying and cyberbullying has become one of the biggest challenges in educational centres. Nowadays there is a range of several prevention programs which are aimed in preadolescents and adolescents. However, there are very few programs for bullying prevention in schoolchildren between the ages of 6 and 12 (Primary Education).

Methods:

1489 participants of Catalonia's schools from 1^o (39%), 3^o (29.3%), 5^o (31.7%) grades, took part in the study (pretest mean=8.20 years; s. d.=1.741). Of those, 1225 pertain to the experimental group, whereas 246 of them pertain to the control group. The posttest recollection was two months after the last session of the program. The program is composed by 7 sessions (3 physical education sessions, 3 tutorial session and 1 artistic session) besides 4 hours of teachers' formation. The minors fill in the Revised Olweus' Bully/Victim questionnaire (Olweus, 1996), according to evaluate their status in the bullying.

Results:

Data shows a reduction, in comparison to the control group, of the 36% in levels of traditional victimization and a 25% in levels of aggressions, taking in consideration the entire ensemble. Related to cyberbullying, in 5^o grade, the unique level in which intervention was apply in order to improve this variable, the reduction rates in comparison with the control group were a 61% for cybervictims and a 56% for cyberaggressors.

Discussions:

The project "bullying prevention of Barça Foundation" has thoroughly demonstrate its effectiveness in bullying and cyberbullying prevention in the centres where the program has been implemented.

How does Individualism-Collectivism relate to prevalence of Bullying Victimization?

Prof. Peter Smith¹, Ms Susanne Robinson¹

¹*Goldsmiths, University Of London, London, United Kingdom*

Introduction: Large-scale surveys have pointed to considerable country variations in the prevalence and nature of bullying victimization. In seeking to explain these, one possible explanatory factor has been the cultural values of a country, such as expounded by Hofstede (1980; Hofstede et al., 2010). Of his six dimensions of cultural values, the most investigated in relation to aggression and bullying has been that of individualism-collectivism (IDV). The theoretical background, and several empirical studies, have suggested more aggression in individualist societies, but the evidence has been mixed and often based on small samples. **Method:** Here we investigate how the prevalence of victimization in different countries relates to IDV. We primarily used the HBSC surveys, available at three age groups and over six time points. We also use data from four other large-scale surveys where appropriate.

Results: The overall findings are for less victimization in individualist societies, but only in more recent years.

Discussion, The findings are discussed in relation to other factors, and a hypothesis is advanced that regulatory frameworks and resources have reduced victimization primarily in more individualist societies in the last two decades.

Payton's Peers: Peer-Counseling Group to Address Bullying

Victimization

Mr Brent Freeze, Mrs. Jenny Mischel¹

¹George Mason University, Haymarket, United States

Payton's Peers: Peer-Counseling Group to Address Bullying Victimization

Introduction: Research has shown that most adolescents who experience bullying/cyberbullying behavior feel alone, to blame, and that telling an adult will not make a difference (Tenenbaum, Varjas, Meyers, & Parris, 2011). Payton's Peers is a research-informed peer counseling group run by a trained facilitator providing support from peers who are experiencing similar situations. In addition to developing a positive support system for those experiencing bullying/cyberbullying, the format provides useful strategies to help stop, overcome, and prevent bullying/cyberbullying experiences from causing negative outcomes.

Methods: The program is based on the Conceptual Framework of Bullying Victimization and Resiliency (Mischel, 2018). Students meet every week, or every other week, for the duration of an hour. Groups are not to exceed 8 members in order to allow each individual the chance to be heard. The format is broken into 24 lessons culminating with a video designed by the members. Initial assessments are conducted to make sure the group is appropriate for each individual, in addition to a pre-intervention survey. At the culmination of the group sessions, a post-course survey is implemented in addition to interviews using a focus-group approach.

Results: Participants will learn how to establish a Payton's Peers club at their schools or within their communities that will encourage support systems for adolescents. Additionally, participants will be given tools to determine efficacy of the program in their schools or communities.

Discussion: The workshop would discuss the diverse experiences within schools and communities and how this program can be tailored to meet specific needs.

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International Perspectives on Defending and Bystander Behavior

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Jan Dijkstra⁴, Dr. Marijtje van Duijn⁴, Dr. René Veenstra⁴, Dr. Robert Thornberg⁶, Dr. Linda Wänström⁶

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International Perspectives on Defending and Bystander Behavior

Presenter 1. Dr. Amanda B. Nickerson, Director of the Alberti Center for Bullying Abuse Prevention, Professor of Counselling, School, and Educational Psychology, University at Buffalo, The State University of New York, USA

Presenter 2. Laura J. Lambe, Ph.D. Candidate, Queen's University, Canada

Presenter 3. Ashwin Rambaran, Ph.D. Candidate, University of Groningen, The Netherlands

Presenter 4. Dr. Robert Thornberg, Professor, Department of Behavioural Sciences and Learning, Linköping University, Sweden

Discussant: Dr. Faye Mishna, Professor and Dean of Social Work, The Margaret and Wallace McCain Family Chair in Child and Family, University of Toronto, Canada

Aim of Symposia:

To discuss international perspectives on defending in school bullying and factors related to peer intervention.

Description of issues, theories or initiatives that will be addressed in the symposia:

Bullying is a relationship problem that occurs in the context of peers. These bystanders can influence the bullying situation in both positive and negative ways, including intervening to defend a victimized peer or reinforcing the bullying. In this symposium, researchers from the United States, Canada, Sweden, and the Netherlands will discuss the processes by which bystanders intervene to defend their victimized peers, as well as individual and classroom correlates of defending. The first presentation will discuss the bystander intervention model, as well as the relationship between participant roles, social skills, and social network status on each step of the model. The second presentation will discuss the specific behaviors that youth use to defend their victimized peers, and will present the development and validation of the Defending Behaviors Scale. The third presentation uses both individual and social network approaches to examine the extent to which defending depends on liking and disliking of youth who are victimized, and whether this varies in classrooms where bullying is high. Lastly, the fourth presentation examines the role of both individual and classroom social-cognitive processes on defending and reinforcing bystander responses over time. Together, this collection of research aims to discuss our current understanding of defending behavior and how such behaviors may be used as a mechanism to reduce peer victimization.

Cyberbullying, a new challenge for educators? Exploring educator knowledge and understanding of this phenomenon.

Dr. Cindy Corliss¹

¹*Cardiff University, Cardiff, United Kingdom*

Cyberbullying, a new challenge for educators? Exploring educator knowledge and understanding of this phenomenon.

Introduction:

Teachers have long been at the forefront of addressing bullying and behavioural concerns in school. The advent of technological advances and social media have transformed the way that young people bully and engage in social exclusion, leading to further challenges in addressing this behaviour by teachers and schools. To investigate this, this research looked at the knowledge and understanding of cyberbullying of both teachers and youth workers.

Methods:

Three focus groups were conducted with teachers and four interviews were conducted with youth workers. The data were then thematically coded and analysed for relevant themes.

Result:

The findings from the focus groups differed from the interviews. Youth workers had a far greater understanding of how cyberbullying is perpetuated as well as how social media is accessed and used by young people. Teachers on the other hand, had little knowledge and understanding of both and were also less likely to have received any formal training, unlike the youth workers.

Discussion:

The evidence suggests that training is key in ensuring that educators have the best tools possible to address issues of cyberbullying. These findings are important in understanding how educators respond to issues of cyberbullying and also further perpetuate the reasons that young people tend not to disclose issues of exclusion to teachers.

Conflict Resolution Skills for Youth and Adults-Incorporation of Traditional Teaching and Restorative Justice

Dr. Ellen Kyes¹

¹*Take Ten-University Of Notre Dame, South Bend, United States*

The Take Ten program, a curriculum developed at the University of Notre Dame, began teaching Conflict Resolution Education skills to school-age youth and has, in its eighteen year history, evolved to teach adults as well. Robust yearly evaluation in partnership with faculty drove this development as well as the most recent evolutions. First, the program has returned to its Restorative Justice roots to teach the curriculum in a Peacemaking Circles format and to lead participants in a truly restorative Circles experience. Secondly, to address 21st Century methodology, a video track of the curriculum has been developed and piloted to local success.

If size permits, the majority of the workshop will be given in the Circles format. Participants will engage with the presenter in an authentic Circle process experience. Part of this experience will demonstrate how the Take Ten curriculum is now available as a Circle experience; part of the workshop will focus on the discussion with participants of other aspects of conflict resolution and peaceful decision-making.

Finally, the evaluation results will be shared with participants. Extensive research work is done annually to evaluate various participants and their gains in key areas based on their participation in the program. Statistically significant gains will be shared around concepts of school safety, teacher-student relationship and student agency in resolving their own conflicts.

NB: This presenter is a trained Circle keeper and would be willing to keep Circles for the overall conference if that would be helpful.

Increasing online safety resistance in the school environment

Mr. Andrey Sidenko¹

¹*Kaspersky Lab, Moscow, Russian Federation*

Title of Abstract:

Increasing online safety resistance in the school environment

Introduction:

In the contemporary world, the number of different means of communications is constantly increasing. There are a lot of groups, chats and forums in the social networks, where students can find highly negative content. Quite often, students do not know how to behave while communicating on the Internet. In terms of our project we discuss with teachers, students and their parents different issues starting from network code (communication within a group (class or school)) up to the issues connected with communicating with strangers. Often we see the lack of knowledge in this area.

Methods:

We conduct our seminars almost in every region of the country. Together with teachers we discuss the problems that arise while working on the Internet and then we do the training session aimed at solving such problems. Finally, we get a booklet or roadmap where you can find the algorithm of actions in case a person faces any cases of bullying, sexism and other issues connected with online safety. Mostly you can prevent a dangerous situation by following basic rules of safe behavior on the Internet, as well as by using special software.

Result:

We have already conducted about 100 resident seminars and webinars, that have been attended by more than 25000 participants, we get the feedback from our users on regular basis. Preparing for the release of a textbook for students of schools about online safety in the Q2 2019.

Discussion:

We are constantly looking for ways of optimal algorithm for online safety operation while surfing the Internet and are open to any discussions on this issue.

Adverse Consequences of Bullying Perpetration: A Systematic Review

Rozemarijn Van Der Ploeg¹, Maria Wiertsema¹, Charlotte Vrijen¹, Tina Kretschmer¹

¹*Department of Pedagogy and Educational Science, University of Groningen, Groningen, Netherlands*

Adverse Consequences of Bullying Perpetration: A Systematic Review

Introduction

Bullying is a persistent problem worldwide and research on this phenomenon increased tremendously in the past decade. An important meta-analysis on psychosomatic consequences of involvement in bullying was conducted by Gini and Pozzoli in 2009 when many – if not most - studies focused on victims only. However, approximately twenty percent of children are involved in bullying as perpetrators ('bullies') or are both perpetrators and victims at the same time ('bully-victims') (Salmivalli, 2010). This updated systematic review investigates the current state of knowledge on problem outcomes for bullies and bully-victims.

Methods

An electronic literature search was conducted in Web of Science between April and May 2018. Studies were included if they examined the association between bullying perpetration - as bully or bully-victim - and psychosomatic, psychological, behavioural, and/or mental symptoms in children and adolescents. 116 studies satisfied predetermined inclusion criteria. The majority of these studies is cross-sectional, but a substantial proportion is longitudinal, compared to Gini and Pozzoli.

Results

In most cross-sectional studies, bullies showed a higher risk for internalizing (e.g., anxiety, depression), externalizing (e.g., antisocial behaviour, substance use, violence) and/or psychosomatic problems. Results from longitudinal studies were mixed. Regarding bully-victims, both cross-sectional and longitudinal studies showed significant associations with a variety of adverse internalizing, externalizing, and/or psychosomatic outcomes.

Discussion

Although bullies and bully-victims both appear to experience a variety of internalizing, externalizing, and psychosomatic problems, this systematic review shows that bully-victims are worse-off in the long-term. Future research should expand our knowledge on this high-at-risk group.

Bullying Experiences at Irish Primary Schools and implications for practice

Ms. Monica Monahan^{1,2}, PD Dr Micha Strack^{1,3}, Mr Michael Power¹

¹Abi, Roscommon, Ireland, ²University of Marburg, Marburg, Germany, ³University of Goettingen, Goettingen, Germany

Bullying Experiences at Irish Primary Schools and implications for practice

Monica Monahan	monica.monahan@abi.ie	Doctoral student at the University of Marburg, and abi antibullying institute www.abi.ie
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Micha Strack	mstrack@uni-goettingen.de	University of Goettingen, Germany

Introduction:

Prevalence levels of bullying have been extensively measured (e.g. Craig, Harel-Fisch, Fogel-Grinvald et al., 2009; PISA OECD, 2017); however surveys were mostly conducted in secondary schools.

Methods:

As part of a whole school anti-bullying programme, 10 binary questions were administered in 34 Primary schools (18 rural, 11 urban non-Dublin, 5 Dublin; 235 classrooms, 5,705 participants aged 5-14; Oct. 2014 – Jan. 2018). Data was analysed with a three-level mixed model.

Result:

Approximately 20% of students felt bullied in an ongoing school year, 29% felt they had witnessed bullying, 29% reported bullying and 4.5% reported bullying others. Except reporting, the patterns vary little between schools (ICC < 10%). Variations between classes within schools are partly due to more frequent bullying experiences in younger classes; partly, a class climate variable of classmates feeling bullied predicted the probability of a student witnessing bullying. Reporting behaviour which differs between schools (ICC 21%) is predicted for targets (from 50% in 1st to 30% in 6th class) and for witnesses (in rural schools only similar as for targets) but in Dublin schools higher and increasing over class levels.

Discussion:

The low differences concerning bullying exposure between primary schools provide the most interesting result and will facilitate the use of policy templates. The younger the class groups, the more fluctuation of roles in bullying cycles. A 'cycle breaker' model for interventions by class teachers could facilitate reporting behaviour. Dublin schools seem to better motivate older witnesses, rural schools need help.

Keywords:

School bullying, Primary Schools, Questionnaire, Multi-level modelling

The long-term impact of adolescent cyberbullying victimization: Consequences for mental health and well-being during adulthood

Dr. Sara Pabian¹, Prof. Dr. Heidi Vandebosch¹

¹*University of Antwerp, Antwerpen, Belgium*

The long-term impact of adolescent cyberbullying victimization: Consequences for mental health and well-being during adulthood

Introduction:

Traditional bullying victimization among children and adolescents has been linked to mental health and well-being problems in the long run, i.e. years or even decades after victimization. It is not yet clear whether cyberbullying can also have a negative long-term impact. Today's emerging adults are the first generation that could have been victimized online or both online and offline during adolescence. The goal of the present project was to examine long-term outcomes of cyberbullying victimization during adolescence (between the age of 10 to 18). Furthermore, the project aimed also to investigate whether those who were bullied only online differ with regard to the long-term impact from those who were bullied both online and offline, and those who were bullied only offline.

Methods:

A large quantitative retrospective study was conducted among a sample of 1,010 emerging adults aged 18-25. In-depth interviews were also administered among a subsample of 10 adults that were severely bullied both online and offline during adolescence.

Result:

Adults that were victimized both online and offline between the age of 10 to 18 years old scored, on average, in a less desirable way compared to the other victim groups and non-victims on mental health and well-being indicators. Non-victims scored in a most desirable way on these outcomes, however, the same seemed true for adults that were only cyberbullied during adolescence.

Discussion:

The full results based on the quantitative and qualitative data will be presented at WABF, as well as future research and practical implications.

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Effective anti-bullying programs. What actually works?

Ms. Hannah Gaffney¹, Professor David Farrington¹, Dr. Maria Ttofi¹

¹*University Of Cambridge, Cambridge, United Kingdom*

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The Prevalence of Bullying and Good Practices Against it in Evening Schools in Patras (Greece)

Dr. Maria Dalamitrou¹, Mr. Christos Tegas¹

¹*Greek Ministry Of Education, Patras, Greece*

Title of Abstract: The Prevalence of Bullying and Good Practices Against it in Evening Schools in Patras (Greece)

Introduction: Evening Schools enable adults or students aged 14 or over who had previously failed school to complete their education. The heterogeneity of the studying population, including immigrants and Roma people, often leads to conflict and/or bullying at school. The current paper wants to research the prevalence of these phenomena in the Evening Schools in Patras, as well as to evaluate the good practices against bullying that have been applied in the 1st Evening Highschool of Patras.

Methods: 173 students coming from nine Evening Schools in Patras completed a questionnaire about bullying. Good practices against bullying, such as the implication of a peer mediator, the observatory against violence and team workshops that enhance empathy are evaluated with regard to how they affect school dropout and failure or success, school penalties and new instances of conflict and/or bullying.

Result: 34.7% of the students responded positively to whether they have been bullied. Diagrams show the relationship of bullying to sex, form of bullying, place and time of it happening etc. Good practices against bullying, as applied from September 2018, are expected to show their effect until the end of the current school year.

Discussion: The teaching community needs to sensitize itself to the phenomenon of bullying, especially in Evening Schools. More research is needed in the area of conflict and bullying management at Evening schools.

An exploratory examination of hidden self-cyberbullying and self-promotion

Prof. Sara Pabian¹, Prof. Heidi Vandebosch¹, Dr. Sara Erreygers¹, Dra. Michelle Symons¹

¹University Of Antwerp, Antwerp, Belgium

An exploratory examination of hidden self-cyberbullying and self-promotion

Introduction:

The online environment provides opportunities and threats for users, including prosocial and antisocial behaviors. So far, many studies have focused on performing these behaviors towards others. Recently, researchers have indicated that these behaviors can also be performed towards the self, including hidden digital self-harm (Patchin & Hinduja, 2017) and hidden online self-promotion (Dumas et al., 2017). Studies on these behaviors are scarce and therefore many aspects of these behaviors remain unknown. This project aims to develop and validate measurements for hidden digital self-harm and online self-promotion.

Methods:

A first step is to investigate qualitative retrospective data to understand different forms (WHAT), motives for performing these behaviours (WHY), and reactions of others to these behaviours (CONSEQUENCES). In total, 595 participants aged 18-53 filled in an online survey that consisted mainly out of open questions.

Result:

These questions resulted in a wealth of data. Examples of digital self-harm were self-cyberbullying, self-stalking, and giving mean comments to own content. These behaviors were performed by means of, for instance, fake accounts. Motives for performing digital self-harm were, for example, attention seeking, avoiding bullying by others, and gaining sympathy.

Discussion:

To conclude, the present explorative study resulted in data that will be further used to develop validated measurements. Steps that are planned next are selecting items to include in the scales, as well as testing these scales among multiple samples, including adolescent samples. The full results of the explorative study, as well as the progress of the next steps, will be presented at WABF.

Exploring The Influence Of School Bonding, Bullying Behavior On Student Engagement For Chilean Adolescents

Dr. Jorge Varela¹, Dr. David Sirlopu¹

¹Universidad Del Desarrollo, Santiago, Chile

Exploring The Influence Of School Bonding, Bullying Behavior On Student Engagement For Chilean Adolescents

Introduction:

Student engagement is a significant predictor for student achievement, school dropout and other positive outputs. Previous studies have focused mostly in the influence of teachers on student engagement with less examination of peer relationships. Although previous studies have examined this relationship, there is far less research that considered both roles within bullying behavior, school bonding, using multilevel methods and in different cultural contexts beyond the U.S, such as Chile. Thus, the purpose of the study was to examine the role of bullying behavior and school bonding on two dimensions of student engagement like cognitive and emotional simultaneously.

Methods:

We used a sample of 590 adolescents (48.7% female; 13.3 mean age) within 21 classrooms in Santiago, Chile, using multilevel path analysis to explain emotional and cognitive student engagement.

Result:

Results for the between part of the model show bonding was found to be significantly and positively related to Emotional Engagement (TSR) ($= 0.922$). Results for the within-class part show that bully was related to Cognitive Engagement (FGA) ($= -0.137$) and Cognitive Engagement (TSR) ($= -0.143$), victim was related to TSR ($= -0.095$), and bonding was related to FGA ($= 0.266$) and TSR ($= 0.458$).

Discussion:

Our results confirm the importance of the school context for adolescent student engagement, especially considering school bonding and bullying behavior. These results highlight the importance of peers, considering two dimensions for student engagement within classroom context, especially if we want to promote prevention programs and support school communities.

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Ending online bullying before it begins

Mr. Nicholas Carlisle¹

¹*No Bully, San Francisco, United States*

Title:

Ending online bullying before it begins

Introduction:

Children are now using digital devices from the earliest years but receive almost no guidance how to navigate the online world. Without preparation for how to treat others and protect themselves in an age of interconnectivity, they are at risk as they enter their school years of bullying others, and becoming the target of online bullying and hate. The Power of Zero is a collaborative global campaign to prepare young children to thrive in a digital world.

Methods:

In this workshop participants learn the current research into the increasingly digital lives of young children across the world and discover how a US based non-profit brought together a global collaborative including UNESCO, Microsoft, Facebook, Hasbro and regional NGOs to launch the Power of Zero campaign to teach children from the earliest ages how to be compassionate, resilient and inclusive both online and offline.

Result: Participants will expand their understanding of the digital lives of young children and the ecosystem in which online bullying begins. They will receive a framework that defines the twelve core digital competencies for this age group and the learning materials developed by Power of Zero for early educators worldwide.

Discussion: Online and traditional bullying are too tangled in systemic complexity to be solved by any one organization. Participants can learn from the example of Power of Zero how they too can build bridges across regions and sectors to create a campaign for collaborative impact.

Contact information

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Current Perspectives on the Biological Implications of Peer Victimization

Elisabeth Schreuders¹, Dr. Nattapong Thammasan², Dr. Anne-Marie Brouwer³, Dr. Matteo Giletta¹, Ms. Theresa McIver⁴, Dr. Rachael Bosma⁵, Sarah Goegan⁶, Janell Klassen⁶, Julian Chiarella⁷, Aislinn Sandre⁶, Dr. Wendy Craig⁶, Dr. Linda Booij^{4,6,7}, Dr. Tracy Vaillancourt⁸, Heather Brittain⁸

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Current Perspectives on the Biological Implications of Peer Victimization

Elisabeth Schreuders (Post-doctoral Researcher), Department of Developmental Psychology, Institute of Psychology, Universiteit van Tilburg, The Netherlands
Theresa McIver (PhD Candidate), Centre for Neuroscience Studies at Queen's University, Canada
Dr. Tracy Vaillancourt, Counselling Psychology, Faculty of Education, University of Ottawa, Canada

Discussant: Dr. Wendy Troop-Gordon, Associate Professor of Human Development and Family Studies, Auburn University, USA

Aim of Symposia:

The proposed symposium aims to share international insights on the biological implications of peer victimization.

Description of issues, theories or initiatives that will be addressed in the symposia:

The idea that bullying “gets under the skin” is a critical consideration in the ongoing investigation of how peer victimization relates to increased risk for poor mental health. A growing body of research is examining the biological implications of peer victimization. In the proposed symposium, researchers will discuss the psychophysiological mechanisms associated with peer victimization, as well as how peer victimization relates to mental health functioning. Based on research examining markers of pro-inflammatory and autonomic nervous system response, the first presentation will share findings for how a history of peer victimization (from 12-15 years of age) is related to emotional and physiological responding in daily functioning. The second presentation will share findings from functional magnetic resonance imaging for how functional connectivity within a core network of fronto-limbic regions in the brain, across the experience of becoming socially excluded, is associated with prior peer victimization experience and increased risk for poor mental health in young adults. The final presentation will share findings on the relative influence of bullying victimization and child maltreatment on mental health functioning in young adulthood, using a combination of self-report, parent-report, and clinical interviews. Thus, the proposed symposium will bring together insights spanning how peer victimization relates to altered immune responding, to systems-level neural functioning, and the resultant outcomes in mental functioning. Taken together, the presented research will provide a deeper understanding of the biological implications of peer victimization and how this relates to increased risk for poor mental health.

The bully, the bullied and the not-so-innocent bystander: breaking the cycle of violence

Ms. Barbara Coloroso¹

¹*kids are worth it! Inc., Greeley, United States*

Title of Abstract The Bully, the Bullied, and the Not-So-Innocent Bystanders: Breaking the Cycle of Violence

Introduction: It takes much more than slogans, posters, and anti-bullying programs to break the cycle of violence and to create more deeply caring communities. Brave-hearted young people willing to step up and step in to stop these attacks can't do it alone; we all need to pitch in to make a difference.

Methods: This workshop is in lecture format with interaction with participants.

Results: Participants will receive tips, tools, strategies, and handouts to bring back to their educational communities to help enact positive change,

Discussion: In this workshop, we will discuss:

1. The connection between political rhetoric and a rise in hate speech, and the potential for bullying with racial, ethnic and religious overtones in our schools, neighborhoods and communities.
2. The difference between normal conflict and the verbal, physical, relational, and cyberbullying violence.
3. What to do and not do if a young person is targeted.
4. Four valid reasons and nine lousy excuses why young people might not stand up for their targeted peer.
5. Strategies for developing school-wide policies, procedures and programs to hold accountable those who target others, to support and embolden those who are targeted, and hold accountable those who play the role of not-so-innocent bystanders.
6. Ways to help young people become a potent force as active witnesses—by standing up for their peers, speaking out against cruelty and injustice, and taking responsibility for what happens among themselves.

What 300,000 Australian school students tell us about relationships and bullying.

Dr. Andrew Wicking¹, Mr John Hendry²

¹*Resilient Youth Australia Limited, Melbourne, Australia,* ²*Resilient Youth Australia Limited, Melbourne, Australia*

Title of Abstract:

What 300,000 Australian school students tell us about relationships and bullying.

Introduction:

Since 2013, Resilient Youth have administered the Resilience Survey to over 1000 Australian schools and 300,000 students. Our data demonstrates an overwhelming correlation between bullying, mental health and learning engagement. It also demonstrates the impact bullying has on the capacity of students to form quality relationships. In collaboration with the University of South Australia, Resilient Youth have developed a Relationships & Bullying Survey that enables schools and communities to establish a greater understanding of what needs to be put in place in any context to address the various forms of bullying.

Methods:

The need for a Relationships and Bullying Survey was identified through data analysis conducted by Resilient Youth. In collaboration with the University of South Australia, Resilient Youth developed the Relationships and Bullying Survey. Further consultation was established through a formal focus group including leading educationalists, school principals, the Alannah Madeleine Foundation and research scientists.

Result:

We will present aggregated findings of 20,000 students who have undertaken the Relationships and Bullying Survey. We will provide context specific examples of the practical, actionable data on which schools and communities can base their anti-bullying responses, together with a Relationships and Anti-bullying Training Manual.

Discussion:

The data specifically directs contextual, appropriate actions that schools, parents and communities can take to positively impact relationships and bullying. This process focuses attention on the inappropriate use of power in relationships. This data provides a starting point to educate all in the establishment and nurturing of quality relationships.

The assessment of bullying: new validity evidence of measures and a discussion of methodological challenges.

Prof. Caroline Hunt¹, Associate Professor David Hawes¹, Dr Alyssa Milton¹

¹The University Of Sydney, Camperdown, Australia

Title of Symposium: The assessment of bullying: new validity evidence of measures and a discussion of methodological challenges.

Abstract

There has been a surge in growth of psychometrically sound instruments in the assessment of bullying in the past several years. Good measurement is a critical issue in ensuring scientific rigour in bullying research and continuing advancements in this field. This symposium includes five papers that pick up significant themes in the assessment of bullying, by describing new data of validity and reliability evidence on existing measures, by reporting on new measures, and by discussing important methodological issues in measurement. Specifically, new psychometric evidence will be presented, including evidence using longitudinal data, on the *Student Experience of Teacher Support Scale*, the *Personal Experience Checklist – Short Form*, and the *Bullying Scale and Cyberbully Scale*. Furthermore, two papers will focus on conceptual and methodological issues related to measurement construction, including the assessment of negative behaviours and the influence of question order effects.

1. Understanding the experience of students who report bullying and aggression to the teacher: The *Student Experience of Teacher Support Scale (SETSS)*; Nelson, H.J., Kendall, G.E., Burns, S.K., Schonert-Reichl, K.A., & Kane, R.T.
1. The measurement invariance of the *Personal Experiences Checklist (PECK)* over time and across gender; Noret, N. Hunter. S. & Rasmussen, S.
2. Measures of bullying and cyberbullying in a Sample of Spanish adolescents: a longitudinal study; Mestre, V., Samper, P., Llorca, A., & Malonda, E.
3. The development of a self-report questionnaire to assess bullying behaviours in early adolescence: Preliminary findings; Hunt, C., Hawes, D, & Milton, A.
4. Question order effects on reported bullying victimization and perpetration; Shaw, T., Runions, K., Gregory, S. Salmivalli, C & Cross, D.

Discussant: Professor Sheri Bauman, College of Education, University of Alabama

Understanding the experience of students who report bullying and aggression to the teacher: The Student Experience of Teacher Support Scale (SETSS)

Nelson HJ¹, Kendall GE², Burns SK³, Schonert-Reichl KA⁴, Kane RT⁵

¹ School of Nursing, Midwifery and Paramedicine, Curtin University, Perth, Western Australia, Australia.

² School of Nursing, Midwifery and Paramedicine, Curtin University, Perth, Western Australia, Australia

³ School of Public Health and Collaboration for Evidence, Research and Impact in Public Health, Curtin University, Perth, Western Australia, Australia

⁴ Director, Human Early Learning Partnership, School of Population and Public Health, Faculty of Medicine, University of British Columbia, Vancouver, British Columbia, Canada

⁵ School of Psychology, Curtin University, Perth, Western Australia, Australia

Abstract

Background: Children have reported that covert bullying is harmful because it is intentionally hidden from adults. Children's experience of social isolation at school is likely to increase when teachers feel unable to adequately support students who report bullying and aggression.

Aim: The aim of this research was to develop and validate a measure of student experience of teacher support when reporting bullying and aggression.

Method: Research was conducted over 3 phases; phase one included survey design informed by literature review and thematic analysis of focus groups with children. Second, psychometric fit was assessed using exploratory factor analysis (EFA) and third, confirmatory factor analysis (CFA), reliability and construct validity.

Results: Children in grades 4 to 6 described that they were reluctant to report bullying because they would be excluded by peers, or they felt "lonely and insecure" as a result of lies told by peers to the teacher ($n=22$, ages 9 to 11). A 13-item survey was identified. EFA ($N=174$) identified a 2-factor model, student *experience* and feeling *heard* by the teacher. CFA ($N=642$) confirmed model fit of a 12-item survey (RMSEA=.073, CF1=.913, TLI=.892), reliability and validity. Exploratory modelling revealed underlying complexity associated with reporting bullying to the teacher.

Conclusion: This research adds to the understanding of harm that results from covert bullying and aggression. Some children who report bullying and aggression to the teacher experience support while others experience an increase in harm. The Student Experience of Teacher Support Scale (SETSS) provides a measure that will evaluate the effectiveness of interventions for health consequences associated with bullying.

The measurement invariance of the personal experiences checklist (PECK) over time and across gender.

Nathalie Noret¹

Simon Hunter¹

Susan Rasmussen¹

¹ Psychology, The University of Strathclyde

Introduction: Bullying is a significant problem in schools and those who are bullied report poorer adjustment in the short- and long-term (Reijntjes et al., 2010, 2011). The personal experiences checklist (PECK) (Hunt, Peters, & Rapee, 2012) provides a multidimensional assessment of bullying experiences, and includes 32 items capturing reports of relational-verbal, cyber, physical bullying and bullying based on culture. A short, 14-item, version of the PECK has been created. The aim of this study is to test the factor structure of the short version of the PECK and to test for measurement invariance over time and across gender.

Methods: Data are being collected over three time points over three months during the 2018/19 academic year from pupils aged 11 to 14 years. The short version of the PECK is being used at time 1 and time 3, which are approximately three months apart.

Results: Data will be analysed in MPLUS using confirmatory factor analysis to test the factor structure of the scale. The data will also be analysed to test for both weak and strong factor invariance across the two-time points and across gender.

Discussion: The psychometric properties of the scale will be discussed, focusing specifically on whether the factor structure of the short version of the PECK is invariant over time. Implications for the use of the scale for the assessment of bullying and evaluation of interventions will also be discussed.

The development of a self-report questionnaire to assess bullying behaviours in early adolescence: Preliminary findings.

Caroline Hunt¹

David Hawes¹

Alyssa Milton¹

¹ School of Psychology, The University of Sydney

Introduction: Psychometrically sound assessments of bullying tend to rely on providing an explicit definition of bullying, while others fail to capture key characteristics, namely the intent of the behaviour to cause harm, repetition, and a power differential. We aimed to develop a dimensional measure of bullying and cyberbullying behaviour, using a similar approach to our development of the Personal Experiences Checklist (PECK) that assesses victimisation based on well operationalised behaviours.

: Initial item selection used items from the PECK scale and a review of the assessment literature. Items were adapted to capture elements of bullying including a power differential, repetition, intent to harm and ring-leader behaviour. Two hundred and sixty students (56.9% female) in school grades 3 to 9 (mean age 11.26 years, $SD = 1.86$) completed questionnaires, including 56 bullying items. Analyses included item response analysis, exploratory factor analysis, and tests of validity.

Result: A full scale, summing items, was significantly positively skewed. Significant positive correlations were found between this scale and the Peer Conflict Scale ($r = .49-.69, p < .001$) and with the Inventory of Callous-Unemotional Traits ($r = .34, p < .001$). Preliminary analyses of the factor structure will be presented.

Discussion: Although findings are preliminary, this new measure provides a promising assessment of bullying behaviours. There is preliminary evidence of criterion validity against assessments of aggression and callous unemotional traits (lack of guilt and empathy) in youth. The study raises conceptual and methodological implications of developing a scale with items that are uniformly positively worded for negative behaviour.

Measures of bullying and cyberbullying in a Sample of Spanish adolescents: longitudinal study

Mestre, V.,¹

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Llorca, A.,¹

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Introduction: Bullying affects millions of Primary and Secondary Education students worldwide and causes at least 200 deaths either through homicide or induction to suicide each year. Bullying in Spain has increased in the last few years and almost 10% of the students have suffered bullying. We present longitudinal data on the evolution of the results according to the measurements we used to evaluate bullying and cyberbullying (Garaigordobil, 2013) in a sample of Spanish adolescents.

Methods: This research monitored participating adolescents for three years in a longitudinal study in Valencia, Spain. We present two years in this paper. Participants are 190 girls and 196 boys. In the first wave, adolescents were in the first year of secondary school. We have analyzed in the different subscales of bullying and cyberbullying (victimization, aggression, observation and victimization-aggressive) based on the variables sex and age through an analysis of repeated measures to study their evolution over two moments in time.

Result: The results show differences in the different subscales globally and also in terms of the sex variable so that in the case of the boys, the scores that indicated a risk situation in all subscales of bullying and cyberbullying at Wave 1, become a problem indicators, a year after. In the case of girls, and in the subscale of cybervictim, cases identified as a problem are greater rather than those identified as a risk.

Discussion: The results show, once again, the need to persevere in this problem that, far from diminishing, is increasing every year, despite the different intervention programs that have been designed at a national and international level.

Question Order Effects on Reported Bullying Victimization and Perpetration

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Introduction: Bullying behaviour in children is commonly measured using self-report surveys. It is well known that the order in which survey questions are presented can influence responses to the items. Our study investigated whether the order in which blocks of bullying victimisation and perpetration questions were asked influenced the reported prevalence and frequency of involvement as a victim or a perpetrator.

Methods: Students aged 12-14 years were asked the blocks of questions in randomised order. These included a global single-item question assessing frequency of bullying involvement and the Forms of Bullying Scales (FBS-V and FPS-P, 10 items each), which measures the frequency of involvement in the following forms of bullying victimisation and perpetration: verbal, exclusionary, social reputation damage, physical and threatening forms of bullying.

Results: We found that question order did not affect the reported rates of victimisation or perpetration on the single-item global question. Hence, prevalence rates determined based on global questions appear to be robust to question order. Question order did influence responses to the multi-item FBS scales – greater involvement was reported when the questions were posed first. Rates of reported perpetration were most affected by question order – when perpetration questions

were asked prior to victimisation questions, the odds of reporting bullying perpetration increased. Moderators of question order effects on survey responses were also explored.

Discussion: Implications of these findings on the design of surveys will be discussed.

Rehabilitating bullied youngsters in outpatient psychiatric care

Mrs. Katri Salmi¹

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Katri Salmi, Expert by experience and Board member, student in psychiatric care

Rehabilitating bullied youngsters in outpatient psychiatric care

Many young psychiatric outpatient patients have been bullied during their school-years. Aftercare of bullying isn't automatically offered and few outpatient units take bullying separately into account, when rehabilitating psychiatric conditions. In Lahti, Finland (PHHYKY, Welfare Consortium) there has been a two-year test, where an expert by experience in bullying issues has instructed aftercare-groups for young psychiatric patients with bullying issues together with the personnel.

Bullying has many effects on the life of the victim (Copeland, W et. al. 2013). There can be mental health issues in cases of severe or longlasting bullying. The possible trauma isn't always reconized, which means that the young person can be given diagnoses, that, when the trauma is reconized and treated, are proven wrong. When the youngster gets a supported chance to deal with the trauma, his/her life often changes dramatically and becomes even free of psychiatric medicines. The importance of recognizing young people's traumatisation from being bullied, can't be stressed enough, as it has tremendous impact on their life and their life expectations.

In the work with youngsters in the psychiatric outpatient wards, and in the empirical studies conducted by the expert by experience, it has come into daylight that bullied youngsters need encouraging, active support, adults that are present and listen to them without prejudice. Bullied youngsters often have difficulties trusting people, because they have been let down too many times. Youngsters that have been bullied often lack dignity and self-esteem, and they feel worthless. These are the issues that the expert by experience work with hand in hand with the youngsters.

How does students experience reporting bullying in school health service?

Prof. Lisbeth Kvarme¹, Associate Professor, PhD Lisbeth Valla², Associate Professor Nina Misvær³, Dr. Med Mia Cathrine Myhre⁴, Associate Professor, PhD Solveig Holen⁵, Associate Professor, PhD Åse Sagatun⁶

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Poster to WABF 2019

1: School bullying

How does students experience reporting bullying in school health service?

Introduction: Bullying is recognized as one of the most significant public health problems among adolescents in school. This study is part of a pilot project, "School health", that include a web-based health instrument completed by the student in advance of the health dialog to the school nurse. The aim of this study was to explore how students experience filling out questions at school about bullying prior an individual consultation with the school nurse.

Methods: We used a qualitative design with individual and focus group interviews. Data was collected in December in 2017 with 32 students aged 13-14 years old with both boys and girls. The data was analyzed according to Kvale`s three levels of interpretation within a phenomenological and hermeneutic perspective.

Results: The main findings in the were that the student thought it was difficult to report about being bullied. Very few participants reported being bullied in this study through the questionnaire; however, they talked of bullying in the interviews. They have confidence in the school nurse and like talking to her in the health dialog and some complained about the school environment.

Discussion: Some of the students thought that the situation could get worse if they reported being bullied, as they experienced that no efforts was done to stop the bullying by the school. They thought the school environment was not as good and they missed having friends. It is important that school nurse and teacher collaborate to prevent bullying in schools.

Authors:

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Audience: Research

Cyber bullying among children and young adults with neurodevelopmental disorders: A systematic review

Doctor Linda Beckman¹, Doctor Lisa Hellström², Doctor Laura von Kobyletzki³

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Title of abstract: Cyber bullying among children and young adults with neurodevelopmental disorders: A systematic review

Introduction: Children and young adults with neurodevelopmental disorders (ND) are at increased risk of bullying compared to typically developing peers. It is still unclear to what extent they are involved in cyber bullying. This systematic review aimed at studying the prevalence of cyber bullying as perpetrators, victims, or both (“bully-victims”) among students with NP in a school setting and in need of special education.

Methods: The Web of Science, Scopus, ERIC, PsycINFO, PubMed, and Cochrane databases were searched, including a manual search of reference lists, until February 24, 2018.

Results. Eight studies conducted in Europe, North America, The Middle East, and Australia were included reporting a prevalence of cyber-victimization among students with ND of 0%–41%, a prevalence of cyber-perpetration of 0%–16.7%, and a prevalence of bully-victims of 6.7%. Three out of five studies using control groups showed that students with ND might be more involved in cyber bullying overall compared to typically developing students. Students in segregated school settings report slightly higher prevalence rates of cyber bullying compared to students with ND in inclusive school settings, especially among girls. When comparing prevalence rates among studies using the same definition, we found similar prevalence rates.

Discussion: There was a tendency towards students with ND being more involved in cyber bullying compared to typically developing students, but this needs to be confirmed in future studies that should include control groups with typically developing students as well as validated and standardized measurements of cyber bullying and ND diagnoses.

The dialogue sheet: a tool for increased participation regarding the social environment in school settings

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WABF Dublin June 4th–6th 2019

Abstract (poster presentation)

The dialogue sheet: a tool for increased participation regarding the social environment in school settings

Authors: Maria Lingonblad and Tove Ajalii

Folkhälsan is a nonprofit social and health care organization working to promote good health and quality of life in the Swedish-speaking areas of Finland. Folkhälsan's perspective on health promotion among children and young people includes support for professionals in schools in order to make them stay active and involved in the preventive work for a good, healthy and socially safe school environment. The dialogue sheet is a tool used to promote a safe and supportive social environment for the whole school. It is developed in collaboration with teachers and peer students. The sheet supports different target groups (students, peer students, teachers and parents) to reflect on the core values in school or other settings and how these values are implemented in the school structure and the school environment. The dialogue sheet provides the opportunity for every participant to be engaged and during the process, the discussion about values is transformed into concrete actions. These actions can be further developed and evaluated. Inquiries show that the dialogue sheet is often used and it is an appreciated and helpful tool in the school's promotive and preventive work.

Keywords: Teachers, bullying prevention, participation, dialogue, health promotion

School Bullying - See Something, Say Something

Ms. Nancy Silberkleit¹

¹*Archie Comics, Mamaroneck, United States*

Title of Abstract: School Bullying – See Something, Say Something

Introduction:

If a student sees something wrong, they should say something. If a teacher is then told something, they must investigate.

Methods:

Co-CEO of Archie Comics, I actually harness the [power of graphic literacy](#) to help spark dialogues about subjects that can be difficult to address, especially with children. I have introduced an autistic character into the universe of Archie and also have another comic book series devoted to fighting school shootings

Result:

I tell children that if they see something, they must say something. The children spend all day, every day with each other and are incredibly observant and attentive. If something is wrong or another student is off, they will notice it straight away. It's not their job to fight with bullying or deal with it, but no longer should they turn a blind eye to it.

In turn, educators have to deal with these claims extremely seriously.

The horrible shooting at Stoneman Douglas High School demonstrates what happens when there is no system in place or it's completely broken down. So many aspects of this tragedy were avoidable.

Discussion:

Have process and systems in place so that EVERYONE is aware of them.

Most importantly, those reporting can't be ignored otherwise, people will stop to say something. Work together as a unit to make sure it's a safe environment for everyone.

Explaining Bullying Climates in Classrooms: The Role of Student Body Composition, Relationships, and Instructional Quality

Dr. Lars Dietrich¹

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Explaining Classroom Bullying Climates: The Role of Student Body Composition, Relationships, and Instructional Quality

Introduction:

Previous studies show that the student body composition in schools—in terms of students' ethnic and socioeconomic family background—is a significant predictor of bullying in schools. But what explains this relationship? Theory suggests that school and classroom climates play an important mediating role. Hence, this study hypothesizes that several climate factors—teachers' instructional quality, the quality of student-teacher relationships (STR) and student-student relationships (SSR)—mediate the link between student body composition and bullying climate.

Methods:

This study uses a large, cross-sectional secondary dataset (N=146,044 students from 7243 classrooms and 132 schools) based on student surveys from American secondary schools, collected in the academic years 2013-15. It applies multi-level confirmatory factor analysis (ML-CFA) to test the construct validity of latent factors and multi-level structural regression modelling (ML-SRM) to test the main hypothesis.

Result:

An intraclass correlation coefficient (ICC) analysis suggests classrooms as the primary level of analysis for bullying climates, not schools. ML-CFA results confirm the construct validity of all latent factors. The main hypothesis can be confirmed: the best-fitting ML-SRM model ($\chi^2=18271.439$, CFI=.911, RMSEA=.057, SRMR=.074) shows that the link between ethnic/SES student body composition and bullying climate is mediated by STR, SSR, and teaching quality.

Discussion:

The results of this study show that American schools with larger numbers of underprivileged students, i.e. low-SES students and students of color, have comparatively worse bullying climates. However, results also suggest that these schools can reduce bullying by improving their teachers' instructional and social-emotional skills.

The role of cognitive appraisals in the relationship between peer-victimisation and adjustment: A longitudinal study.

Ms. Nathalie Noret^{1,2}, Dr Simon Hunter², Dr Susan Rasmussen²

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Title of Abstract

The role of cognitive appraisals in the relationship between peer-victimisation and adjustment: A longitudinal study.

Introduction:

Peer-victimisation is a frequent experience for many adolescents, and is related to poor adjustment in the short- and long-term (Reijntjes et al., 2010, 2011). Evidence suggests that primary appraisals (e.g. the evaluation of the event as controllable, feeling threatened) and secondary appraisals (e.g. perceived social support) may play a role in the relationship between peer victimization and adjustment (Lazarus & Folkman, 1984; Noret, Hunter, & Rasmussen, 2018). Research to date has tended to test primary and secondary appraisals separately, employing cross-sectional designs. Therefore, the aim of this study is to test whether primary appraisals mediate, and secondary appraisals moderate, the longitudinal relationship between peer-victimisation and depressive symptomology.

Methods:

Data are being collected over three time points during academic year 2018-19 from pupils aged 11 to 14 years. A questionnaire assesses: experiences of peer-victimisation, cognitive appraisals of threat, control, challenge, blame and perceived social support, and depressive symptomology.

Result:

Data will be analysed according to a pre-registered data analysis plan, using a cross-lagged panel analysis. Cross-lagged relationships between peer-victimisation and depressive symptomology will be reported, alongside any mediating role for primary appraisals and any moderating role of perceived social support.

Discussion:

The findings of the study will be discussed in the context of the Transactional Model of Stress (Lazarus & Folkman, 1984). Implications for our understanding of the relationship between peer-victimisation and depressive symptomology will be discussed, alongside implications for intervention programmes.

Insights from innovative approaches to bullying prevention and intervention

Prof. Barbara Spears¹, Dr Lesley-Anne Ey¹, Prof Marilyn Campbell², Prof Juli Coffin³, Prof Sheri Bauman⁴, Liam Hackett⁵, Jonathan Porrino⁵, Professor Russell Toomey⁴

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Insights from innovative approaches to bullying prevention and intervention

Barbara Spears, University of South Australia, Australia (Corresponding and presenting author)

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Juli Coffin, Notre Dame University, Australia (Presenting author)

Sheri Bauman, University of Arizona, USA (presenting author)

Discussant: Wendy Craig, Queen's University, Canada

Aim of Symposia:

This Symposium aims to draw comparative insights from different approaches to bullying prevention and intervention to highlight the importance of contextualising solutions to the cultures and communities in which schools and individuals are placed.

Description of issues, theories or initiatives that will be addresses in the symposia:

Innovative approaches to bullying prevention and intervention are driven by the need to respond to different aspects of the issue across differing community/cultural and educational contexts. This symposium explores similarities and differences in communities/cultures through consideration of: *absolutist* (characteristics common to all); *relativist* (qualitatively different within; moderated by cultures/communities); and *universalist* (some similarities, with unique aspects of the cultures/communities) approaches. **Ey and Spears** (#1) present the first Australian study using cartoon figures (Smith & Monks) as age-appropriate elicitation measures (N= 99) to examine *young children's understanding of bullying* in early childhood settings in South Australia. **Spears and Ey** (#2) report on the subsequent *co-design process* where teachers (N=11) used their student-understanding data, to inform the development of a ten-lesson, purpose-designed, context-specific intervention. **Campbell and colleagues** (#3) in response to persistent bullying behaviours, report interview data from staff (N=10) from six Australian secondary schools over a 12 month trial of a *counselling technique (Motivational Interviewing (MI))*: to strengthen commitment to changing behaviours. **Coffin** (#4) presents findings from a community-based 12 month trial using an *equine assisted learning program*: to support at-risk Aboriginal youth aged 6-25 years (N= 240) which focuses on modelling healthy relationships, repairing identity, self-concept, self-regulation, healing from trauma, self-awareness and connectedness. By way of contrast, **Bauman and colleagues** (#5) present *large-scale survey data* from 9150 UK participants. Using person-centred analyses they explore: type of bullying; attributions of motivation; and identity of the perpetrator as predictors of

internalizing and externalizing symptoms, and whether demographic characteristics moderate those associations.

Being friends with a bully: Friendship, aggression and the peer group

Dr. Rachel Maunder¹, Dr. Claire Monks²

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Being friends with a bully: Friendship, aggression and the peer group

Introduction:

Peer relations can contribute to children's development in positive and negative ways. Whilst bullying is generally positioned as undesirable, there is inconsistency in the literature about whether being involved in bullying affects children's popularity and quality of friendships in the peer group. There is also evidence that children tend to associate with peers who assume similar roles to them in bullying situations.

Methods:

Primary school children aged 7-11 from four schools (n=286) completed a questionnaire as part of an in-class exercise. Measures included friendship and best friendship nominations, the Friendship Quality Scale (Bukowski et al, 1994) about their best friend, and a peer nomination measure for bully, assistant, defender, victim and bystanders in their class.

Result:

Children identified as aggressors did not differ in number of friendships or reciprocal friendship nominations compared to non-aggressors. Friendship quality was different between best friends, with higher levels of help and conflict reported by aggressors. Friends of aggressors were more likely to be assistants or defenders in the peer group. Within-friendship aggression was uncommon, and children did not aggress towards their best friends.

Discussion:

The study shows that children identified as aggressors in the peer group are not more disliked, do not have fewer friends and do not have poorer quality friendships. This illustrates that bullying behaviour is not necessarily rejected by peers and may bring social benefits for children. Implications for bullying intervention focusing on the peer group, and shifting the social consequences associated with bullying behaviour will be discussed.

To Disclose or Not? Talking about being Victimized in Elementary School

Dr. Sabine Stoltz¹, Dr. Rozemarijn van der Ploeg², Dr. Yvonne van den Berg¹, Prof. Toon Cillessen¹

¹Radboud University, Nijmegen, Netherlands, ²University of Groningen, Groningen, Netherlands

To Disclose or Not? Talking about being Victimized in Elementary School

Introduction

Bullying is a persistent problem worldwide. Despite evidence-based interventions, a substantial percentage of children remains victimized (e.g., Kaufman, et al. 2018). One reason for modest reductions might be that children often do not talk about being victimized.

Although the group of non-disclosers of victimization is substantial (e.g., Black et al. 2010), relatively little is known about them. We examined if non-disclosers differ from disclosers on demographic characteristics, characteristics of victimization, well-being, and feelings of comfort in the classroom. Next, we investigated which factors predict the likelihood of disclosing victimization.

Methods

Participants were 5950 students from 73 Dutch elementary schools. Data were collected via online questionnaires in fall 2016. All measures were based on self-reports. ANOVA's were performed to investigate differences between disclosers and non-disclosers. The likelihood to disclose was estimated using logistic regression models.

Results

About one-third of chronically victimized children did not disclose their victimization to anybody. Results showed that older children, boys, and Dutch children were more likely to disclose than younger children, girls, and children with a minority background respectively. The likelihood to disclose was higher when children experienced more depressive symptoms, but lower when they were more anxious or had better emotion regulation strategies. Disclosure was not predicted by characteristics of victimization or feelings of comfort in the classroom.

Discussion

A significant percentage of children do not disclose victimization. Disclosure is mainly affected by personal and socioemotional characteristics. Identifying 'silent victims' may be essential to improve intervention programs.

Students' perspectives on how schools can work to improve students' sense of school safety

Dr. Paul Horton¹, Dr. Camilla Forsberg¹

¹*Linköping University, Linköping, Sweden*

Students' perspectives on how schools can work to improve students' sense of school safety

Introduction: During 2010-2017 the anti-bullying organization Friends have been collecting data from more than 100 000 students from third- to ninth- grade from all parts of Sweden.

A large questionnaire with questions covering issues on school climate, school safety and bullying are used. Among these quantitative questions there are a few qualitative open-ended questions, one of these focus on how schools can improve school safety.

Methods: In this paper we analyse the written suggestions that students left on how school safety can be improved. We take an explorative approach towards students' subjective descriptions and used thematic analysis to identify key themes in their replies (Braun & Clarke, 2006).

Result: Six broad themes are identified: "Rules and consequences"; "Being present and active during breaks"; "Listen and talk to the students"; "Preventive anti-bullying work"; "Acting nice and happy"; "Treating students equal".

Discussion: These themes identify important aspects of students' perspectives on how their sense of school safety can be improved and also what their views are on their present situation. What especially seems to be important to students is a wish to get help from the school and the teachers to solve issues such as conflicts, bullying and harassment.

Building Cross-Sector Bridges in the Development of Anti-Bullying Legislation, Policy and Practice in Northern Ireland

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Building Cross-Sector Bridges in the Development of Anti-Bullying Legislation, Policy and Practice in Northern Ireland

Drawing on expertise across the statutory and voluntary sectors, the Northern Ireland Assembly passed the Addressing Bullying in Schools Act in 2016. This poster explores the complex journey from establishing the evidence of need through to the delivery of training and the embedding of the legislation in all schools across the country.

The Northern Ireland Anti-Bullying Forum brings together organisations from across the voluntary and statutory sectors, each with their individual perspective on how best to tackle bullying behaviour. The poster explores how these organisations worked together, using a range of evidence, to successfully lobby government for legislative change. Then how the Forum, in liaison with school and education sector leaders, led the development of policy, guidance and capacity-building training, supporting schools to meet their new statutory duties.

The poster details the importance of working with a range of partner organisations from across all sectors, building an alliance of support for the process and engaging a range of expertise and experience to effectively guide the passage of legislation, the development of policy and the delivery of training. It highlights the critical need to embed the views and experiences of young people throughout the process.

The poster invites its audience to explore the challenges faced in introducing such changes across a whole regional education system, raising questions on how best to measure effectiveness of legislation in preventing and responding to bullying behaviour amongst pupils in schools.

Imitation, the sincerest form of flattery: Exploring how adult social media use influences children

Ms. Sabrina Page¹, Doctor Karen Freberg²

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Imitation, the sincerest form of flattery: Exploring how adult social media use influences children

Introduction:

Recognizing that actions speak louder than words, if adults are exhibiting behaviours of bullying, harassment, intimidation, etc. both on line and in person, how can society expect to implement successful programs that seek to alter these same types of behaviours in children?

Methods:

This case study compares the anti-bullying initiatives such as First Lady Melania Trump's, "Be Best" that teaches children the "importance of social, emotional, and physical health" to the actions of adults such as: an Arkansas day care teacher instructing students to throw stones at another students to a professional coach resigning over anonymous tweets that trashed his own players to senior citizens.

Result:

This research shows that cultural socialization can be and is taught to children as young as two years of age; and are accepted as "normal" when approved by an authority figure. Further, these learning behaviours are then spread throughout the group through imitation and emulation in order to learn and meet cultural constructs.

Discussion:

This research examines the link between bullying, in particular cyberbullying, with learning behaviours, ending with the use of crisis communication literature in order to examine the current challenges and responses to this type of behaviour. Finally, this research offers best practices and forecast future implications to both practice and research.

Behavioral and Functional Connectivity Basis for Peer-Influenced Bystander Participation in Bullying

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Title of Abstract

Behavioral and Functional Connectivity Basis for Peer-Influenced Bystander Participation in Bullying

Introduction:

Recent studies have shown that the reactions of bystanders who witness bullying significantly affect whether the bullying persists. However, the underlying behavioral and neural mechanisms that determine a peer-influenced bystander's participation in bullying remain largely unknown.

Methods:

We designed a new "catch-ball" task where four players choose to throw a sequence of normal or strong (aggressive) balls in turn and examined whether the players (n=43, all female) participated in other players' bullying. We also conducted resting-state fMRI experiments.

Result:

We analysed behaviours with a computational model that quantifies the tendencies of a participant's 1) baseline propensity for bullying, 2) reactive revenge, 3) conformity to bullying, and 4) capitulation to threat and estimated these effects on the choice of balls. We found only conformity had a positive effect on the throwing of strong balls. Furthermore, we identified a correlation between a participant's conformity and social anxiety. Our mediation analysis of resting-state fMRI revealed that there were significant relationships of each participant's functional connectivity between the amygdala and right temporoparietal junction (TPJ) and social anxiety to the participant's conformity to bullying. We also found that amygdala-TPJ connectivity partially mediated the relationship between social anxiety and conformity. These results highlighted the anxiety-based conformity and amygdala network on peer-influenced bystander participation in bullying.

Discussion:

These findings suggest the possibility that behavioral and neuroscientific studies on bullying can contribute to the development of anti-bullying measures in the future.

Effectiveness of KiVa Antibullying Intervention among Students with Reading Difficulties

Tiina Turunen¹, Christina Salmivalli², Elisa Poskiparta³

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Effectiveness of KiVa Antibullying Intervention among Students with Reading Difficulties

Introduction:

Students with reading difficulties (RDs) seem to be at elevated risk for bullying involvement (i.e. Singer, 2005; Turunen et al., 2017; Turunen et al., 2018), but it is not known whether they benefit from whole-school antibullying programs.

Methods:

With a nationally representative sample of 17,188 students, we test whether whole-school KiVa antibullying intervention, shown to be effective in both elementary (Kärnä et al., 2011), and middle school (Kärnä et al., 2013), can reduce peer-reported victimization and bullying also among students with RDs.. Data were collected from 9,565 students in 559 classrooms in 78 intervention schools, and 7,623 students in 478 classrooms in 71 control schools. Peer-reported victimization and bullying were measured 3 times during one year: before, during and after intervention. 4.1% of students reported having specific difficulties in reading. Growth-curve models were fitted for victimization and bullying.

Result:

Controlling for gender and level of schooling (elementary vs. middle), students with RDs had higher initial levels of both victimization and bullying. Reductions in victimization and bullying were greater in intervention schools compared with control schools indicating an intervention effect. RDs also predicted greater declines in victimization and bullying over one year. However, there was no RD x intervention interaction indicating that intervention effect for victimization and bullying was similar for students with and without RDs.

Discussion:

The results suggest that with a whole-school anti-bullying intervention it is possible to influence victimization and bullying also among at-risk populations such as students with difficulties in reading.

Teachers' Knowledge, Attitudes, Interventions facing Bullying, and the Effect on Bullying Prevalence: A Systematic Review

Ms. Danelien van Aalst¹, dr. Beau Oldenburg¹, Prof. dr. René Veenstra¹, dr. Gijs Huitsing¹

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Teachers' Knowledge, Attitudes and Interventions facing Bullying, and the Effect on Bullying Prevalence: A Systematic Review

Introduction:

Despite the expanding body of research on bullying and interventions to tackle it, knowledge is limited on what teachers should do to identify, prevent, and reduce school bullying (Yoon & Bauman, 2014). Yet, research about the teachers' role in tackling bullying could benefit the development of more effective and tailored coaching and intervention strategies. A systematic literature review was carried out to provide an overview of research on the role of primary school teachers with regard to bullying.

Methods:

Systematic searches were performed in three databases, SocINDEX, PsycINFO and ERIC, and records were screened independently by three researchers on meeting the inclusion criteria. At the end of the selection process, 57 studies were included.

Result:

The studies focused on a variety of outcome variables, and four categories were distinguished: teachers' knowledge of bullying, their attitudes towards and perceptions of bullying, the application of intervention strategies and policies, and, as a result of teachers' behavioural efforts, bullying prevalence in their classroom. For each category, individual factors (e.g. gender, teaching experience and personal bullying history), and contextual factors (e.g. cooperation among colleagues, support by the principal and influence of training or anti-bullying policies) were systematically discussed. Results indicated that many factors are interrelated and influence other outcome variables directly and indirectly.

Discussion:

The aim of this review was to provide a starting point for research on, and the development of, interventions to facilitate teachers in effectively preventing and reducing school bullying. Potential ideas for training teachers and improve their effectiveness in intervening are identified.

A three-year examination of victimisation and wellbeing correlates among children from low affluent areas

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A three-year examination of victimisation and wellbeing correlates among children from low affluent areas

Introduction:

Previous research has examined the associated correlates of victimisation among primary schoolchildren, with higher victimisation associated with lower physical and psychological wellbeing, negligible social support, unsupportive school environment, and depression. However, such research has focused on general primary school samples, with little specific focus on children from lower affluent areas. This research investigated victimisation, depression and health-related quality of life (HrQoL) across three years, among schools from lower affluent areas, designated under DEIS-Band 1.

Methods:

Primary schoolchildren (N=458), aged 7-12 years, attending DEIS-Band 1 schools, participated in a longitudinal cohort design to examine victimisation and associated correlates over a three-year period. Data relating to the incidence of victimisation, depression and HrQoL were measured from Baseline to Wave 2.

Result:

Decreases in the number of children experiencing victimisation and the frequency of the behaviour were reported from Baseline to Wave 2. Despite this, 28.2% of children were reported as victims during one of three academic years, with 11.7% reporting experiences of longer duration (9.2% across two years; 2.9% across all three). Victimisation resulted in greater psychological impairment relating to depression and HrQoL for all three years. Longitudinally, physical wellbeing was the only outcome to significantly interact with long-term victimisation, with greater impairment over time.

Discussion:

Although this decreasing victimisation rate shows some promise with sample considered at-risk for psychological impairment, there are still long-term victims of bullying. Strategies are needed to buffer the impact of victimisation, especially with a focus on long-term prevention.

Teachers' bullying-related self-efficacy: A systematic review on connections to bullying interventions

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Teachers' bullying-related self-efficacy: A systematic review on connections to bullying interventions

Introduction:

Recent research indicates that teacher self-efficacy as a belief to have enough capabilities to accomplish a given task successfully (Bandura, 1994) is an important competence for successful bullying prevention and intervention (e.g., Boulton, 2014; Bradshaw, Sawyer & O'Brennan, 2007; Yoon & Bauman, 2014). But studies vary concerning the definition and specificity of self-efficacy and concerning the samples used. Therefore, the findings differ greatly.

Methods:

Empirical studies on teacher self-efficacy in the context of student bullying were searched in relevant databases. 36 relevant publications were identified in a multi-staged process. Quality criteria were adapted from the Cochrane Collaboration.

Result:

Most publications report consistently that teachers feel not very confident in dealing with bullying in general and feel least confident when dealing with cyberbullying. Results on differences according to gender, work experience and school type are very heterogeneous. Consistent findings are reported concerning the likelihood of intervention: Teachers who are more confident are more likely to intervene in bullying. But no consistent findings arise for the choice of specific intervention strategies.

Discussion:

The heterogeneity of the findings can be explained by different types of self-efficacy, by differences in the measures, and by different educational contexts. In the presentation, this information will be combined to understand differences better and to integrate the existing results. Results indicate that the more specific self-efficacy is assessed, the more connections between self-efficacy and bullying interventions can be found.

The challenges and successes of bullying prevention work in Brazil

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The challenges and successes of bullying prevention work in Brazil

Keyword: School bullying

Introduction: Brazil, the biggest country in South America, for decades has faced difficulties in many ways, especially violence and social inequality. This fact brings an impact to many areas of society, including education and family environment. The external violence gets reproduced inside schools, resulting in bullying behavior. For that reason, Abrace Programas Preventivos, officially established in 2012, developed a project called *Escola Sem Bullying*, which is applied in public and private schools.

Method: The work begins with getting the school community to be aware of bullying behavior, the consequences, research, and especially understanding its definition. Even when bullying is clearly defined, many educators, parents and students still don't fully comprehend it. From that, *Escola Sem Bullying* moves forward to work with students through lectures on bullying and related themes, specifically bullying and human rights, and also uses literature as an important tool for building empathy in students. There's an app that students can use to communicate with teachers in case any bullying incident happens.

Results: The method results in school communities focusing more in bullying problems instead of ignoring them, as they feel more capable of dealing with these problems having our support. Also, we can notice that the imbalance of power between students gets reduced, while acceptance is increased. A safe environment helps students to feel safe to share fears and difficulties. Also, parents become more aware of warning signs and ways of intervention.

Discussion: Parents of students who bully others usually don't get involved at all. We would like to discuss ways of getting them involved with the work. Also, we realize that long-term efforts can be a problem sometimes, and there's a need to create strategies for maintaining people's enthusiasm on bullying prevention work.

Using the Lens of Trauma to Understand the Effects of Bullying

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Introduction:

Successful bullying prevention programs require comprehensive systemic efforts to ensure effectiveness. More than a systems problem, bullying leaves a lifelong impact on individuals. The US National Institute for Trauma and Loss in Children (TLC) describes “trauma” as any real or perceived experience leaving a person feeling helpless and fearing for life. Using that definition, bullying is a traumatic event.

Methods:

At the systems level, participants will learn the terms “trauma-informed” and “trauma-sensitive,” and they will understand the process of becoming a trauma-informed school. At the individual level, participants will learn sensory interventions. They will also explore the concept of “cognitive reframing,” a necessity in trauma intervention. Participants will engage in one of these intervention activities.

Result:

This workshop has three objectives. First, participants will explore the concept of trauma and will understand the psychophysiological effects and long lasting impact of childhood trauma. Second, they will understand Adverse Childhood Experiences (ACEs) and will explore bullying as a traumatic event. Finally, participants will leave with trauma-informed strategies and practices that will also enhance their bullying prevention efforts.

Discussion:

A 1995 Adverse Childhood Experiences (ACEs) study from the US showed the lifelong impact of childhood trauma. Our understanding of ACEs has since expanded from domestic situations into conditions in our schools and neighborhoods. While we have made great strides in implementing systems that prevent bullying, there remains a need for healing the people involved in situations that occur. Using a lens of trauma in bullying situations allows us to do just that.

Trends in gender differences in the prevalence of bullying in a Swedish municipality

Prof. Peter Edward Gill¹, Project Co-ordinator Pelle Matton², Quality Assurance Co-ordinator Bo-Erik Simonsson²

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Trends in gender differences in the prevalence of bullying in a Swedish municipality

Olweus (1973) used the term “hackkyckling” to refer to victims of bullying. In the English text (1978), pecked hens became “whipping boys”. Early research on violence and aggression focussed largely on males. International comparisons of gender differences in bullying confirm a trend of male preponderance (Smith et al., 2018), over different surveys, time-points and ages (11, 13 and 15-years of age), the difference being larger for perpetrators than for victims, with ratios varying between countries. Following a major evaluation of anti-bully programs used in Sweden (Skolverket, 2011), schools and municipalities were encouraged to revise their strategies. Overall bullying rates matched results from international comparisons (Swedish prevalence amongst the lowest) with little gender bias. One Swedish municipality made major revisions to their anti-bullying initiatives and offered voluntary participation in a revised program: from six schools, in 2013, to all municipal compulsory schools (including private schools) in 2018/2019 (N-Schools = 23, N-Pupils = ca. 10,000). The program includes a biannual questionnaire (October & March), using the same bullying estimator as the national evaluation. Response rates are high (typically from 75% to 100% for all schools, and school classes within schools). A six-year time series of prevalence rates, particularly for 2017/2018 has revealed substantial gender differences, in many schools and school classes, with *more females* than males reporting being victims of bullying. It is argued that this finding ought to have implications for the design and implementation of anti-bullying strategies.

Cyber Aggression and Cyberbullying: Widening the Net

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¹*Dublin Business School, Dublin, Ireland*

Title of Abstract: Cyber Aggression and Cyberbullying: Widening the Net

There is ongoing attention to cyberbullying from the media, educators, parents, the research community, legislators and policy makers. However, there is a lack of consensus within the literature regarding the concept and definition of cyberbullying. However, there is some agreement on its characteristic features, such as intentional hurtful behaviour towards an individual or group. As engagement with the Internet and electronic devices grows in terms of social interaction, we must strive to better identify, understand, and intervene, in aggressive, hostile, and victimising situations. This paper presents a review of the current state of the cyberbullying landscape as proposed in our recent book chapter (Cyber Aggression and Cyberbullying: Widening the Net). Examining theories of aggression, efforts to define, conceptualise and measure cyberbullying, and forms of cyber aggression which fall outside the parameters of cyberbullying, it is proposed that the next appropriate step is to widen the conceptual net, through adopting the term 'cyber aggression'. This is a more inclusive term for the wide variety of forms of hostile behaviours which take place in the online sphere. Reframing these types of hostility through the lens of cyber aggression may allow for a more holistic and unified approach to understanding victimisation in the cyber world. Our argument is made with the support of theory and research from the fields of bullying and aggression, and has implications for practice, legislation, policy development and research.

The Role of Friendship for Coping with School Bullying: A longitudinal social network approach.

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Title of Abstract: The Role of Friendship for Coping with School Bullying: A longitudinal social network approach

Introduction: Previous literature suggests that peers may play an influential role in how children respond to being bullied (Burgess et al., 2006; Jones et al., 2009), however this effect has yet to be examined within a social network context. The current study therefore examined: (1) whether children adapt their coping behaviours to match that of their friends and whether they select friends based on similar coping behaviour, and (2) whether social activity or popularity in children's friendship networks impacts on a child's coping behaviour.

Methods: Two-hundred and seventy-two children (M = 9.70 years, SD = 0.60 years, 43% male) from ten classrooms completed a questionnaire asking children to nominate who they were friends with in the class, their experience of bullying and their coping with bullying behaviour. Data were collected across three-time points within one academic year.

Results: Using stochastic actor orientated modelling the findings indicated a lack of support for social selection and influence effects with regards to bullying coping behaviour. However, findings did indicate both social activity and popularity effects associated with children's coping behaviour.

Discussion: The results suggest that children's coping behaviour is not influenced by their friends' behaviour nor do they select friends based on similarity in coping behaviour. However, the extent to which children are socially active in the network and their popularity was related to coping behaviour. Both these findings have important implications for anti-bullying approaches that focus on the role of peers and social skills.

Sensation Seeking promotes traditional and cyberbullying differentially

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Sensation Seeking promotes traditional and cyberbullying differentially

Introduction:

Research has repeatedly shown the relationship between sensation seeking and aggression. However, only few studies examined associations between sensation seeking and traditional and cyberbullying. Moreover, these studies operationalized sensation seeking as inter alia delinquent behaviours, potentially producing tautological findings with (cyber)bullying. Therefore, the aim of the study was to investigate relationships between sensation seeking and (cyber)bullying without measuring concrete behaviours on the predictors side.

Methods:

Overall 523 Austrian students ($M_{\text{age}} = 17.8$; $SD = 2.1$; $\text{♀} = 37.4\%$) answered questionnaires on (cyber)bullying, sensation seeking and covariates (gender, age, social media use) during regular school hours. Sensation seeking was assessed with a two dimensional measure with its subcomponents need for stimulation and avoidance of rest. This measure focuses on physical or psychological sensations as goal states rather than concrete behaviours.

Results:

Structural Equation Modeling revealed differential relationships between subcomponents of sensation seeking and (cyber)bullying. That is, need for stimulation was positively related with both forms of bullying, whereas avoidance of rest was positively related to cyberbullying only. The differences in all regression slopes were statistically significant indicating that the positive associations between both dimensions of sensation seeking were stronger for cyber- than for traditional bullying.

Discussion:

Our findings suggest sensation seeking to be a stronger risk factor for cyber- than for traditional bullying in particular with respect to avoidance of rest. Regarding our results, we discuss contextual differences between traditional and cyberbullying and implications for the development of environment-specific prevention and intervention strategies.

Building school capacity for the prevention of school bullying in Australia: A translational study

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¹*Telethon Kids Institute, Perth, Australia*

Title of Abstract:

Building school and system capacity for the prevention of school bullying in Australia: A formative translational study

Introduction:

Bullying is a prevalent issue across Australian schools with 27% of students aged 8 to 14 years reported being frequently bullied. These figures persist despite the availability of robust research understanding of the behaviours, evidence of effective whole-school and targeted interventions and a national policy that guides schools in the provision of safe and supportive environments. A five-year, formative translational study aimed to explore current education system and school factors that support the successful uptake and implementation of an evidence-based bullying prevention intervention, Friendly Schools.

Methods:

Translational formative evaluation research was conducted over four stages: 1) synthesis of the evidence of effective whole-school bullying prevention interventions; 2) environmental and situational analysis of the Australian education system and school context; 3) mixed methods research with target audience (schools, staff, students and parents); and 4) consultation with stakeholders and experts.

Result:

Consultations with system stakeholders and school leaders and a longitudinal, multi-site case study revealed localised data driven planning, sustainable capacity building and clear school pastoral care structures and systems as key drivers to support the implementation of the long term, whole-school interventions required to make a real difference to students' social and emotional wellbeing and prevent bullying behaviours. All seven case study schools that followed a co-developed, staged implementation process, focussing on implementation barriers and quality, showed a positive impact on student bullying outcomes.

Discussion:

Quality implementation matters and affects intervention outcomes. Implementation processes can help to ensure a whole-school intervention is appropriately adapted to local school contexts with impact.

School Bullying, Morality and Self-Control: A Situational Action Theory Analysis

Ms. Laura Kennedy¹

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Morality, Self-Control and School Bullying: A Situational Action Theory Analysis

Introduction

School bullying is an international public health problem that is associated with negative outcomes for victims, bullies, and bully-victims. However, existing research is dominated by the risk factor paradigm, and the causes of school bullying perpetration are poorly understood. In this paper, I argue that Situational Action Theory (SAT) can illuminate the causally relevant factors and processes in school bullying perpetration. Attracting growing empirical support, SAT is a general, dynamic, and mechanism-based theory of moral action that explains how and why people follow and break moral rules of conduct. Specifically, I test core hypotheses regarding SAT's propensity model in the context of school bullying for the first time.

Methods

Using cross-sectional questionnaires, self-reported data was collected from a sample of 159 pupils aged 10 to 13 ($M = 12.13$, $SD = 0.77$) at three schools in the North West of England in 2017.

Result

In line with SAT, results show that there is a substantial and significant relationship between bullying propensity (morality and the ability to exercise self-control) and bullying perpetration. Crucially, results indicate that morality is more fundamental to the explanation of bullying perpetration than the ability to exercise self-control.

Discussion

Results suggest that SAT provides a promising theoretical framework to advance knowledge about the causes of school bullying. In addition, the findings challenge self-control theory, which posits that low self-control is the primary cause of crime and analogous behaviours. The implications for intervention and recommendations for future research are discussed.

The Healthy Context Paradox: Victims' Adjustment During an Anti-Bullying Intervention

Dr. Gijs Huitsing¹, Dr. Gerine Lodder, Dr. Beau Oldenburg, Dr. Hannah L. Schacter, Prof. dr. Christina Salmivalli, Prof. dr. Jaana Juvonen, Prof. dr. René Veenstra

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Title of Abstract

The Healthy Context Paradox: Victims' Adjustment During an Anti-Bullying Intervention

Introduction:

This study investigated the “healthy context paradox”: the potentially adverse effects of school anti-bullying norms on victims' psychological (depression, social anxiety, and self-esteem) and school adjustment. Based on the person-group (dis)similarity model, social comparison theory, similarity attraction in friendship formation, and attributional theory, it was hypothesized that the emotional plight of victims is intensified in intervention schools with a visible, school-wide anti-bullying program, as compared with victims in control schools with “a care as usual” approach.

Methods:

Longitudinal multilevel regression analyses were conducted on Randomized Controlled Trial data from the Dutch implementation of the KiVa anti-bullying program (baseline and one-year follow-up data on 4,356 students from 245 classrooms in 99 schools, 68% intervention students, 49% boys, 9- to 10-years-old).

Result:

The findings revealed that – despite the overall success of the intervention – those who remained or became victimized in intervention schools had more depressive symptoms and lower self-esteem after being targeted by the intervention for one year, compared to those who remained or became victimized in control schools. These effects were not found for social anxiety and school well-being.

Discussion:

The findings underscore the importance of individual X environment interactions in understanding the consequences of victimization and emphasize the need for adults and classmates to provide continuing support for remaining or new victims who are victimized in schools that implement anti-bullying interventions.

Moral Disengagement: A framework for understanding Cyberbullying processes

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Moral Disengagement: A framework for understanding Cyberbullying processes

Introduction

The aim of this study was to propose a procedural model of cyberbullying considering moral disengagement mechanisms from the bystanders' perspective about the role of the aggressors and bystanders. Accordingly, cyberbullying was analyzed considering its antecedents and consequents with the purpose of identifying specific aspects, such as motives or attributions for this type of behavior and the overlapping of roles.

Methods

In-depth semi-structured interviews were conducted with a total of 34 ninth-grade students. Content analysis was performed using both deductive and inductive reasoning to understand the role of moral disengagement mechanisms in cyberbullying situations, considering Bandura's Theory of Moral Agency.

Results

Moral disengagement mechanisms were present in the perspectives of the interviewees as bystanders of these incidents. These mechanisms emerged with regards to the antecedents (i.e. motives) of the aggressors' behavior, as well as for their cyberbullying behavior. Moreover, results showed that several mechanisms of moral disengagement also appeared with regards to bystander's repetition of the observed cyberbullying behavior. Specifically, several mechanisms of moral disengagement (and other attributions) were perceived as motives for bystanders not taking responsibility for intervening in cyberbullying situations.

Discussion

Since cyberbullying is considered immoral behavior, moral disengagement mechanisms play an important role in understanding not only the aggressors' behavior, but also the assessment bystanders make of this behavior, and how they may become themselves aggressors.

Social perceptions, responses and skills of chronic bullying victims

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Social perceptions, responses and skills of chronic bullying victims

Introduction:

Children encode and interpret social cues in the environment, which influences how they will respond (Crick & Dodge, 1994). These responses will in turn be interpreted by peers, subsequently evoking responses by these peers. How children perceive their social information then helps shape their environment. These processes, encoding and interpreting, might very well be operating when children are bullied and might prove useful in tackling bullying victimization. Therefore, this study focused on summarizing existing research on this topic.

Methods:

A systematic review on social cognition and bullying was performed. Three databases were searched (PsycInfo, WebOfScience, ERIC). In total 102 articles were included.

Result:

Preliminary results show limited diversity in type of measurement, as most measures are questionnaires, and some are vignettes. A wide variety of questionnaires was used to measure constructs (e.g. victimization & empathy). Regarding victimization, most studies look at *general* victimization, without taking into account *intensity* or *duration* of victimization. Regarding social cognition, intent attribution and empathy seem to be studied most. However, it remains unclear to what extent and in which direction empathy and intent attribution are related to victimization.

Discussion:

So far, we found that several topics deserve more scientific attention. An important example is chronic victimization, since long-term consequences (e.g. mental health, social & academic problems) are even more pronounced for this group (Biggs et al., 2010; Smokowski, Evans & Cotter, 2014). Additionally, encoding of social information should receive more scientific attention, considering that this phase could be the start of a negative cascade.

International Perspectives on Parent Roles and Peer Victimization

Ms. Irene K. Hong¹, Dr. Wendy M. Craig¹, Dr. Peter K. Smith², Ms. Catherine Culbert², Dr. Stelios N. Georgiou³

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International Perspectives on Parent Roles and Peer Victimization

Presenter 1: Irene K. Hong, Ph.D. Candidate, Queen's University, Canada

Presenter 2: Dr. Peter K. Smith, Emeritus Professor, Unit for School and Family Studies, Department of Psychology, Goldsmiths, University of London, United Kingdom

Presenter 3: Dr. Stelios N. Georgiou, Professor of Educational Psychology, University of Cyprus, Cyprus

Discussant: Dr. Wendy M. Craig, Professor and Head of Psychology, Scientific Co-Director of PREVNet, Queen's University, Canada

Aim of Symposia:

The purpose of this symposia is to bring together international perspectives of parental involvement in both electronic and traditional forms of peer victimization.

Description of issues, theories or initiatives that will be addresses in the symposia:

Parents play an important role in both electronic and traditional forms of peer victimization. For instance, they may mitigate risks for cyberbullying and victimization by managing their children's technology use, or model behaviours at home that may be related to youth's peer victimization or bullying perpetration experiences. The first paper explores Canadian parents' perspectives on cyberbullying, including their attitudes about cyberbullying (e.g., how concerned they are, whether they believe cyberbullying is a normative experience), what they have done to address cyberbullying, and whether they know how to best help their children if they have been victimized online. The second paper from the U.K. addresses similar concerns, but from the youth perspective. Through questionnaires, youth focus groups, and quality circles, researchers learned what young people think their parents should be doing to help them cope with cyberbullying experiences. The third paper from Cyprus discusses how parenting styles and parents' cultural values – many of which are passed onto their children – may be related to traditional bullying. It raises important points about the wider cultural contexts outside of the home or school that need to be considered in bullying research. Together, these studies will address the role of parents in youth's experiences of bullying and victimization from around the world.

Dare to Care in Sport: Implementing an anti bullying program in the sport of swimming.

Dr. Julie Booke¹

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Dare to Care in Sport: Implementing an anti bullying program in the sport of swimming.

Introduction:

The topic of bullying is not new; turn on the television and it would come as no surprise to see a youths experience with bullying. What is new is the examination of bullying in sport (Kerr, Jewett, MacPherson & Stirling, 2016). The majority of research focuses on school based bullying (Adler, MacDonald & Cote, 2016, p. 296), however, bullying also takes place beyond the school walls (Shannon, 2013, p. 15).

Methods:

Guided by Yin's (2003) embedded case study method, all athletes, parents, coaches, and board members were invited to complete an anonymous online survey, and invited to participate in one on one interviews. In addition, pertinent public documents were reviewed to provide a broader picture of the sport club and the Dare to Care in Sport program (D2CS).

Result:

Overwhelmingly findings identified that requiring every parent, coach, and athlete was important to working towards removing bullying from this sport team. A second theme focused on the content of the program where participants stated the program is "Informative & thought-provoking" (parent); the majority of those who completed the survey stated the program was "excellent" (parent) and was "very necessary" (coach) focusing on an important issue.

Discussion:

Early findings have highlighted bullying is a concern in sport. Implementing the D2CS program has benefited all those involved, by providing a "common message, and shared definitions" (parent). Implementing the D2CS program seems to be one step forward in working towards reducing, and hopefully eliminating bullying from this sport club.

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Examining Factors Influencing Cyber Bullying Among Canadian Youth: Appraisal of the I³ Model

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¹University Of Saskatchewan, Saskatoon, Canada

Examining Factors Influencing Cyberbullying Among Canadian Youth: Appraisal of the I³ Model

Introduction:

Cyberbullying relates to the inappropriate use of cyber technology use, including internet harassment, online aggression, and electronic bullying. Among youth, cyberbullying has led to behaviour and psychosocial issues, substance use, and school problems. The I³ Model is a process-oriented metatheory of aggression used to study cyberbullying. It involves three components: *instigating triggers* (situations that increase an aggressive response), *impelling forces* (influences that determine the strength of the response), and *inhibiting forces* (forces that decrease the likelihood of an aggressive response). Using the I³ Model, we examined the push and pull factors that may intensify or mitigate instances of cyberbullying.

Methods:

One semi-structured focus group and eleven interviews were conducted with school and professional service personnel in Saskatchewan, Canada. All data was recorded, transcribed, and thematically analyzed.

Result:

Analysis suggested instigating triggers included: (1) limited capacity for professional and educational response, (2) ubiquitous accessibility of technology among youth, and (3) lack of adult digital literacy and control. Impelling forces presented as: (1) personal identity issues among youth, and (2) parental lack of online monitoring. Last, inhibiting forces included: (1) education surrounding responsible technology use, and (2) teaching youth relationship-building and empathy skills.

Discussion:

The exploratory nature of this study assessed the efficacy of the I³ Model in the study of cyberbullying among youth. Although promising results, further research is needed in other contexts and global locations to fully investigate the extent of cyberbullying among adolescents. It is clear that Cyberbullying in Canada still remains a significant problem requiring further investigation.

Good online practices to combat bullying

Ms. Gabriella Scaduto¹, Mr. Riccardo Bettiga¹, Mr. Luca Bernardo², Ms. Francesca Maisano¹, Mr. Fabio Sbattella¹, Ms. Laura De Rui¹, Ms. Giulia Sapi¹, Ms. Daniela Invernizzi¹, Ms. Gloriana Rangone¹

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GOOD ONLINE PRACTICES TO COMBAT BULLYING

Gabriella Scaduto, Riccardo Bettiga, Luca Bernardo, Francesca Maisano, Fabio Sbattella, Laura De Rui, Giulia Sapi, Daniela Invernizzi and Gloriana Rangone¹

As part of a project titled, "Psychology in support of children's and adolescents rights", implemented by the Lombard Board of Psychologists, a study has been carried out on bullying and cyber bullying in collaboration with the Casa Pediatrica, a paediatric service run by the Fatebenefratelli Sacco hospital.

AIMS

The exploratory research presented here aims at providing an overall picture of the perception Italian minors have nowadays with regard to the extent of bullying and cyber bullying in schools and on social networking sites.

SAMPLE and METHODOLOGY

The sample examined was recruited from among the 1200 minors residing in Lombardy who have requested help from the Paediatric Services provided by the Milanese hospital Fatebenefratelli Sacco. 312 questionnaires were distributed to the sample, consisting of 155 respondents aged between 6 and 10 years (49.7% females, 50.3% males) and 157 respondents aged 14-18 (48.4% females and 51.6% males). The data were collected personally by three researchers in the form of a structured questionnaire, requiring open-ended answers.

RESULTS

The acquired data reveal that 43.9% of the minors attending junior school declare they have often done something against their will, to avoid being excluded from the group, while 36.1% state that they have done so "at times". 49.7% of the children say they have witnessed "others engaged in acts of bullying" and 36.1% state that they "have been bullied themselves"; only 13.5% admits to "having bullied others". With regard to the school environment, 60% of respondents believe there are some bullies in his/her school. 36.8% of respondents also declare that they "own a Smartphone". 35.5% of the children say they use their phone "less than one hour a day", 46.5% use it "from one to two hours", 17.4% "for more than two hours". Moreover, 40% declare that they use such devices in the company of a parent and 12.9% do so when supervised by both parents. Consequently, as many as 47.1% of the sample say they are alone when connected to the Internet. 60.6% of the children making up the sample say they have a good understanding of what a social networking site is. 16.1% of the children say they are "registered with a social networking website"; 20.6% already have "more than one social network", while 36.1% state that they "do not have a social networking site but they use those of their parents". 31% of the children making up the sample state that they have received "verbal abuse, insults, mockery, threats, extortion or inappropriate proposals on social networking sites". There are no gender differences in the percentage of children who have experienced bullying (18.01%), while the percentage of girls who have witnessed bullying (26.05% of the sample) is higher than that of boys (23.02%).

As far as adolescents are concerned, 84.1% of the sample say they own a Smartphone. In response to the question "Have you ever done anything against your will, to avoid being excluded from the group?" 44.6% of the adolescents give an affirmative answer and 31.8% say they have done so "at times". Among those who have answered "yes" or "at times", 29.3% explain their behaviour by saying that "they feared remaining alone" and 25.5% were "afraid of their companions' reactions". 46.5% of adolescents declare that they have witnessed "acts of bullying by others", 35.7% say they have "been bullied" themselves. Only 17.8% of the sample admit to "having been a bully". With specific regard to the school environment, in response to the question "do you

¹ As part of the project titled "Psychology in support of children's and adolescents' rights", promoted by the Lombard Board of Psychologists, the "Casa Pediatrica" Centre of the Fatebenefratelli Sacco Hospital in Milan has effected a study relating to the extent of cyber bullying phenomena.

think there are any bullies in your school?", 72.6% have answered "yes". The acts of bullying described in the questionnaire amount to "making fun of or mocking someone" in 42.7% of the cases described, "offensive jokes" (21.7%) and being "excluded from the group" (35%). 35% of the respondents declare they are registered with "only one social networking site", 50.3% already have "more than one social network", while 13.4% state that they "are not registered with any social networking site but use those of their parents". 57.3% of the adolescents sampled declare that they "have received verbal abuse, insults, mockery, threats, extortion or inappropriate proposals on social networking sites". A percentage equivalent to 35.7% of the adolescent respondents who claim they "have been bullied" also state that these acts consist in "mockery and poking fun" in 14.6% of cases, "offensive jokes" (7.6%) and "exclusion from the group" (12.7%).

With regard to gender differences, 35.7% of females and 21.7% of males state that they have received verbal abuse, insults, mockery, extortion or inappropriate proposals on social networking sites. So, on an overall basis, 60% of the minors questioned declare that there have been episodes of bullying in their schools. More specifically, in 45.8% of the cases referred to by the children, such episodes take place on school premises outside the classroom. 47.7% of the children and 57.3% of the adolescents report having received verbal abuse, insults, threats, mockery, extortion or inappropriate proposals on social networking sites. The percentage of cyber bullying victims is higher among girls in both age groups.

DisAbuse – Finding A Way To Empower SEN/D Individuals against Disablist Bullying

Disablist bullying is the targeting of individuals because of their disability and can be carried out by people both with and without a disability. Disablist bullying and bullying among the SEN/D community in general, is a complex issue that crosses from child to adult level, often because SEN/D individuals have not been sufficiently prepared to cope with such issues as marginalisation, exclusion and bullying behaviours. Disablist bullying research is rare, but highlights just how high risk the members of the SEN/D community are of being bullied. In addition what research does exist, tends to come from the medical rather than social model of disability. This fails to think about the negative representations of disability as ‘difference’ and the possible role of school and work practices in facilitating conditions within which bullying disabled individuals is more likely to occur.

Both knowledge of the issue and practical approaches to addressing Disablist Bullying are scarce. This presentation will discuss the necessity of raising awareness and empowering the SEN/D community itself to deal with the issue. It will also give an overview of the efforts of ‘DisAbuse’, a 2 year project that is part of the Erasmus Plus Programme, Key Action 2 “Cooperation for innovation and the exchange of good practices”, involving 5 partners from 4 European countries, to both raise awareness and provide a practical approach to dealing with bullying, for both SEN/D users and those who work with them.

Overcoming systemic and human barriers of communication: a prototype research, consultation and communication support tool

Mr. Roderick Sherlock¹

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OVERCOMING SYSTEMIC AND HUMAN BARRIERS OF COMMUNICATION: A PROTOTYPE RESEARCH, CONSULTATION AND COMMUNICATION SUPPORT TOOL

Objective:

Develop a strategic research, outreach and social problem consultation support tool that serves to reduce and/or neutralize common systemic and natural personal/human barriers of perception and communication. Prototype application: Anti-bullying research – Description and Investigation Strategies of Coordinated Bullying Behaviours.

Method:

Software requirements: database development and customized qualitative data processing algorithms. Quantitative instruments, reporting tools.

Data collection/organization: interview, observations, field notes – Anonymized incident impact journalia (Prototype: $n=250$ records). Kaleidoscopic mapping of thematic, investigative, environmental, and consultation parameters.

Technologies: Customized graphical environmental, individual and collective behavioural replication descriptive presentation tools. Relational DBMS.

Results:

The project findings currently support the strategic benefits of:

1. Centralization of data and database design to improve quality of investigative research and articulation of issues and events.
 - a) Development of subtler thematic descriptors – enabling the discovery and articulation of currently insufficiently researched points of intersection of power structures across social categories.
 - b) Establishment of an informed streamlined consultation platform, with ability to recognize sociocultural polarities enabling research into predictability metrics of human interactions within the sociocultural framework.
 - c) Provision of enhanced strategic adapted interventions into covert bullying phenomena – supported by applied communications technologies, providing broader and more in-depth analytical processes and investigative protocols.

Discussion:

The project's hermeneutic research methodology allows a closer alignment, investigation and interpretation of the blurred margins and often hidden complexities within the sociocultural framework of cooperative sometimes covert bullying behaviours. Such an approach brings into

saliency grounds for further research addressing evident gaps in contemporary assessment tools and means of social problem resolution.

KEYWORD: PRO-SOCIAL INNOVATION TECHNOLOGIES

AUTHOR: RODERICK A. SHERLOCK, INFONET BLAISE PASCAL, INC. (CANADA)

Joakim Strindberg

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The fear of being singled out - pupils' reflections on school bullying and victimisation

Introduction:

The aim of this study was to examine Swedish school pupils' understanding of being positioned as a bullying victim in relation to participant roles that do not actively support the victim (i.e., bully, assistant, reinforcer and outsider roles). A social psychological and sociological theoretical framework was adopted.

Methods:

Data was collected through the use of focus group interviews, wherein pupils were asked for their perspectives on various participant roles depicted in a bullying vignette. A total of 74 pupils from 7 school classes in grades 5 and 6 participated. Data were analysed using Constructivist Grounded Theory methods.

Result:

In their explanations about the actions of pupils in bullying situations, the interviewees pointed to the fear that pupils may feel in relation to the perceived risk of ending up in the victim position. Once positioned as the 'victim' it becomes difficult to change that position and the associated perceptions of others, highlighting a particularly vulnerable situation, entailing the risk of further bullying and stigmatization. The fear of being singled out was the main concern, suggested as the driving force behind why pupils bully, join in bullying, laugh at the situation or choose to remain passive. The main conclusions of the study highlight the importance of difference, social stigmatization and anxiety about social exclusion as intertwined, social processes in bullying.

Discussion:

The findings challenge previous understandings of bullying as an act of harmful or aggressive intentionality, and instead highlight the relational and situational aspects of bullying.

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LGBTQ+Inclusive Schools

Prof. Catherine Paparelli¹, Prof. Stephen Duch¹, Dr. Eloise Messineo¹

¹*Executive Leadership Institute, NYC, United States*

Title: Creating an LGBTQ+ Inclusive Pre kindergarten thru Secondary School

Introduction.

Over the last decade new conversation around gender has emerged. The increased visibility of children and youth whose gender identities and expressions challenge conventional understanding, is teaching us that gender is not as simple as what the doctor declares at birth.

Educators must keep pace with the contemporary lives of youth, as a gap is growing between generational conceptions and expressions of gender.

As a result, school communities must revisit practices in building students' self identity, particularly those who do not fit more conventional ideas about gender, and as a result feel marginalized unsafe and less hopeful.

Method.

This workshop will encourage participants to answer three main questions:

1. What are the ways in which young people are defining and describing their own gender?
1. What is the relationship between young people's gender and their personal well being and experiences at home, school and in community ?
2. How can School personnel create more gender inclusive environments for youth, and how can they support parents and youths in developing a positive self image ?

Result.

Participants will leave with a deeper understanding of the ways in which youth describe their own gender and develop a plan which will support their school community

Discussion

This workshop will illuminate emerging concepts of gender and demonstrate that many of our dominant cultures most common beliefs and practices around gender, and the language used to communicate about them, do not adequately apply to all youth.

Parenting and parental aggression as mediators of intergenerational links between childhood aggression and offspring's bullying

Dr. Dale Stack¹, Dr. Daniel Dickson¹, Dr. Rachel Langevin², Dr. Lisa Serbin¹

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Title of Abstract:

Parenting and parental aggression as mediators of intergenerational links between childhood aggression and offspring's bullying

Introduction: Family violence, mass shootings, and chronic bullying in schools leading to suffering illustrate the challenges in countering aggression. Breaking the cycle involves understanding the intergenerational continuity of risk and violence, including aggression from parent to child. We examined aggression, parenting, and relationship factors in models predicting bullying and behaviour in an intergenerational design.

Methods: Participants (n=175) were from a 40+-year longitudinal study (Concordia Longitudinal Risk Project) of lower-income families, begun when current parents were 7-to-13-years-old. As children became parents they participated with their children at preschool, childhood, adolescence, early adulthood. Measures included parents' childhood aggression, parenting (e.g., discipline, control, sensitivity, support) and physical/verbal aggression toward their children, children's bullying, victimization, externalizing (EP), internalizing (IP) behaviour.

Results: In Study 1, stable levels of parents' physical punishment toward children mediated the positive association between parents' childhood aggression and children's bullying in path models. Higher levels of parents' childhood aggression predicted greater stable levels of physical punishment at middle childhood, which then predicted higher levels of children's bullying in late adolescence and early adulthood (parallel for verbal aggression). Parental sensitivity and support were protective of child victimization. In Study 2 cross-lagged analyses revealed bidirectional and transactional effects between EP and parental physical aggression and between IP and verbal aggression.

Discussion: A compelling argument is made for the interplay between childhood histories, parenting, and child behaviour in the complex web of aggression, violence and bullying. Implications are underscored for preventive-interventions and policy, in continued efforts toward preventing bullying and fostering healthy relationships.

The Bystander Behavior Program: An experiential bullying program

Ms. Jo-Anne Colwell¹, Dr Paul O'Halloran¹, Dr Scott Ruddock¹

¹Self Employed, French Island, Australia, ²Latrobe University, Melbourne, Australia

Title of Abstract The Bystander Behavior Program: An experiential bullying intervention

Introduction:

This experiential targeted bystander program is designed to work within schools pre-existing bullying framework. The program address both traditional and cyberbullying. The initial pilot program was run in a Victorian State School. Significant decreases in victimisation were achieved. Last year the program was run across an entire Year 7 level. This psychodramatic program is based on role theory.

Methods:

The program consists of four 40 minute sessions. A class is divided into small groups and the students experience a bullying situation from a range of bystander roles. Students are encouraged to develop new responses to typical school and cyberbullying situations.

Result:

Due to the explorative nature of this research qualitative and quantitative data were collected. The post intervention data was collected within the same school term and the follow up data was collected at the beginning of the new school year. The outcome measures were a combination of standardised bystander behaviour measures. Two focus groups were conducted following the program. The focus groups consisted of students selected at random from each class.

Discussion:

The Bystander Behavior Program is the first evidence based psychodramatic intervention to be used in reducing traditional school bullying and cyberbullying. This targeted intervention has been designed to sit within schools existing whole school approaches. Further data collection will need to be conducted to assist with refining aspects of the program, particularly in relation to the ever evolving world of cyber bullying.

Building Youth Safety in Mexico with OBPP for Success in School and Beyond.

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¹State Leader and Certified Trainer in OBPP, Chihuahua, Mexico, ²State Leader and Certified Trainer in OBPP, Guadalajara, Mexico

Introduction:

According to OECD bullying is one of the biggest concerns in schools and in Mexico 7 out of 10 youth in Middle Schools are victims of Bullying, making Mexico 1st place for bullying involvement in the world. In another study carried out by the Mexican House of Representatives, 59% of suicides in Mexican young people are related to issues involving Bullying and Cyberbullying and according the same study around 80% of Bullying is not reported.

We have seen that a prevention approach, that focuses its efforts to improve peer relations and make the school a safer and more caring place for students to develop and learn is the best way to solve the bullying problem.

Methods:

Two Mexican Certified Consultants have implemented the Olweus Bullying Prevention Program in 4 states, in 6 private schools impacting 3,422 students in total.

Presenters will give some examples of successful implementation at these schools emphasizing prevention practices that focus on building a caring community.

Result:

As part of the methodology every year a questionnaire is applied (OBQ) to assess bullying involvement, program effectiveness and school climate improvement.

Data collected from OBQ have shown a decrease of 50 to 71% of students that have been bullied and between 43% to 75% among students that have bullied others. Results have also shown to develop more empathy within classmates and increase willingness to help those who suffers from bullying.

Discussion:

Presenters will share the cultural challenges they face by emphasizing this long-term strategy based on prevention.

Adverse Childhood Experiences (ACEs) and Bullying

Mr. R. Bradley Snyder^{1,2}

¹Dion Initiative For Child Well-being And Bullying Prevention, Scottsdale, United States, ²Arizona Adverse Childhood Experience Consortium, Phoenix, United States

Adverse Childhood Experiences (ACEs) and Bullying

Introduction:

In the United States, childhood trauma (e.g., adverse childhood experiences or ACEs, toxic stress, etc.) is increasingly at the center of discussions about education, substance abuse, healthcare, and other policy issues. New books and dozens of articles have been written about childhood trauma, cities and states are passing legislation to be trauma-informed, and even Oprah Winfrey has described the research on childhood trauma as “game changing.” Nevertheless, the relationship between childhood trauma and bullying remains largely unexplored.

Methods:

Using data from the 2016 Arizona Youth Survey – a representative survey of over 50,000, 8th, 10th, and 12th grade students throughout the state – this presentation examines the relationship between a subset of ACEs and school bullying and victimization. Survey data include measures of personal, family, and community characteristics, as well as other risk behaviors, such as substance abuse and delinquency. The analysis will model the contributions of ACEs, such as lived with a drug user, lived with someone who had been incarcerated, and lived with adults who fought, on the likelihood of perpetrating or experiencing bullying in school.

Result:

The analysis is currently underway, and the resulting paper will shed light on the complexity of bullying-related behaviors, while couching bullying among the public health concerns that trauma informed practices can help mitigate.

Discussion:

The presentation will place the variables of interest (ACEs and likelihood of experiencing bullying) within a larger conceptual framework. Discussion will explore childhood trauma and bullying and provide insights on and implications for public policy and practice.

Understanding Disablist Bullying

Ms. Fiona Weldon¹

¹*Anti Bullying Research And Resource Centre At Dublin City University, Drumcondra, Dublin 9, Ireland,* ²*Member of anti bullying group, C/O Anti Bullying Research And Resource Centre At Dublin City University, Ireland*

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Social Status characteristics of roles of bullying.

PhD student Ana Bravo Castillo¹, Full Professor Rosario Ruíz Ortega¹, Associate Professor Eva María Romera Félix¹

¹*Uco, Córdoba, Spain*

Social Status characteristics of roles of bullying.

Introduction:

This study is framed within the set of researches on bullying, which try to describe differential characteristics in social status – friendship, acceptance, rejection and popularity- on roles of bullying. The objective of study was to delve into knowledge of differences in social status levels of roles of bullying, considering the sex influence.

Methods:

Participants were 397 schoolchildren (49% girls) from 19 classrooms of the last two courses of Primary Education, whom nominated to their peers about social status and indicated what kind of implication had in bullying situation -bully, defender, victim or not involved-. Data was analysed through a ANOVA to know the interaction between social status and roles of bullying, and two-way ANOVA to include sex in the interaction.

Result:

Network analysis showed that friendship and acceptance dimensions of class-network had different levels of centralization (higher in the first) and density (higher in the second); relational analysis underlined the fact that defenders had the higher acceptance nominations. Aggressors had the higher level of popularity, but also received the same level of regret as victims. The analysis of effect of sex indicated differences in the characteristics of social profile of aggressors, where boys had more acceptance and popularity levels than girls.

Discussion:

Results were discussed based on the importance of studying bullying from this relational and dynamic perspective, with especially emphasis in sex and dyadic analysis. It is highlighted the importance of analysis characteristics of class-network to explain bullying behaviour.

Tips for Grassroots, Volunteer Organizing for Bullying Prevention: Lessons from the Arizona Desert

Mr. Brad Snyder¹

¹*Dion Initiative For Child Well-being And Bullying Prevention, Scottsdale, United States*

Tips for Grassroots, Volunteer Organizing for Bullying Prevention: Lessons from the Arizona Desert

Introduction:

In 2012, Nicole Stanton, accomplished attorney and wife of the newly-elected Mayor of Phoenix (the capital of Arizona and the fifth largest city in the United States) founded Stop Bullying AZ, an all-volunteer, grassroots bullying prevention initiative. Since then, Stop Bullying AZ has convened summits for thousands of stakeholders, sparked dozens of news stories on bullying prevention, advised some of the largest school districts in the United States, helped shaped the State of Arizona's antibullying campaign, morphed into the Dion Initiative for Child Well-Being and Bullying Prevention, and emerged as the most influential bullying prevention organizations in the southwest region of the county. This was accomplished with no on-going funding or fulltime staff.

Methods:

This presentation examines the successes and failures of the Dion Initiative for Child Well-Being and Bullying Prevention and draws conclusions about what works and what does not work in grassroots, volunteer-led bullying-prevention initiatives. Analysis of media output, communications strategies, partnering arrangements, and partner feedback shape the results.

Result:

The results focus on the ways in which the Initiative has achieved its success with an all-volunteer strategy. The presentation will offer practical advice to other practitioners on how to achieve maximum impact with minimum investment.

Discussion:

The discussion portion of this "workshop" session will be highly interactive, inviting participant questions and shared experiences, with implications for extending low-cost, successful approaches across cultures and diverse settings.

Experiential exploration of the Bystander Behavior Program: Role Theory and more

Ms. Jo-Anne Colwell¹

¹*Self Employed, French Island, Australia*

Title of Abstract Experiential exploration of the Bystander Behavior Program: Role Theory and more

Introduction:

This experiential targeted bystander program is designed to work within schools pre-existing bullying framework. The program address both traditional and cyberbullying. This is an opportunity to explore the world of Psychodrama from the perspective of a bystander. The emphasis will be on Role Theory. Participants will receive written material and have opportunity to experience aspects of The Bystander Behavior Program.

Methods:

A synopsis of the quantitative and qualitative aspects of the research associated with the Bystander Behavior Program will be delivered. A concise overview of psychodrama will be followed by more detailed description of role theory. Participants will then explore a bullying scenario from the various bystander roles. There will be time allocated for the sharing of participant experiences and questions.

Result:

Participants will gain an understanding of Psychodrama and particularly role development. This learning may be applied to the students they work with and their own life. Participants will also gain a brief understanding of how the Bystander Behavior Program works. They will leave with both written and experiential learning.

Discussion:

The Bystander Behavior Program is the first evidence based psychodramatic intervention to be used in reducing traditional school bullying and cyberbullying. This targeted intervention has been designed to sit within schools existing whole school approaches. Participants will leave with a deeper understanding of Psychodrama, role theory and an understanding of practical application.

Sex and Age Differences in Cyberbullying in Ireland

Dr. Aphra Kerr¹, Dr. Delma Byrne¹, Mr. Joshua Savage¹

¹Maynooth University, Maynooth, Ireland

Title of Abstract:

Sex and Age Differences in Cyberbullying in Ireland

Introduction:

This paper aims to (i) provide an overview of the prevalence of electronic/cyberbullying among children aged 9-17 in the Irish context and its persistence/variation over time; (ii) to explore the characteristics of those most at risk of cyberbullying, and (iii) to inform policy making regarding online safety and media literacy.

Methods:

The research takes a quantitative approach, conducting secondary data analysis on the first three waves of the Growing up in Ireland (GUI) Child cohorts, a representative sample of children living in Ireland between the ages of 9-17. The data allow an examination of the digital lives of children both cross-sectionally and longitudinally – and places it in the context of their broader lives.

Result:

The early results of the study show that females experience higher levels of cyberbullying than males, and that there are clear sex differences in how children understood why they were bullied. We also found that a larger share of boys than girls do not talk to anyone about being bullied.

Discussion:

Previous research on young people in Ireland has found that the average age at which they go online was age 9 and that almost 22% of young people experience cyberbullying (O'Neil and Thuy, 2016). The GUI records lower levels of cyberbullying, but suggests that sex matters, and we are currently disentangling its effects. It also points to variations in reporting and parental knowledge which have important policy implications.

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Bullying Out Formation In

Mrs. Lisa Bartholomew¹

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Exploring Teacher Candidates' Self-Efficacy to Prevent and Intervene in Bullying Situations

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Exploring Teacher Candidates' Self-Efficacy to Prevent and Intervene in Bullying Situations

Introduction: Teachers' self-efficacy is a determining factor in teachers' willingness to address bullying situations. Teacher training programs are a pivotal time for teacher candidates to develop skills for managing the social-emotional climate of their classrooms. Thus, understanding candidates' self-efficacy to intervene and prevent bullying is essential for ensuring candidates enter the classroom confident and capable to address bullying.

Methods: Fifty-five Canadian teacher candidates were asked to complete the Teachers' Bullying Prevention Efficacy (TBPE) Scale. After a lesson on bullying prevention and intervention, candidates completed an analysis of bullying prevention programs from their textbook. The following week, participants completed the TBPE Scale again, and reflected on their confidence to address bullying. Pre-Post TBPE scores were compared using a paired t-test and the qualitative responses were analysed using content analysis.

Result: A significant difference between Time 1 ($M = 45.05$, $SD = 7.18$) and Time 2 ($M = 46.18$, $SD = 5.63$) TBPE scores ($t(55) = -1.61$, $p = .114$) was not found. While candidates felt moderately confident in addressing bullying, their reflections indicate a need for experimental learning, additional support and professional development.

Discussion: While TBPE scores were high, candidates acknowledge their lack of practical experience with addressing bullying, and thus, they question how confident they would actually be when faced with a bullying situation. Candidates identified the need for consistent learning and implementation of bullying prevention and intervention strategies, and the need for support from colleagues.

School Climate, Bullying Behavior and Mental Health Among Chilean Adolescents

Dr. Jorge J. Varela¹, Dr. Mariavictoria Benavente¹, Josefina Chuecas¹, Paulina Sánchez¹

¹Universidad Del Desarrollo, Concepción, Chile

School Climate, Bullying Behavior and Mental Health Among Chilean Adolescents

Introduction:

Bullying behavior has negative consequences for victims and perpetrators mental health (Kelly et al., 2015; Eastman et al., 2018). Considering bullying as a school phenomenon, school variables, such as a school climate can also be relevant to understand and prevent violent behavior (Waasdorp, Bradshaw, & Leaf, 2012; Kutsyuruba, Klinger & Hussain, 2015). Yet, little research examines the relationship between school climate, bullying behavior and it's negative effect on youth mental health, which is the purpose of the study.

Methods:

We used a sample of 366 adolescents (45.6% female; 11.82 mean age) Santiago, Chile, using Structural Equation Modeling to explain Internalizing and Externalizing problems from Bullying Behavior and School Climate.

Result:

Results indicate an acceptable fit of the model, Chi-square 3305.98 ($df = 300$, $n = 343$, $p < .01$), CFI=.90, RMSEA = .06, TLI=.89. Internalizing problems is related with victim of bullying ($= .17$, $p < .01$), Externalizing with Bully ($= .39$, $p < .01$), and School Climate is related with Victim ($= -.12$, $p < .05$), but not with Bully ($= -.01$, ns).

Discussion:

Our results confirm the negative effect of bullying behavior, as a victim and as a perpetrator, for youth mental health. Moreover, also indicate the importance of school climate, but especially for victims. These relationships highlight the complexity of this aggressive behavior informing the need for mental health support for adolescents. In addition, reinforce the importance of the school context via school climate, to better support students to prevent bullying behavior in the school.

Cross-national comparison of victimisation and wellbeing correlates among children from low affluent areas

Dr. Pauline Hyland¹, Dr. John Hyland¹, Dr. Prakashini Banka², Prof. Catherine Comiskey²

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Cross-national comparison of victimisation and wellbeing correlates among children from low affluent areas

Introduction:

Previous research by Hyland, Hyland, and Comiskey (2017) has highlighted the experiences of primary schoolchildren from lower affluent areas in Ireland with regard to victimisation, depression and health-related quality of life. To date, cross-national comparisons have focused primarily on general primary school children, with negligible specific focus on children from lower affluent areas. This research examined baseline data from less affluent regions of Ireland to similar regions in England.

Methods:

The cross-sectional study compared 173 10-12 year old schoolchildren from less affluent schools in the Republic of Ireland, with 197 11-12 year olds from similar regions in England regarding victimisation levels and health-related quality of life.

Result:

Almost a third (27.7%, N = 48) of Irish children confirmed that they had experienced victimisation at school on some level in the past year, whereas a slightly higher rate of 35.9% (N = 106) was reported by children in England for a period over the past few months. When examining the differences for health-related quality of life, for both Irish and English schoolchildren, differences were found for both victims and non-victims, with victims reported greater impairment.

Discussion:

The findings portray similar experiences for children from low affluent areas across England and the Republic of Ireland. This highlights the consistent negative effect of victimisation for these already vulnerable children, despite different geographical regions. Considering this, researchers, policymakers, and educators alike should consider the needs of these children when designing prevention and intervention strategies to buffer the impact of victimisation.

Understanding the link between bullying and adolescent suicides within the framework of crisis theory

Dr. Gabriella Kulcsár¹, Dr. Katalin Lénárd¹

¹*University of Pécs, Pécs, Hungary*

Understanding the link between bullying and adolescent suicides within the framework of crisis theory

Introduction:

Since the beginnings of bullying research, bullying and suicide have been strongly associated, although direct causality has not been established. The purpose of this theoretical study is to elucidate the complex link between bullying and adolescent suicides using the framework of Gerald F. Jacobson's crisis matrix theory.

Methods: N/A

Result:

Adolescence is a developmental period that requires prolonged readjustment which can leave individuals especially vulnerable to hazards, such as bullying, that may trigger a crisis. If a person is going through a crisis during the period of a crisis-matrix, as in the case of adolescence, the chance for a maladaptive outcome is much higher as it can lead to the depletion of the individual's coping capacity. Compared to other hazards, bullying is particularly dangerous, as it directly offends the identity of the adolescent and in some cases, is even expressed in the form of direct commands or indirect hints to choose suicide as a solution.

Discussion:

Thanks to several protective factors not every bullying situation triggers a crisis and not every crisis triggered by bullying ends with suicide. However, when children ask for help, close attention must be paid to warning signs of a crisis and to factors which may enhance the risk of a destructive outcome, such as antecedent vulnerability, a family history of suicide, other co-occurring negative life events, and unfavourable solution models from peers and the media. With effective crisis intervention, the coping strategies can be broadened, and a constructive, adaptive solution can be achieved.

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Fostering Emotionally Intelligent Bullying Prevention through Youth Engagement

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Bystanders' behaviors for "pre-cyberbullying" incidents based on peer attitudes in the class

Dr. Ikuko Aoyama¹, Dr Takuya Yanagida, Dr Tetsuya Igarashi, Prof Daisuke Fujikawa, Dr Kie Sugimoto
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Safe Communities Safe Schools: Using Practical Tools when Implementing a Comprehensive Approach to School Safety

Jody Witt¹, Amanda Matthews¹

¹*University of Colorado Boulder - Center for the Study and Prevention of Violence, Boulder, United States*

Title of Abstract:

Safe Communities Safe Schools: Using Practical Tools when Implementing a Comprehensive Approach to School Safety

Introduction:

The Safe Communities Safe Schools (SCSS) model, developed after the Columbine school shooting, comprehensively addresses school climate, culture and safety. This presentation outlines actionable tools used when implementing the SCSS model in Colorado middle schools. These tools are designed to visualize current school systems and build motivation to implement change.

Methods:

As part of the SCSS project, we have developed six actionable tools and processes for engaging schools in identifying and evaluating current strategies, reviewing extensive school climate data (staff and student), determining needs and gaps, and prioritizing areas for action.

Result:

As a result of these tools, 21 schools have prioritized malleable risk and protective factors, selected an evidence-based program matched to data-identified needs, monitored fidelity and program effectiveness, and developed action plans to address system change in foundational areas of school safety.

Discussion:

The SCSS model seeks to build schools' capacity and ownership in creating safe environments for their students and staff. Tools provided with the model give practitioners an opportunity to engage school communities in a meaningful way by helping them to contextualize their data and visualize their larger school system. Using these processes and tools, schools find consensus on areas where they should move to action to address underlying causes influencing school climate, culture and safety. It is crucial that prevention efforts engage school communities in strategic, data-driven, and collaborative processes when implementing strategies. In doing so, we can support greater commitment and overall impact on critical school safety outcomes.

Peer Victimization and Adolescent Functioning at School: The Importance of School Belonging and School Climate

Mr. Samuel Kim¹, Dr. Wendy Craig¹

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Peer Victimization and Adolescent Functioning at School: The Importance of School Belonging and School Climate

Introduction:

Victimized youth are at risk feeling excluded at school. From a social identity perspective, feeling excluded may explain why victimized youth experience poor academic functioning. Academic difficulties related to peer victimization may vary across schools, which differ in climate. This study examined school belonging as a potential explanatory process through which victimization is related to academic functioning, and how this relationship may differ across school climates.

Methods:

We analyzed archival data from the 2014 School Mental Health Survey, a cross-sectional study involving 30,828 grade 5-12 youth from 248 schools in Ontario, Canada. We conducted multilevel mediation analyses to examine how school belonging explains the relationship between peer victimization and both academic achievement and misconduct. School climate and safety were examined as school-level moderators of this indirect relationship.

Result:

Peer victimization was indirectly associated with poor academic achievement and higher levels of school misconduct through feelings of school exclusion. School climate and safety moderated this indirect relationship for grades 7/8 and 11/12 youth. While positive school climate and higher levels of safety were protective for victimized boys, both school climate and safety exacerbated the academic risks among victimized girls.

Discussion:

Fostering school belonging is important for positive academic functioning. Schools can cultivate climates that promote school belonging among vulnerable youth. However, there may be important gender differences in how victimized youth feel connected within their school communities that warrant further study. Understanding how school contexts may protect victimized youth from academic difficulties can inform efforts to cultivate supportive school communities.

The invisible hand: A workshop that increases teachers' perceptions and self-efficacy for managing bullying

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¹Texas Tech University, Lubbock, United States, ²Colorado State University, Fort Collins, USA

The invisible hand: A workshop that increases teachers' perceptions and self-efficacy for managing bullying

Introduction:

Successful bullying prevention in schools requires effective responses (and prevention) by school personnel, especially teachers. However, evidence suggests that teachers often fail to notice bullying incidents, that their responses are affected by their attitudes toward victims, and that their self-efficacy beliefs for intervention are accordingly low. Collectively, this evidence suggests that addressing teachers' perceptions, attitudes, and self-efficacy beliefs (PAB) may increase intentions to respond to and prevent noxious power dynamics among students that give rise to bullying.

Methods:

A 4-module professional development workshop was created for preservice teachers (n = 224) with an approach informed by the theory of planned behaviour (behaviour is most proximally influenced by PAB; Ajzen, 1991). Content was also derived from social psychology (i.e., social identity and group processes; "us-them" dynamics, victim blaming, corrupting effects of power, and regional influences; Hawley & Williford, 2015). An extensive survey addressing PAB for each module was administered before and after the workshop using a pretest-posttest *retrospective* design.

Result:

Self-reported perceptions changed for all modules in the desired direction, as did self-efficacy beliefs and behavioural intentions to intervene. Anti-bullying attitudes did not change reliably in response to the workshop.

Discussion:

The present workshop successfully influenced participants' ability to recognize and address bullying in their classrooms (Hawley et al., under review). By giving them practical tools to be "the invisible hand," participants reported enhanced capacity to authoritatively maintain a positive atmosphere in their classrooms via addressing complex social processes and cultural norms among students that underlie bullying relationships.

Cyberbullying and other related online problems – Current situation in Japan

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Cyberbullying and other related online problems – Current situation in Japan

Tomoyuki Kanetsuna (Kagawa University)

Yasuyo Nishino (Hiroshima Shudo University)

Yuichi Toda (Osaka University of Education)

Introduction:

Rapid growth of mobile devices and various online services have made the Internet become one of the necessary life-line of our daily lives. According to the national survey, the prevalence of cyberbullying among children in Japan is still very small compared to overall prevalence of traditional bullying. However, it is very likely the situation soon become much more serious considering the high rate of mobile phone possession along with the difficulty for adults to get the whole picture of how they use it. In order to protect children from various online risk situations, it is essential to grasp their usage and to take appropriate countermeasures in line with it. This study therefore aimed to examine the trend of the Internet usage and involvement in cyberbullying among children in Japan and to clarify the issues to be addressed in the future.

Methods:

An anonymous self-report questionnaire was administered to 2,318 junior-high and 1,499 high school students (MA=14.77; SD=1.61). Participants were asked their general usage of the Internet and experiences of involvement in cyberbullying.

Result:

About 4% experienced verbal abuse, 7% received nasty emails, and 2% experienced social exclusion from chat group. As for perpetration, about 3% verbally abused others, and 2% send nasty comments and 1% socially excluded their friends from the chatting groups. Those who use the Internet more are found to be involved in cyberbullying more.

Discussion:

By comparing results of this study with findings from two major national surveys, the implications and future issues will be discussed.

Effectiveness of multicomponent school-based prevention program to reduce bullying among adolescents in Chandigarh, India.

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Effectiveness of multicomponent school-based prevention program to reduce bullying among adolescents in a North Indian Union Territory

Introduction: Bullying, a form of school violence, is a prevalent public health problem with negative psychosocial impact on victims as well as bullies. Little is known about bullying in schools in Indian setup. The purpose of this study was to measure the effectiveness of multicomponent school-based bullying prevention program among adolescents in Chandigarh.

Methods: In a quasi-experimental, pretest/posttest control group study, 800 students studying in classes 7th and 8th from four schools were evaluated at the baseline on Olweus Bully-Victim Questionnaire and after 8 months of providing intervention. The participants in the intervention school received socio-ecological intervention, which targeted the whole school, teachers, parents and students to reduce bullying behavior. Difference in differences (DID) analysis was used to measure the effectiveness of the program.

Result: Decrease in proportion of students involved in any kind of bullying behavior was 29.9% for the intervention group and 6.6% for the control group. Net change (DID) of 23.2% ($p < 0.001$) was observed for any kind of bullying. With respect to victimization percent change of 25.5% was observed in the intervention group and 5.7% change in control group. There was 13.2% decrease in proportion of students involved in perpetration, whereas in control group as there was increase of 3.4%, post intervention. Significant net change (DID) of 19.8% and 16.6% was observed for victimization and perpetration respectively. [$p < 0.001$]

Discussion: Whole school-based intervention program was observed to be effective in preventing bullying behavior among students studying in classes 7th and 8th in high schools in North India.

Does the bully/victim ratio comparison help us clarify the seriousness of bullying in a class?

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Does the bully/victim ratio comparison help us clarify the seriousness of bullying in a class?

Introduction

School bullying is a pervasive problem worldwide, with negative health and psychosocial consequence. In Japan, as well as in other countries, students remain in a single classroom with the same classmates for the full school day. Social groups in Japanese classrooms often have a much closed relationship structure, and if socially excluded it could be difficult for a pupil to make new friends as a strategy, and also to seek help. Given that serious victimization which leads to death can be reduced through the effective interventions, it is important to demonstrate which class is the most urgent to be intervened. We propose that B/V (bully/victim) ratio comparison which is to calculate the ratio of bullies and victims within a class could help us clarify the seriousness of bullying in a class. In order to test the validity of B/V ratio comparison, we examined whether it could predict low self-worth of the class.

Methods

We conducted questionnaire survey. The sample consisted of five hundred and six Japanese junior high school students (mean age=13.3), who were nested within twenty-one classes in two schools.

Result

The results from multilevel analyses show that the estimated class variance of self-worth was statistically significant. The findings also suggest that B/V ratio comparison could predict the interclass heterogeneity on collective self-worth and that the role of prevalence rate of bullying and victimization as an index might not be similar across different schools.

Discussion

Implications of these findings and the need for further cross-national comparison are discussed.

Blind spots in schools' anti-bullying strategies: Lessons from Norway

Dr. Ingunn Eriksen¹, Dr. Selma Lyng²

¹*Oslomet, Oslo, Norway*, ²*Oslomet, Oslo, Norway*

Blind spots in schools' anti-bullying strategies: Lessons from Norway

Ingunn Marie Eriksen and Selma Therese Lyng, Oslo Metropolitan University

Introduction:

Despite concerted efforts to combat bullying through large amount of anti-bullying policies and interventions, bullying is still a widespread problem in schools. In this paper we argue that one reason for this may be the lack of prevention strategies effectively addressing social peer relations, hierarchies and group dynamics.

Methods:

The paper is based on qualitative data collected in a research project focusing on schools that had improved the psychosocial environment through use of anti-bullying programmes or school-based development work. The data set consists of 40 group interviews with school managers and teachers in 20 schools, 46 pupil interviews as well as ethnographic observations of lessons and breaks from six classes (grades 5, 8 and 10).

Result:

The analysis identifies how the schools, in accordance with the international research literature on whole-school bullying prevention, prioritised two main strategies: Behaviour regulation and teacher-pupil relation work. While school staffs' caring behaviour regulation and relation work were instrumental to the schools' efforts to improve the school climate and reduce bullying, the analysis also shows how these schools shared the same recurring forms of bullying and harassment, produced by social peer dynamics.

Discussion:

We argue that there is a blind spot in the schools' intervention strategies which also is present in the whole-school approach research literature. We suggest supplementing whole-school anti-bullying interventions with strategies that directly address peer relations in class, to establish a "significant we" in class – spanning cliques and social hierarchies. Implications for research and practice development are discussed.

Cybervictimization and cyberwitnessing among Jews, Muslims and Christians in Israel: Examining the ethnocultural-religious factor

Introduction:

The phenomenon of cyberbullying, which causes the victims a great deal of suffering, does not take place in a void, but rather it is related to the culture in which the bully and the victim were educated and to the context that gave rise to the bullying event. The current study constitutes an initial exploratory research that examined ethnocultural-religious aspects of cyberbullying in Israeli society. In particular, the researchers examined the influence of two variables on the rate of cyberbullying: participants' ethnocultural-religious descent (Jewish, Muslim, and Christian citizens of Israel) and the degree to which they believed in collectivist versus individualist principles.

Methods:

A total of 301 adolescents between the ages of 12 and 18 completed the following: an online questionnaire about cyberbullying, a questionnaire on individualism versus collectivism, and a questionnaire regarding demographic details.

Result:

Findings indicated that cultural attitudes of individualism were higher among secular Jewish participants, lower among Arab Christian participants, and lowest among Arab Muslim participants, as expected. Along the same lines, higher rates of cyberwitnessing were found among Arab Christian and Arab Muslim participants than among secular Jewish participants. Higher attitudes of individualism correlated with lower cybervictimization among secular Jewish participants.

Discussion:

These findings serve as a point of departure for discussing the cyberbullying phenomenon in the cultural and religious contexts of a multicultural society.

Organized aftercare of bullying

Mrs. Tina Holmberg-kalenius¹

¹*Tukikeskus Valopilkku /support Centre For Bullying Issues, Lahti, Finland*

BA of Arts Tina Holmberg-Kalenius, Support Centre Coordinator, Expert of Bullying Issues

ABSTRACT

Many victims of school-bullying have several physical and psychological problems later in life (Copeland, 2013; Lereya et. al. 2015). The opportunities to get organized aftercare are few, and the aftercare that the authorities offer, isn't always the support that victims need or desire. It is still very common, that if you are bullied or a bully, the support and aftercare is ignored altogether. Bully victims grow up with strong feelings of inferiority, worthlessness, bad body image and a lousy self-esteem. Their identity is easily built on inferiority, which leads to a multitude of relationship-problems later in life.

Since 2010, when the Support Centre for Bullying Issues, Valopilkku (ray of light) first started as a project, there has been organized aftercare available in Finland. The centre gets its funding from The Funding Centre of Social Welfare and Health Organizations. We get approximately 400 requests for support per year from those who are, or have been bullied, from bullied children's parents and from school personnel or other authorities.

We support victims of bullying and their parents. The Find Your Strengths! - method, that has been created in the Support Centre, is based on empirical studies of what bullied people need to recover. The model is used both in individual sessions and in support groups and is peer support-based. We also train peer support instructors based on the model. We have published a book on the importance of aftercare in 2015 (Hamarus, P., Holmberg-Kalenius, T. & Salmi, S.) and Tina is the author of a book on life after bullying (2008).

Development of Adolescents Cyberbullying Victimization Model

Prof. Yeouju Chung, Ms. Seoyeon Yoon, Ms. Kyeonghui Ko, Ms. Doyeon Lee

¹*Korea National University of Education, Chungbuk, South Korea*

Development of Adolescents Cyberbullying Victimization Model

Introduction:

The Cyberbullying Research Center in the United States places more emphasis on deliberate and constant attacks on victims(Justin & Sameer, 2016). In Korea, 35.7% of adolescents were reported as cyberbullying victims(Chung & Kim 2012). So researchers have studied what cyberbullying victim experience causes. The purpose of this study was to develop and verify cyberbullying victimization model consisted of cognitive change and behavioral action of cyberbullying victims.

Methods:

To develop cyberbullying victimization model, 1,105 students(11-19 years, male 51.2%, female 48.2%) in South Korea participated in this study. The research scales for this study were Cyberbullying victimization scale, Cyberbullying cognitive change scale and Cyberbullied adolescents' behavioral response scale. After setting the full mediation model, then we verified the equation model through analysis of model fit and parameter estimated value.

Result:

First, cyberbullying victimization influenced on aggressive response to the bullies mediated by negative conceptualization, negative assessment of other people, and negative thoughts about results. This model was validated statistically(CFI=.948, NFI=.937, TLI=.935, RMSEA=.065). Second, cyberbullying victimization influenced on asking for help mediated by worry about relationship, internalization and thoughts about results. This model was validated statistically(CFI=.925, NFI=.910, TLI=.911, RMSEA=.064).

Discussion:

How cyberbullying victims evaluate and interpret the experience influences their behavior. Therefore, it is necessary to deal with how the victim perceives or responds to the experience of cyberbullying, and to intervene in changing the dysfunctional emotions or behaviors caused by cyberbullying damage. Counseling may help cognitive restructuring of cyberbullying damage, and it can be a therapeutic intervention for cyberbullied clients.

Teacher attunement and cognitive biases in teachers' perception of bullying, victimization and prosociality

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¹University Of Groningen, Groningen, Netherlands, ²University of Turin, Turin, Italy, ³University of Utrecht, Utrecht, Netherlands

Teacher attunement and cognitive biases in teachers' perception of bullying, victimization and prosociality

Introduction:

In order to tackle bullying while foster positive and cooperative learning environment, teachers need to be aware of the social dynamics in the classroom. However, teachers often seemed to be unaware of bully and victimization as reported by their students.

Based on the halo effect phenomenon (Thorndike, 1920), we hypothesized a cognitive bias affecting teacher ability to recognize students' attitudes and roles in bullying. Specifically, it was investigated whether teachers' perceptions of students' academic, social, and behavioral characteristics were associated with their attunement to bullies, victims and prosocial students.

Methods:

Teacher attunement was measured as the agreement between a sample of 56 teachers and 1458 of their students in 5th-grade Dutch classrooms. Using three different subsamples of students nominated by peers, respectively, as bully, victim, and prosocial, a logistic regression model with standard errors corrected for clustering within class was utilized on the dichotomous outcome score of teacher attunement (0 = Student not recognized by teacher, 1 = Student recognized by teacher).

Result:

Higher perceived likeability and prosociality were associated with decreased odds for teacher attunement to bullying, while higher perceived likeability and status were associated with decreased odds for teacher attunement to victimized students. Finally, teachers' perception of externalizing behavior was associated with decreased odds for attunement to prosociality.

Discussion:

Based on these results, supporting teachers to be aware of the factors that could biased their perceptions may have important implications for teachers' abilities to recognize and address bullying and victimization in their classrooms, while promoting prosocial behaviors.

Academic achievement and bullying. The moderating role of socio-emotional functioning

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²*Department of Psychology, University of Milano-Bicocca, Milan, Italy*

Academic achievement and bullying. The moderating role of socio-emotional functioning

Success at school and socio-emotional aspects are intertwined in contributing to children's wellbeing (Caemmerer & Keith, 2015). The aim of this work is to investigate the longitudinal and reciprocal influences of school achievement and bullying and victimization, considering whether emotion regulation, relationship with teachers, and social preference moderate these associations. A longitudinal design was employed, with a 5-months interval between T1 and T2. Participants were 332 children (170 girls), aged 7-12 years ($M = 9.04$). They responded to two tasks about text comprehension and mathematics (Cornoldi et al., 2011; 2012), which yielded an index of school achievement. Bullying, victimization, and social preference were assessed with peer nominations. Teachers filled the ERC (Shields & Cicchetti, 1997) to evaluate Emotion Regulation and Lability/Negativity, and the STRS (Pianta, 1994) to evaluate Closeness and Conflict with the teacher. Academic achievement was not predicted by any variables, but it predicted victimization at T2 ($B = -.25$; $p < .01$), mainly for children with low social preference ($B = .14$; $p < .05$). In addition, children with a low achievement at T1 obtained high scores on bullying at T2 if they had difficulties in regulating emotions ($B = -.20$; $p < .01$) and a conflictual relationship with the teacher ($B = -.15$; $p < .05$).

In primary school, a poor achievement seems to be a direct antecedent of victimization, whereas it affects bullying in association with other difficulties. Results underline the importance of considering also academic skills in interventions aimed at reducing involvement in bullying.

Investigating the Relationship Between Cyberbullying, Maladaptive Schemas, Coping, and Psychological Distress in Emerging Adults

Associate Professor Stephen Theiler¹, Ms. Alexandra Alipan¹, Dr Jason Skues¹

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Investigating the Relationship Between Cyberbullying, Maladaptive Schemas, Coping, and Psychological Distress in Emerging Adults

Introduction:

Cyberbullying has been associated with various negative psychological and social problems, though not all people who are targets of cyberbullying experience negative outcomes. Although researchers have examined how targets cope with being cyberbullied by identifying the types of coping strategies they use in response to being cyberbullied, there has been limited research investigating the different factors that influence how people cope with being cyberbullied. It is argued here that early maladaptive schemas (EMS) influence not only the appraisal of behaviours as cyberbullying, but also the coping responses of targets of such behaviours. Young et al.'s (2003) Schema Therapy Model (STM) will be used to explain the association between cyberbullying behaviours and particular coping responses, which in turn help to explain the variation in psychological and social outcomes often associated with cyberbullying.

Methods:

Two hundred and eighty emerging adults between 18-25 years of age completed a questionnaire which includes demographic (e.g., age, sex) and technology use questions, hypothetical cyberbullying vignettes, and measures of cyberbullying victimisation, early maladaptive schemas, coping styles, technological solutions, and psychological distress.

Result:

The prevalence rates of emerging adults targeted by cyberbullying behaviours as well as targets' interpretations of various hypothetical vignettes will be analysed. In addition, structural equation modeling (SEM) will test a model of early maladaptive schemas and coping with cyberbullying based on Young and colleagues' schema theory. Completed results will be shared at the conference.

Discussion:

The theoretical, methodological, and practical implications for psychologists and researchers will be discussed.

Effects of bullying victimization on internalizing and externalizing symptoms: the mediating role of alexithymia.

Assistant professor Laura Elvira Prino¹, Ass. Prof. CLAUDIO LONGOBARDI¹, Associate professor Roberto H Parada², Associate professor Michele Settanni¹

¹*Università degli Studi di Torino, Turin, Italia*, ²*University of Western Sydney and University of Notre Dame Australia, Sydney, Australia*

Effects of bullying victimization on internalizing and externalizing symptoms: the mediating role of alexithymia.

Introduction:

It is well known that internalizing and externalizing symptoms during early adolescence are positively associated with experiences of bullying victimization and with higher levels of alexithymia. However, no studies have investigated if and how alexithymia can affect the relation between victimization and internalizing and externalizing symptoms. Given that negative experiences characterized by emotional depletion, such as being bullied at school, can affect alexithymic features (Guzzo et al., 2014; Moore et al. 2008; Schimmenti and Caretti, 2010) we hypothesize that the bullying victimization may exert an indirect effect on internalizing and externalizing symptoms, via its relationship with alexithymia.

Methods:

1092 4th to 7th grade students and their teachers took part in the research. We collected student-report measures of bullying victimization (verbal, physical and social) and alexithymia, and a teacher-report measure of internalizing and externalizing symptoms.

Results:

We tested mediation models to analyze the direct and indirect effects of the three types of bullying on internalizing and externalizing symptoms, and we found that alexithymia partially mediate the positive effect of all of the three types of bullying victimization on both internalizing and externalizing symptoms.

Discussion:

Findings indicate that being victim of bullying(physical, verbal and social) does cause an increase in internalizing and externalizing symptoms, and that these effects are partially explained by the increase in alexithymia caused by the experience of victimization. Research and intervention implications are discussed.

Teachers' responses to bullying incidents: (How) can they make a difference?

Prof. Hilde Colpin¹, Prof. dr. Jina Yoon², MSc Karlien Demol¹, MSc Isabel Ten Bokkel¹, Dr. Benedetta Emanuela Palladino³, Prof. dr. Sheri Bauman²

¹KU Leuven University, Leuven, Belgium, ²University of Arizona, Tucson, United States of America, ³University of Florence, Florence, Italy

Title of Abstract

Teachers' responses to bullying incidents: (How) can they make a difference?

Jina Yoon, University of Arizona, USA

Karliem Demol, KU Leuven University, Belgium

Isabel ten Bokkel, KU Leuven University, Belgium

Benedetta Emanuela Palladino, University of Florence, Italy

Discussant: Sheri Bauman, University of Arizona, USA

Aim of Symposium

This symposium aims at uncovering effects of teachers' responses to bullying incidents at school.

Description of issues, theories or initiatives that will be addressed in the symposium

Teachers are key in preventing and tackling bullying at school. Referring to Gest and Rodkin's (2011) model, teachers can affect bullying both by general interactions with students and by peer network-oriented teaching practices, such as their responses to bullying. The symposium will present this model and studies from four countries aimed at broadening the empirical and theoretical base regarding teachers' responses to bullying. The first study investigated US middle school students' expectations and perceptions of effective teacher responses in victimization, using three focus groups. Punitive strategies were the most commonly expected and desired responses, passive-permissive strategies the least desirable. In the second, experimental vignette study effects of teacher responses on Belgian elementary students' (N=252) attitudes and beliefs were investigated. When teachers intervened in bullying, regardless of how, students were more likely to think the teacher disapproved of bullying, compared a condition where the teacher did not respond. The third presentation focuses on the role of teacher responses for victims' reporting of bullying in Dutch elementary schools (N=6114). This longitudinal study investigates which teacher responses predict reporting, and whether victims more often report to teachers when not defended by peers. Finally, effects of teacher and parent responses to (cyber)bullying were studied in Italian middle and high school students (N=1297). This study showed that both parent and teacher responses were related to (cyber)bullying and that teachers' disciplinary responses protected students with low parental monitoring from bullying. The discussion will integrate these findings and propose theoretical and practical implications and future directions.

Additional information: List of all authors and coauthors

Chair:	Hilde Colpin (KU Leuven University, Belgium)
Presentation 1 (Study 1):	Jina Yoon Dylan Barton Emily Lynch Caitlin Francis (all University of Arizona, US)
Presentation 2 (Study 2):	Karliën Demol Karine Verschueren Hilde Colpin (all KU Leuven University, Belgium)
Presentation 3 (Study 3):	Isabel ten Bokkel (KU Leuven University, Belgium) Sabine Stolz (Radboud University Nijmegen, the Netherlands) Yvonne Van den Berg (Radboud University Nijmegen, the Netherlands) Hilde Colpin (KU Leuven University, Belgium)
Presentation 4 (Study 4):	Benedetta Emanuela Palladino Ersilia Menesini (both University of Florence, Italy)
Presentation 5 (Discussion):	Sheri Bauman (University of Arizona)

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Mobile Mamma: My Kid Would Never

Ms. Christy Teslow

¹*Mobile Mamma, Cresco, United States*

Mobile Mamma, My Kid Would Never

Introduction:

The mission of Mobile Mamma is to ensure that everyone from age 5 to 95 are educated well enough to be safer and smarter online while using their mobile or smart devices. The purpose of Mobile Mamma is to provide a valuable educational resource hub for children and adults. Mobile Mamma understands that technology is one of the greatest advancements of all time, however this same technology imposes dangers to our youth and older community alike, unlike anything we as adults were faced with in the past.

Methods:

Established interactions with schools at various age levels along with parents, educators, and civic organizations. Currently we have two programs, "Be A B.E.A.R." (proactive approach) and "Disconnect 2 Reconnect" (reactive approach) or consequence management discussing bad decisions, ramifications of these decisions and the potential harms and predators that children (and even our senior community) is faced with every day.

Result:

Overall scope of improved communication between children and adults. Understanding the potential harm from the objects of everyday use (i.e. devices). By seeing improvement in the behaviours, social interactions, grades, decreased bullying incidents and/or an improvement in the pre & post questionnaires of each 7 week training course, thus showing improvement in the effects of social media on the target audience.

Discussion:

Offering open forum among attendees and presenters to address everyday cyberspace concerns. Serve as a facilitator to address the current virtual environment and open much needed conversations among the selected audience in training.

Peruvian elementary teachers' evaluation of bullying behaviours: Perceptions of severity, empathy and intent to intervene

Dr. Lucy Betts¹, Jano Ramos-Diaz^{1,2}, Professor Robert Coplan³

¹Nottingham Trent University, Nottingham, United Kingdom, ²Universidad de Ciencias y Humanidades, , Peru, ³Carleton University, , Canada

Peruvian elementary teachers' evaluation of bullying behaviours: Perceptions of severity, empathy and intent to intervene

Introduction:

Teachers play an important role in managing bullying episodes; however, not all incidences of bullying are dealt with (Yoon, Sulkowski, & Bauman, 2016). The present research examined Peruvian teachers' perceptions of severity, empathy towards victims, and the intent to intervene in relational, social, and physical bullying.

Methods:

Data was collected from 794 (319 male and 296 female, $M_{age} = 48.14$, $SD_{age} = 9.28$) Peruvian elementary teachers. The teachers were presented with six bullying scenarios that varied according to bullying type (relational, physical, and social) and gender of the children involved. Participants were asked to report the severity, their empathy towards the victim, and intent to intervene for each scenario.

Result:

There was variation in the perceived severity of the bullying episodes with female teachers evaluating physical bullying in boys as more severe. Teachers also reported higher levels of empathy for girls following all forms of bullying and lower levels of empathy for boys who had experience relational bullying. Female teachers said they were more likely to intervene when boys experienced physical bullying and male teachers were more likely to intervene when girls experience bullying regardless of bullying type.

Discussion:

The findings highlight variation in the teachers' interpretation of the seriousness of bullying episodes according to type of bullying and the gender of the children involved. Together with the variation in empathy and intent to intervene, these findings have implications for how teachers are likely to respond to bullying episodes

When classroom- and online-culture tips into bullying - Local culture as a context of bullying

Post.Doc Helle Rabøl Hansen¹, Associate Professor Inge Henningsen¹, Senior adviser Jon Kristian Lange², Associate Professor Björn Johansson³

¹Aarhus University (DPU), Copenhagen, Denmark, ²Save The Children , Copenhagen, Denmark, ³Örebro University, Örebro, Sweden

When classroom- and online-culture tips into bullying

This symposium presents ethnographic and mixed methods-based analyses of how bullying occurs and is maintained in social educational settings.

Being, becoming and belonging are the key concepts as these have been developed in the Danish bullying research project, eXbus (Exploring Bullying in Schools) over the past 12 years.

The basic tenets across the three papers is that lack of belonging and missing cohesion is characteristic of these particular settings. With a dynamic concept of bullying we examine the social, yet informal, order which we find that students attempt at establishing within the formal structure of a school class. When school classes provide healthy environments, we argue, the informal and formal social structure coincide and support a diversity of student becomings. When school culture does not support healthy school life the culture itself tips into bullying. Sociality and peer cultures are thus not perceived as a factor in bullying, but is – radically different – conceptualized as a prerequisite for grasping how bullying occurs (or not).

In three papers this ‘take’ on sociality as a prerequisite will be unpacked: 1. a mixed methods analysis of the mentioned tipping point. 2. an ethnographic account of a 8th grade case where a matrix of school anger, lifestyle clashes, teenage sensitivities, friendship reshufflings is fertile ground for offline bullying as well as cyberbullying. 3. An on-line fieldwork of haters (of a variety of issues, such as football, Muslims, Trump) where belonging and shared anger seem to be the core characteristic that holds these online communities close knit.

The symposium will be closed by launching a 4 minute documentary based on eXbus data showcasing how sociality, affect and belonging is at stake in bullying.

Evaluation of the Olweus Bullying Prevention Program in Germany

Mrs. Fanny Carina Ossa¹, Mrs. Vanessa Jantzer¹, Mr. Peter Parzer¹, Prof. Franz Resch¹, Prof. Michael Kaess^{1,2}

¹University Hospital Heidelberg, Heidelberg, Germany, ²University of Bern, Bern, Switzerland

Evaluation of the Olweus Bullying Prevention Program in Germany

Introduction: Bullying is a significant risk factor for mental and physical health. Nevertheless bullying is very common at schools and can be found worldwide, across all ages and school forms. The Olweus Bullying Prevention Program (OBPP) is one of the most famous and recommended programs to prevent bullying. As the program was not available in Germany so far, the University Hospital Heidelberg translated, implemented and evaluated the OBPP during the last five years. In addition to the effectiveness of the program, the relationships to mental health problems were examined.

Methods: 14 schools completely implemented the OBPP over a period of 18 month. Pupils annually completed the Olweus Bullying Questionnaire (Baseline, Postline, Follow-Up; N = 16 581).

Result: Between baseline and postline, a significant decrease in bullying from 8.4% to 6.4% for victims ($\chi^2_{(1)}=9.43;p<.01$) and from 5.9% to 4.5% for perpetrators ($\chi^2_{(1)}=5.40;p<.05$) were found. There was a significant interaction between gender and decrease in victimization ($\chi^2_{(2)}=23.70;p<.001$) with a stronger decrease among victimized girls. Long-term bullying (at least 6 month), which is especially correlated with adverse mental health outcomes, was also significantly reduced from 11.4% to 8.9% ($\chi^2_{(1)}=12.77;p<.001$). Change in victimization over the time of one year predicted change in psychological adjustment.

Discussion: The implementation of the OBPP in Germany and its effectiveness especially for girls will be discussed including practical implications. Bullying victimization was associated with a broad range of mental health factors emphasizing the importance of effective prevention in school setting.

Experiences of school bullying amongst Sámi people in Norway

Dr. Stephen James Minton¹, Dr. Hadi Strømme Lile², Dr. Ketil Lenert Hansen³

¹Trinity College Dublin, Dublin, Ireland, ²Høgskolen i Østfold, , Norway, ³Universitet i Tromsø, , Norway

Experiences of school bullying amongst Sámi people in Norway

Introduction:

Empirical research conducted over the past fifteen years has demonstrated that in Norway, Sámi people, the Indigenous people of Scandinavia, and the Kven people of Norway, are more likely to experience discrimination than are ethnic Norwegians, including school bullying. This is considered in terms of educational legislature and anti-bullying action in Norway.

Methods:

The SAMINOR (2003 - 2004; n = 12, 265) and SAMINOR 2 (n = 11, 600) studies were undertaken in mixed population (ethnic Norwegian, Sámi, Kven) municipalities within central and northern Norway. Smaller-scale qualitative studies conducted with Sámi school students who reported having been bullied in school are also discussed.

Results:

In the SAMINOR study, Sámi and Kven respondents reported more ethnic discrimination and bullying in general than did ethnic Norwegians ($p < 0.001$); the most common type of bullying was verbal, and the most common location was public schools. Very similar findings were accrued in the SAMINOR 2 study. The qualitative studies documented the nature of the bullying, its emotional impact, and a generalised reluctance to report it to school authorities.

Discussion:

These findings are consistent with those of other minority and marginalised groups. Questions are raised regarding whether the law that guarantees students in Norwegian schools a good psychosocial environment is being realised as well in the case of Sámi (and other population minority) students as it is in the case of those belonging to the majority population. Suggestions are made for the development of interventions specifically designed to prevent bullying against Sámi people.

Nothing about me without me: Building bridges in bullying research, practice, and lived experience.

Ms. Teresa Butler¹, Mr Cameron Gill¹

¹*The Bullying Revolution, Melbourne, Australia*

Title of Abstract

Nothing about me without me: Building bridges in bullying research, practice, and lived experience.

Introduction:

At WABF17, we identified a divide between research, practice, and the lived experience of people facing bullying. The theme of this forum recognises there are gaps in the global work to eradicate bullying, and assumes that divide needs to be “bridged”. However, we need to be cautious about how we perceive these gaps, and why they are considered problematic, when building bridges.

Methods:

Three identified gaps in the global bullying landscape will be explored in this workshop.

1. The differences between research approaches to the work.
- The challenges of practical application of research findings in developing interventions.
 - The divide between bullying “experts”, and the parents and children their work is intended to help.

Results:

We argue that while the gap between research approaches can be bridged through respect, communication and receptivity, diversity in our understanding is necessary to creative solutions. Research must also remain relevant and practical. Who benefits from the work we do? Are we creating real change? We assert that the principles of “NAMWOM” - nothing about me without me - are fundamental to research and intervention development. This is where the real gaps are bridged and revolutionary change can occur.

Discussion:

Bridging gaps in the bullying prevention field to improve the relevance and effectiveness of the work and to enhance the wellbeing of all stakeholders is a priority. Objectives of this workshop include recognising that lived experience should drive our work in this field, and demonstrating how NAMWOM can be applied to better serve the beneficiaries of our work.

Authors: Teresa Butler & Cameron Gill

Aligning Responses to Bullying with a Faith Based School

Mr. Thom Powers¹, Mr. Frank DiLallo^{1,2}

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Title of Abstract

Aligning Responses to Bullying with a Faith Based School

Introduction:

Jesus is the supreme example for how to love our neighbor with compassion and dignity for all. Existing language to describe bullying and traditional forms of discipline often do not align with Jesus' teachings or the mission of a faith-based school community. Authors of Peace Be With You Christ Centered Bullying Redirect will demonstrate how common responses to bullying can make things worse, while offering many positive Scripture-focused alternative strategies that effectively ensure meaningful and hopeful responses toward a more Christ-centered school climate.

Goals/Objectives:

- Demonstrate how the use of existing bullying language taints response.
- Demonstrate how the use of the common nouns; Bully, Victim and Bystander labels youth and taints response.
- Share alternative language and specific approaches that align more effectively with a faith-based school mission.
- Offer over a dozen no cost Christ-centered strategies to reduce mistreatment and the harm mistreatment can do.

Methods:

- Share the evidence-based, skills-based, Scripture-based approach of Peace Be With You Christ Centered Bullying Redirect Grades 4-8 Curriculum.

Result:

Participants will learn:

- 3 foundational pillars for building and maintaining a positive faith-based school climate.
- 10 Scripture-based lessons and 21 activities to reduce bullying and generate a thriving learning environment.
- 7 ways to build student resilience and 4 positive alternatives to traditional discipline.

Discussion:

Q & A surrounding concepts and principles learned.

Classroom Size and the Prevalence of Bullying: Testing Three Explanations for the Negative Association

Dr. Claire Garandeau¹, Dr. Takuya Yanagida², Dr. Dagmar Strohmeier³, Dr. Christina Salmivalli¹

¹University Of Turku, Turku, Finland, ²University of Vienna, Vienna, Austria, ³University of Applied Sciences Upper Austria, Linz, Austria

Classroom Size and the Prevalence of Bullying: Testing Three Explanations for the Negative Association

Introduction: Classroom size (i.e., the number of classmates) is a structural feature that was found to be associated with victimization and bullying, but not in the positive direction that one might expect. Belonging to a smaller classroom should be expected to protect against bullying due to a higher adult/child ratio. Surprisingly, most studies examining the effect of classroom size on bullying and/or victimization found a negative association (e.g, Saarento et al., 2013; Stefanek et al., 2011). We put to the test three hypotheses for why bullying and victimization would be more prevalent in smaller classrooms.

Methods: Multilevel analyses were conducted with data from 1,316 Austrian adolescents in 66 classrooms (Mage = 12.3).

Result: First, the negative link between bullying/victimization and classroom size held for peer-reported, but for self-reported measures. This supports the hypothesis that this negative association is a reporting effect due to higher salience of bullying in smaller classrooms. Second, we hypothesized that bullies may have a greater power of influence in smaller networks. However, bullies were not found to be more popular in smaller classrooms. Third, we hypothesized that victims may have fewer opportunities for friendships in smaller classrooms, which could account for higher victimization levels in these contexts. However, the association between victimization and having friends was not found to be moderated by classroom size.

Discussion:

Our findings shed light on how the negative effects of classroom size on bullying should be interpreted and emphasize the necessity to distinguish peer-reports from self-reports of bullying and victimization.

Reduction of bullying in the Balearic Islands 2010-2018. Impact of the bullying plan.

Mrs. Marta Escoda Trobat¹, Mrs. Aina Maria Amengual Rigo², Mrs Elena Navarro Duch³, Mr Jaume Font Mach⁴

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Reduction of bullying in the Balearic Islands 2010-2018. Impact of the bullying plan.

Introduction: The Government of the Balearic Islands has made an intervention plan to eradicate bullying. It's based on a restorative bullying protocol, a teacher training plan, a program for the care of victims of bullying, a local police in schools prevention and intervention, administrations networking and awareness campaign of sensitization through mass media.

Methods: The *Conselleria d'Educació i Universitat* and the University of the Balearic Islands have done a replication of the national study 2009 on convivencia at secondary school (from 12 to 16 years). The objective of this study is to analyze the school convivencia from an integral perspective and to offer a longitudinal analysis. 25 schools participated, 170 teachers, counselors and principals and 2.156 students. In the other hand, we analyze our school life with the annual centers memory.

Result: The prevalence of victims of bullying has dropped 37.5% and that of the students that assaulted has dropped 45.7%. The students who try to cut the situation even if they are not their friend has increased 17 points. Bullying protocols have also increased significantly (296 in the 2015/16 to 436 in 2017/18).

Discussion:

There is an increase in students without friends (from 2% 2010 to 8.6% 2018) and the need to rethink policies related to technologies and cyberbullying. However, the work carried out has had very significant effects on the reduction of students involved in bullying situations.

How to define cyberbullying from a legal perspective?

Dr. Tamás Pongó¹

¹*University of Szeged Faculty of Law and Political Sciences, Szeged, Hungary*

How to define cyberbullying from a legal perspective?

Introduction:

In my research, I focused on a ubiquitous phenomenon, which enmeshes the students' everyday life, namely cyberbullying. Such issue represents a complex, technology-induced social problem. Unfortunately, Hungary has no anti-bullying law or nationwide applied anti-bullying program, but certain steps were taken to tackle cyberbullying. However, as a first step, an exact definition of cyberbullying should be worked out, not just in Hungary, but in the European Union and worldwide.

Methods:

In the research, I identified the key elements of a cyberbullying definition from legislative, case law and academic perspectives. Regarding the legislative perspective, US state anti-bullying laws were examined and narrowed down to those 27 states, which expressis verbis used the term of cyberbullying. Following the legislative mapping, the research analyzed students' freedom of speech cases in the online environment at the US courts' jurisprudence. In addition to the US-focused analysis, the academic perspective was also discovered worldwide. US, European and Australian concepts delineated the most important academic elements of a cyberbullying definition.

Result:

Consequently, the US legislative, case law and the worldwide academic perspectives revealed the crucial elements of a cyberbullying definition, and the research established a complex cyberbullying definition.

Discussion:

This presentation is intended to open a discussion regarding the complex definition established by this research. Hungary has no legislative definition for cyberbullying, but this research provides guidelines for a future one.

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Using Implementation Science to introduce an evidenced based Anti-Bullying Programme to Primary Schools in Ireland

Ms. Alice Malone¹

¹*The Genesis Programme, Drogheda Co. Louth, Ireland*

Using Implementation Science to introduce an evidenced based Anti-Bullying Programme to Primary Schools in Ireland

Introduction:

The Department of Education and Skills in Ireland, as part of their Action Plan on Bullying (2013) require all schools to have anti-bullying procedures and an anti-bullying policy in place. Murphy, Downes and O'Higgins Norman identified in their paper "*A Survey of Implementation Among School Principals*" (2017), that Principals overwhelming preference for additional resources was "*that the Department of Education and Skills provide a national anti-bullying programme, with training, for schools to implement.*"

The Genesis Programme has carried out consultations with parents on issues that most affect them. The primary issue was the fear of their child being bullied.

This presentation will explore how The Genesis Programme has used Implementation Science to implement the KiVa Anti-Bullying Programme to Primary Schools in Ireland.

This presentation will focus on

1. The key Implementation Stages in introducing the KiVa Anti-Bullying Programme to schools in Ireland
 - The importance of attending to Implementation when introducing a new programme
 - How Implementation Drivers contribute to supporting and sustaining change within schools
 - Identification of Implementation Barriers overcoming of same

Methods: A Process Evaluation focusing on the impact on children, parents, teachers and schools.

Results: Awaiting results

Discussion: Implementation takes time and is something that needs to be given time and thought.

Audience: Practitioners/Organisations/Schools

Alice Malone

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KiVa Anti-Bullying Programme in Action in Irish Primary Schools

Ms. Yvonne Forde¹, Ms Laura Sherry¹

¹*The Genesis Programme, Drogheda, Co. Louth, Ireland*

ABSTRACT FOR POSTER AT WORLD ANTI-BULLYING FORUM 2019

Title: KiVa Anti-Bullying Programme in action in Irish Primary Schools

Poster:

The Genesis Programme's vision is to create brighter futures for children. This poster will focus on the implementation of The KiVa Anti-Bullying Programme in Irish Primary Schools. It will highlight the work being carried out by teachers, parents and children in preventing and tackling bullying amongst children aged seven to 12 years.

The poster will outline the process of implementation and will through a series of photographs tell the story of anti-bullying work carried out by the schools involved. This will include

Training for whole school staff

Participation by Parents

Children's work on anti-bullying

Importance of Implementation Support

Audience

Practitioners/Organisations/Schools

Name:

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The Olweus Bullying Prevention Program (OBPP): New research findings and adaptations

PhD Kyrre Breivik¹, PhD Mona Elin Solberg¹, Jane Riese², André Baraldsnes¹, Jan Urbanski², Stein Gorseth¹, Professor Sue Limber², Professor Dan Olweus³

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The Olweus Bullying Prevention Program (OBPP): New research findings and adaptations

Kyrre Breivik, Regional Centre for Child and Youth Mental Health and Child Welfare, NORCE Norwegian Research Centre, Norway

Mona Elin Solberg, Regional Centre for Child and Youth Mental Health and Child Welfare, NORCE Norwegian Research Centre, Norway

Jane Riese, Safe and Humane Schools, Institute on Family and Neighborhood Life, Clemson University, United States

André Baraldsnes, Regional Centre for Child and Youth Mental Health and Child Welfare, NORCE Norwegian Research Centre, Norway

Discussant: Donna Cross, Telethon Kids Institute, The University of Western Australia, Perth, Australia

Aim of Symposia:

To present new research findings and adaptations of the OBPP in USA and Norway.

Description of issues, theories or initiatives that will be addresses in the symposia:

The Olweus Bullying Prevention Program been used and evaluated in a large a number of schools in Norway and several other countries such as the USA, Lithuania, Sweden, and Iceland. Using the two key global variables of being bullied and bullying other students, most evaluations have documented quite positive program effects but none of the previous studies has explored the effect of OBPP on specific forms of bullying such as verbal-, physical-, indirect/relational- and cyberbullying. Results from two new large-scale evaluation studies with a focus on the various forms of bullying-- one from Norway and one from the US--will be presented.

The first version of the Olweus Bullying Prevention Program (OBPP) was developed and evaluated in Norway in the 1980's. Although the program's original design, structure, and core components have remained largely intact, the program has also evolved and adapted

to changing contexts. In the present symposium it will be shown by representatives of the Olweus group in the USA how the program has successfully been adapted in a variety of settings including a large anti-bullying initiative in the state of Pennsylvania. Representatives of the Olweus group in Bergen, Norway, will also present a new, more time- efficient, implementation strategy of the OBPP that is currently being tested out in Norway. OBPP practitioners will share lessons learned from implementation in a variety of diverse settings.

Young people's perceptions of the nature of cyberbullying: A meta-ethnography

Ms. Rebecca Dennehy¹, Dr Kieran Walsh^{1,2}, Dr Sarah Meaney³, Dr Carol Sinnott⁴, Ms Mary Cronin¹, Prof Ella Arensman^{1,5}

¹*School of Public Health, University College Cork, Cork, Ireland,* ²*School of Pharmacy, University College Cork, Cork, Ireland,* ³*National Perinatal Epidemiology Centre, University College Cork, Cork, Ireland,* ⁴*The Health Improvement Studies Institute, University of Cambridge, Cambridge, UK,* ⁵*National Suicide Research Foundation, University College Cork, Cork, Ireland*

Title of Abstract: Young people's perceptions of the nature of cyberbullying: A meta-ethnography

Introduction: Cyberbullying is an international public health concern. Progress in addressing it has been hindered by a lack of consensus regarding conceptualisation of the phenomenon. As a number of studies have explored young people's perceptions of cyberbullying using qualitative methods a synthesis of these studies has the potential to advance our understanding of this complex phenomenon.

Methods: A systematic review, quality appraisal, and meta-ethnographic synthesis of primary studies that used qualitative methods to explore young people's perceptions relating to the nature of cyberbullying were conducted. The synthesis was guided by the seven-step model of meta-ethnography as described by Noblit and Hare.

Result: A comprehensive search of nine databases returned 4,872 unique articles. Of these, 122 were reviewed in detail by two reviewers, and 13 were included in the synthesis comprising 753 young people across 12 countries. Researcher reflexivity was found to be lacking in the majority of studies, only one study made explicit reference to the adult-child relationship and its impact on the research process. Findings suggest that communication technology generates a power imbalance between victims and perpetrators. Cyberbullying takes place within social groups and relationships. It is characterised by intent and repetition while anonymity and publicity are compounding factors.

Discussion: This review highlights the unique, complex and ambiguous nature of the cyber-world and the interactions that take place within it. Understanding this world from young people's perspective is essential to protecting young people's health and wellbeing and tackling cyberbullying effectively in policy and practice.

Moral Disengagement, Self-efficacy, Empathy, Previous Bullying Experience and Cyber-Bystander Behaviour

Prof. Tina Daniels¹, Nicole Summers², Adrian Bilettoff¹

¹Carleton University, Ottawa, Canada, ²Ontario Centre of Excellence for Child and Youth Mental Health, Ottawa, Canada

Moral Disengagement, Self-efficacy, Empathy, Previous Bullying Experience and Cyber-Bystander Behaviour

Introduction:

Bystanders can play a substantial role in bullying incidents and evidence suggests that attitudes, values and beliefs can influence whether bystanders will choose to defend or not. This paper discusses two studies that examine processes related to cyber-bystander behavior.

Methods:

Study 1 included 495 Canadian students who completed an online survey that asked about cyber-bystander behavior (i.e. pro-bully, outsider, and defender), moral disengagement and self-efficacy when witnessing cyberbullying. Study 2 included 650 youth who completed an on-line survey that asked about empathy, previous bullying experience and cyber-bystander role. Modified versions of the Defender Self-Efficacy Scale (Barchia and Bussey, 2011), the Moral Disengagement Scale (Hymel et al. 2005) and the Student Bystander Behaviour Scale (Thornberg & Jungert, 2013) were created to ask specifically about cyberbullying.

Result:

The factor structure of the new instruments will be presented. In Study 1 moral disengagement was positively associated with pro-bully behaviour and self-efficacy was positively associated with cyber defender behavior. In Study 2 low empathy and previous perpetrating experience significantly predicted pro-bully behaviour, however, high empathy did not predict cyber defender behaviour.

Discussion:

Youth who reported they would defend a victim when witnessing cyber aggression reported higher levels of the belief that they were capable of intervening. Although low empathy contributed to active participation in cyber bullying episodes high empathy was not enough to encourage youth to actively defend. Researchers should consider multiple cognitive mechanisms involved in bullying across contexts and in turn inform intervention efforts on how to encourage individuals to defend others.

Time perspective in Cyberbullying and Cybervictimization among preadolescents

Associate Prof. CLAUDIO LONGOBARDI¹, Serena Ferrigno¹, Full professor Robert Thornberg², Giulia Gullotta¹, Associate professor Tomas Jungert³, Associate professor Michele Settanni¹

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Time perspective in Cyberbullying and Cybervictimization among preadolescents

Introduction

Time perspective has been recognized as an important psychological dimension, with a pervasive and powerful influence on human behavior. Several researchers have found support for the connection between shorter time perspective and risky and violent behaviors. To our knowledge no studies have focused on the relationship between time perspective and cyberbullying behavior. The aim of this research is to fill this gap by investigating the relationship between different time perspectives and both cyberbullying and cybervictimization among 6th-to- 8th grade students

Method

We recruited a sample consisting of 403 students from Italian middle-schools (56% females, mean age = 12.2 years). Participants filled in a self-report questionnaire measuring Cyberbullying and Cyber victimization (Florence Cyberbullying-Cybervictimization Scales; Palladino, et al., 2015) and the Time perspective questionnaire (Zimbardo & Boyd, 2015).

Results

Analyses showed the presence of significant correlations between time perspective and both cyberbullying and victimization. In particular, Cybervictimization showed a quite large positive correlation with a past-negative orientation and a negative correlation with past-positive. Instead, the involvement in active cyberbullying was positively correlated with a past-negative orientation and negatively correlated with Future orientation.

Discussion

Our findings advance the understanding of psychological factors influencing cyberbullying during early adolescence, and suggests the importance of past-positive and past-negative orientations in accounting both active cyberbullying and victimization. As expected, future orientation seem to represent a protective factor against the involvement in cyberbullying behaviors.

Defending victims of bullying and social status among adolescence: The role of clique defending norm

Ms. Jiayi Chen¹, Prof Yunyun Zhang¹, Ms Xingna Qin², Ms Sichen Liu¹

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Defending victims of bullying and social status among adolescence: The role of clique defending norm

Introduction:

The role of defending behaviour among adolescence has been highlighted in previous researches on bullying. Adolescents' defending behaviour is associated with social status and class/school contextual factors operating simultaneously in the peer ecology. However, there is little research on defending behaviour norm of friendship clique.

Methods:

To examine the association between social status and defending behaviours and the role of the friendship clique defending norms, Hierarchical Linear Model was used in the study. Participants were 1967 adolescent (47.6%girls, mean age=14.4years) from 45 classrooms in China. Peer nominations were used to estimate defending behaviours, best friends, social preference and perceived popularity. The nominations of best friends were used to classify their friendship cliques by social network analysis.

Result :

Multilevel analyses showed that adolescents were more likely to defend victims when their social preference and social dominance were higher or they were in a clique with higher defending norms. Gender comparison revealed that under low clique defending norms, girls were more likely to defend the victims than boys when their social preference were higher, while under high clique defending norms, result was conversely.

Discussion:

The findings reveal that the defending norm of friendship clique impacts whether adolescence defend the victims of bullying or not. And they have implication for interventions to reduce school bullying from the insight of clique and for study defending behaviour in multiple cultural contexts.

Healthy Context Paradox in the Association Between Peer Victimization and Depression and Two Explanations

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Healthy Context Paradox in the Association Between Peer Victimization and Depression and Two Explanations

Introduction:

The *Healthy Context Paradox* posits that victims are more likely to be depressed in relatively “healthy” contexts, such as in classrooms of high average victimization or high victimization centralization. One possible explanation is that in “healthy” contexts victims would form maladaptive self-perceptions of social competence, which in turn lead to more depressive symptoms. Another explanation is that victimized children are less likely to form friendships in such contexts, and lacking of friendships strengthens the victimization-depression association. However, the explanations have not been empirically examined directly. This study aimed to examine the Healthy Context Paradox in Chinese culture and to test the two potential explanations.

Methods:

The participants were 2,715 fourth- and fifth-grade children (20.6% fourth-grader, 51.1% girls, $M_{age} = 10.02$ years, $SD_{age} = 0.54$).

Result:

Multilevel modelling revealed that: in classrooms of lower average victimization, victimized children were more likely to have higher depression level, more negative social self-concept, and less mutual friends; and in classrooms of more centralized victimization, peer victimization was more strongly associated with depression. Additional analyses showed that children’s social self-concept mediated the moderating role of classroom-level victimization in the victimization-depression association, and having more mutual friends buffered the impact of peer victimization on depression.

Discussion:

These findings provide a replication for Healthy Context Paradox in Chinese culture, and suggest that this phenomenon can be explained by cognitive processes, such as social self-concept, and social processes, such as friendship opportunities.

“Belonging” and UNESCO-MGIEP’s #YouthWagingPeace – Youth led guide on prevention of violent extremism through education

Ms. W. Y. Alice Chan¹, Ms. Yulia Nesterova²

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Title of Abstract

“Belonging” and UNESCO-MGIEP’s #YouthWagingPeace – Youth-led guide on prevention of violent extremism through education

Keywords (chosen from list [here](#)): violence, Bully, youth safety, other: extremism

Introduction:

Youth who are ostracized or encounter extremism first hand are often omitted from formulating efforts to prevent violent extremism (PVE). Conversely, this workshop introduces voices from the over 2000 youth who were canvassed for the #YouthWagingPeace report globally. It presents case studies from former extremists and youth who advocate against extremist ideologies as they discuss how direct and indirect bullying through systemic marginalization in their social-ecology informed their process to violent radicalization. As the bullying and an impetus for belonging can lead individuals into violent extremism, this workshop aims to build bridges between many stakeholders to understand the local and global impact of bullying.

Methods:

Qualitative thematic analysis was conducted of youth perspectives from over 50 countries to formulate key ideas.

Result:

Our analysis raised many key learnings, e.g. the need for an anti-bullying policy and an understanding of bullying based on its content and its manifestations. Case studies also illustrate the connection between bullying and violent extremism.

Discussion:

Our workshop highlights the youth and report’s recommendations for practitioners and researchers. Foremost, it discusses the importance of understanding content-based bullying in global contexts so that socio-cultural, political, and economic marginalization based on ethnicity, religion, or gender, among others, are considered. Specific case studies from Ireland, Canada, and India illustrate this argument.

Workshop format:

Part 1 - Report and key findings introduced.

Part 2 - Attendees review case studies in small groups, discussing follow-up questions from the report.

Part 3 - Full group discussion that considers small group responses to the questions.

Teachers' Perspectives of Bullying in Elementary Schools in Saudi Arabia

Mrs. Halah Nouran¹

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Teachers' Knowledge about Bullying in Elementary Schools in Saudi Arabia

Halah Nouran

Introduction:

Many studies have been done about bullying in the Western world (Olweus, 1994). In contrast, not enough empirical studies have been done about bullying in Arabic countries (Fitaihi, 2014). This study aimed to identify the scope of bullying by examining how much teachers know and what types of bullying exist in Saudi elementary schools. A goal of this study was to increase Saudi teachers' awareness of bullying, help them find appropriate strategies to prevent bullying, and suggest the development of anti-bullying programs suited to Saudi Arabia.

Methods:

Using a convergent parallel mixed methods design (Creswell, 2013), a questionnaire was administered and follow-up interviews were conducted. The 11-item questionnaire was distributed among 100 female teachers working in five elementary schools in Jeddah. In addition, the researcher interviewed six female elementary teachers at one elementary school.

Result:

Findings showed that fewer than half of teachers knew about bullying and that those who did know the word did not know how to treat students or to prevent bullying. Further, teachers do not use any type of anti-bullying program nor are they trained to handle bullying to keep the school environment safe.

Discussion:

The researcher suggested that further empirical researches have to be done on bullying. The early preparation to face bullying from the college level would help future teachers to deal with bullying and making the school environment better place. The teachers could have intensive training through courses, workshops about bullying.

Emotional school engagement, participation, and bullying among adolescents

Mr. Juuso Repo¹, Ms Jenni Helenius

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Emotional school engagement, participation, and bullying among adolescents

Introduction

A cumulating body of scientific evidence shows that existing bullying prevention strategies among adolescents need to be age-appropriate, integrated into pedagogy and accompanied with pupil engagement and peer-to-peer approach to successfully prevent the problem, especially its online extensions. This presentation will provide both conceptual and practical means to overcome these challenges.

Methods

The presentation will be based on the methodology developed in a European project funded by the Daphne III Programme of the European Commission. The recent survey data (n=5000) is gathered from 21 Finnish comprehensive schools, which use either KiVa or MLL Peer mentoring scheme, or both. The survey includes measures for teacher-student relations, peer relations, peer and adult support, loneliness, and bullying. In addition, pupil workshops have been conducted to interpret the survey results with young people.

Result

The results of this study illustrate how emotional school engagement, which builds from teacher-pupil interaction and peer relations, is related to offline and online bullying and exclusion. The study reveals the prevalence of typical bystander actions, and the usefulness of them reported by mistreated pupils. Noteworthy, the trained peer mentors were twice as keen to engage in supportive bystander actions.

Discussion

The presentation will argue how bullying prevention among adolescents should be framed within a wider strategy for building participatory culture at school. Examples of pedagogical practices and experiences from teacher trainings will be discussed. In addition, the presentation describes a practical method for using a pupil survey to initiate a transformative participatory process for bullying prevention at school.

Social status, academic achievement, and aggressive behaviour: Exploring cross-lagged relations in Chinese adolescents

Ms. Xiaozhe Meng¹, Prof. Ping Ren¹, Ms. Zijing Song¹, Ms. Xingna Qin²

¹*Collaborative Innovation Center of Assessment toward Basic Education Quality, Beijing Normal University, Beijing, China,* ²*Department of Sociology, University of Groningen, Groningen, Netherlands*

Social status, academic achievement, and aggressive behaviour: Exploring cross-lagged relations in Chinese adolescents

Introduction:

The current study examined longitudinal and bidirectional relationships between social status, academic achievement, and aggressive behaviour. These relationships were examined among a sample of seventh-grade students from mainland China.

Methods:

Participants were 1351 seventh-graders (47.7% girls) aged 11-16 years ($M=13.42$, $SD=.64$) in China. They completed peer nominations of popularity and aggressive behaviour at three time points at 6-month intervals. Academic achievement was the mean score of the grades of seven main subjects, including Chinese, math, English, history, biology, geography and politics, which were obtained from school records. A cross-lagged regression analysis was used to test the temporal sequence of research variables.

Result:

It was found that aggressive behaviour and academic achievement at Time 1 related positively to popularity six months later, and popularity and academic achievement at Time 1 related negatively to aggressive behaviour six months later. Results also suggested that popularity at Time 2 was positively associated with academic achievement at Time 3, and academic achievement at Time 2 was negatively associated with aggressive behaviour at Time 3. To gain further understanding, our results were separated by the gender of the adolescents. Findings of this study demonstrated both similarities and differences in relation to previous literature in primarily Western cultures.

Discussion:

The present study shows a dynamic relationship between social status, academic achievement, and aggressive behaviour, and the importance of acknowledging gender differences in this context.

Creating Safe Spaces in Historically Black Educational Places

Dr. Melina McConatha¹, Professor Denise Brown

¹Lincoln Univeristy , Lincoln Univeristy , United States

Creating Safe Spaces in Historically Black Educational Places: A Case Study

Dr. Melina McConatha and Professor Denise Brown

Lincoln University

Historically Black educational places have played a critical role in social justice leadership throughout time. Notable change makers such as Thurgood Marshall, Dr. Martin Luther King Jr, Langston Hughes, Jesse Jackson, Bayard Rustin, W.E.B DuBois, Diane Nash, Ida Wells, and Kamala Harris have all gained leadership skills in advocating for peace and inclusivity for marginalized population at Historically Black Colleges and Universities (HBCU) around the US. For the purpose of this poster the authors look to share a case study from the nation's first degree granting HBCU. This poster illustrates the pilot program establishing a safe space for growing number of self identified lesbian, gay, bisexual, queer, transgender, and intersected (LGTBQI) students. HBCU Campus climates are often culturally conservative as a result of an intersection of race and traditional religious ideologies (Harper & Gasman, 2008). Research on supporting LGBTQI students in historically black educational places is limited. However, findings highlight disproportionate rates of bullying, abuse, and violence against LGBTQ young adults in communities of color (Morrison & L'Heureux, 2001; Evans & Chapman, 2014). These findings underscore the importance of better understanding the unique strengths and challenges in creating affinity spaces in black educational systems. This poster shares the work of a student driven movement of LGBTQI students and Allies to create a safe space on campus where students, faculty, and staff can gain mentorship, support, educational resources, and a sense of community. Shared by faculty and lead by students, this poster depicts the journey of student leaders in securing a space, facing resistance, mobilizing allies, and advocating for policies and curriculum relating to LGBTQI inclusivity.

Desired respect: A novel motive for bullying among adolescent boys and girls

MSc Nil Horoz¹, Dr Tjeert Olthof¹, MSc Maria Olthof², Dr Elisabeth Aleva³, Dr Frits Goossens¹, Dr Matty van der Meulen⁴, Dr Marjolijn Vermande⁵

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Desired respect: A novel motive for bullying among adolescent boys and girls

Introduction:

The present study aimed to extend the literature by exploring a novel motive for bullying, that is adolescents' desired respect from their same- and opposite-sex peers in general and from bully and popular boys and girls in particular.

Methods:

Cross-sectional data of 2158 Dutch first year secondary school students (M age =13.4, female = 52%) were used to test our hypotheses. Bullying was assessed using a peer nomination procedure. Desired respect was assessed by asking adolescents how important they considered to be seen as worthy by each of their classmates. This way, we assessed from which classmates adolescents desired respect.

Result:

Overall, multiple hierarchical regression analyses showed that for both boys and girls, respect desired from popular boys and from popular girls explained bullying over and above respect desired from bullies. Moreover, the more girls desired respect from boys in general and from bully boys, the more they engaged in bullying behavior. Additional findings were that among both boys and girls, respect desired from same-sex bullies was negatively associated with adolescents' own bullying involvement. Finally, among girls respect desired from girls in general also was negatively associated with their own bullying involvement.

Discussion:

Our findings propose a new perspective in understanding bullying motivation and are in line with the recent accounts of bullying as a functional behavior. Intervention programs are encouraged to include components that address desired respect and the benefits of the bullying behavior when combatting bullying.

Note: From the fourth author onwards author names are ordered alphabetically.

A Community Approach in Preventing Cyberbullying in a Southern California School District

Miss Jacqueline Brown¹, Dr. Blanca Quiroz¹

¹CUE, Irvine, United States

Title of Abstract

A Community Approach in Preventing Cyberbullying in a Southern California School District

Introduction:

Worldwide, up to 45% of children have experienced some form of bullying, with cyberbullying being the most common form (Harcourt et al. 2014). It is most prevalent in urban school districts and among 12-18 years old (Paez 2018). Policy is being implemented, but we know very little about how effective it is. How aware of this problem and how knowledgeable are the school administrators about the policy implementation in their own campuses? What are their own perceptions of what works with their students' population? What are the challenges and success encountered by teachers, parents, and students and how do they align with the interpretation of administrators'?

Methods:

Data from 68 teachers' and parents' surveys, 18 administrators' interviews, and students' focus groups were used to collect data from nine schools in an urban school district. Data was triangulated across administrators, teachers, and students. The culture of the schools will be analysed through observations and secondary data.

Result:

This is part of a dissertation that will defend on May, 2019. We will identify themes that delineate challenges and explore possible alternative interventions that are being used in the district. A regression analysis will tell us how the fidelity of policy implementation and alternative strategies relate to efficacy on preventing cyberbullying.

Discussion:

Research in bullying tends to isolate the student, but preventing bullying needs to be a community approach.

Mrs. Kim Sylwander¹

¹*Stockholm University, Stockholm, Sweden*

Title:

Racialized girls' responses to misogynous and racist aggression on a public social networking site

Author and presenter:

Kim R. Sylwander (Doctoral Candidate)

Department of Child and Youth Studies, Stockholm University

Key word: cyberbullying

Type of presentation: Oral

Audience: Researchers and practitioners

Introduction:

This presentation focuses on a group of interconnected girls of colour on a public social media platform and how they respond to, and navigate, racist and misogynist aggression online. The study applies an affect theory approach and will map the affective work that goes into these girls' acts of resistance. The study thus details the girls' interaction with each other, their aggressors and the racist/misogynistic hate they receive.

Method:

This study draws on material from a cyberethnographic study conducted on a public social media platform among Swedish-speaking youth. The larger project includes the interaction between 150 young social media users aged 11-15 years old. The data has been analysed through a qualitative thematic method, which is inspired by a new-materialist affective mapping method (Ringrose, 2011).

Results:

The mapping of affective flow surrounding these girls details how certain imagery 'sticks' to certain bodies identified as raced and how they thus become the repeated targets of overtly racist, misogynist and classed aggression in this online space. The findings will further detail how feelings such as disgust and fear are central in these affective flows. The findings also map how affordances such as anonymity, reporting and liking (among others) are used both by perpetrators and victims of this type of aggression. Finally, the findings show how these girls forge a distinct group identity through strategies of aggressive resistance and by appropriating and embracing the negative imagery that is often used against them, namely – the 'aggressive immigrant girl'. Thus, the study maps the circular motion of online hate.

References:

Ringrose, J. (2011). Beyond Discourse? Using Deleuze and Guattari's schizoanalysis to explore affective assemblages, heterosexually striated space, and lines of flight online and at school. *Educational Philosophy & Theory*, 43(6), p 598-618.

The transformation of peer educators:
An Action Research of School Bullying Prevention in Beijing

Prof. Xiying Wang¹

¹Beijing Normal University, Beijing, China

The transformation of peer educators:
An Action Research of School Bullying Prevention in Beijing

Xiying Wang

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Introduction:

School-based violence and bullying has becoming a growing social problem in China and globally, and a prevention system is in an urgent need to be designed. From 2015 to 2018, we design a 5 session school-based violence prevention training program in B school in Beijing for high school and middle school students and train 218 peer educators. In this study, we aim to document the transformation of peer educators on gender awareness, their knowledge of gender-based violence, and their self-efficiency in dealing with school-based violence.

Methods:

After training session, we conducted 4 focus groups with students who participated in our training program, and also conducted 51 life history interviews with them. We audio-taped the focus group and individual interviews and transcribed word by word. Through the process of open coding, axial coding, and selective coding, the major themes emerged.

Result:

We found that, through the training, the peer educators accumulated quite a lot of knowledge on gender equality and gender-based violence, they started to reflect their personal lives critically through gender lens, and their self-efficiency has been rapidly increased in dealing with school-based violence, and they has demonstrated their willingness to be active bystander and influence their peers.

Discussion:

This project has done well in promoting youth leadership and students' active participation in making a safe harmonious campus. Further plan and research has also been discussed.

Factors associated with bullying in higher education in a sample of Mexican students

Mr. Julio Vega-Cauich^{1,2}, Dra. Edith Cisneros-Cohernour¹, Dr. Roger Patrón Cortés³

¹Facultad De Educación, Mérida, México, ²Foco Rojo: Centro de Psicología Aplicada, Mérida, México, ³Universidad Autónoma de Campeche, Campeche, México

Factors associated with bullying in higher education in a sample of Mexican students

Introduction:

Although research on bullying is substantial, the knowledge of this phenomenon at university is not as abundant as with other educational levels such as elementary or high school. It is for this reason that the present study seeks to identify which factors are associated with bullying at the university level in Mexico.

Methods:

An observational, retrospective and cross-sectional study was conducted with 201 students from a private university in the northeast of Merida, Mexico. Bullying was evaluated in both victims and aggressors with the California Bullying Victimization Scale. Likewise, information was collected on empathy, aggression, sexual orientation, impulsivity, attitude towards authority, popularity, school climate, family dynamics, criminal associations, and use of technology. The information was analyzed using logistic regressions, following the ecological model of Bronfenbrenner.

Result:

20% of the sample were victims and 13% were aggressors. Indirect or relational aggression was the most frequent type of bullying and manifested mainly in the classrooms. For the victims, reactive aggression, school satisfaction and family violence were significant factors; while for aggressors it was proactive aggression, non-heterosexual orientation, popularity, school satisfaction and having friends with antisocial behaviors.

Discussion:

Bullying exists at the university level, and its dynamics are different from those observed at lower levels. For victims, the interaction between factors at the individual and school levels is important, while for aggressors, both levels, together or separately, were equally relevant. Finally, it is recommended to investigate the non-heterosexual orientation as a risk factor to be an aggressor.

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A multicentre randomised controlled trial to evaluate the effectiveness and cost-effectiveness of KiVa

Mrs. Suzy Clarkson¹, Professor Judy Hutchings

¹*Centre Of Evidence Based Early Intervention, Gwynedd, United Kingdom*

Bullying is a significant public mental health risk, with over 25% of UK children reporting that they are bullied at least weekly and are more likely to experience depression and anxiety, do less well academically, and be at heightened risk of health-related problems in adolescence and adulthood. KiVa a Finnish school-based antibullying programme was found to be highly effective in reducing bullying in Finland, Italy, and the Netherlands. A small pilot trial in the UK showed promising results. The presentation will describe a large NIHR funded two-arm pragmatic multi-centre randomized controlled trial, which is a partnership between Bangor, Warwick, Oxford, Exeter, and Cardiff Universities. The trial will examine whether KiVa reduces the number of bullied children, improves child mental health, attendance and enjoyment of school, particularly for children from disadvantaged backgrounds. It will also examine levels of teacher burn-out and confidence in dealing with bullying, and report on the cost of introducing KiVa and explore whether any gains achieved represent value for money. Potentially 116 primary schools from four areas across the UK will participate; North Wales and Cheshire, the West Midlands, South East and South West England. The trial will follow and link data from school years 3 to 5 (age 7 to 11 years) at baseline and after one academic year of delivery. Groups, organised by the School Effectiveness and Improvement Service for North Wales, comprising of headteachers, parents, and children will advise on all aspects of the research, and additional steering will be provided by the Antibullying-Alliance.

Paranoia, psychosis and bullying: A virtual reality experiment

Dr. Julia Badger¹, Dr Aitor Rovira¹, Dr Lucy Bowes¹

¹University Of Oxford, Oxford, United Kingdom

Paranoia, psychosis and bullying: A virtual reality experiment

Julia Badger, Aitor Rovira, Lucy Bowes

Background Observational studies provide evidence that adolescents with increased paranoia and symptoms of psychosis display hostile attributional biases in neutral social situations, leading to potential confounding when collecting self-report data on bullying experiences. Bullying may also exacerbate underlying psychological difficulties to result in greater harm. By using virtual reality, we aim to examine psychological reactions to bullying experiences in a tightly-controlled realistic verbal bullying scenario as well as a matched-neutral scenario.

Aims: We will test hypotheses that adolescents with increased levels of psychotic symptoms will a) show greater negative mood changes in neutral social scenarios compared to adolescents low in psychotic symptoms; b) these adolescents will also show heightened reactivity to a verbal bullying scenario. Analyses will adjust for baseline levels of anxiety, depression and previous bullying experience.

Methodology: Our sample comprises 100 girls aged 11-16 from mainstream secondary schools in the UK. Participants will fill in measures of depression (CES-DC), anxiety (SCARED), severe experience of previous bullying (BCSA), mood (PANAS) and psychosis (SPEQ). Participants will be assigned to one of two 3-minute VR conditions: bullying or neutral. Scenarios are matched except for verbal content (bullying speech in one scenario) and the number of avatar head-turns to the participant (greater number in hostile scenario). **Implications:** Our virtual reality study will be the first to test whether both neutral and objectively hostile bullying events lead to greater psychological reactivity among adolescents with greater levels of psychotic symptoms. Our findings can guide intervention efforts for at-risk adolescents.

Shifting School Culture: The Impact of Developing Emotional Intelligence Skills Through Experiential Learning

Ms. Lori Woodley¹

¹*All It Takes, Simi Valley, United States*

Title:

Shifting School Culture: The Impact of Developing Emotional Intelligence Skills Through Experiential Learning

Introduction:

This active workshop provides an opportunity to embody the concepts, delivery, and outcomes of training Emotional Intelligence (EI) and Literacy (EL) skills. Using methodology of experiential learning, participants have direct, immediate and substantive understanding of why this teaching method works to reduce bullying across our diverse, global community.

Methods:

Global research strongly supports the need for EI/EL training with youth. Active engagement with these skills, followed by purposeful reflection of feelings and insights, offers immediate, intrinsically driven, results. Participants see, hear, and more importantly, FEEL the impact.

Application:

1. INTRODUCTION to EI/EL (i.e., empathy, compassion, resilience);
1. ENGAGEMENT (activity to land the 'skill,' highlight the 'why')
2. REFLECTION (integrate feelings, connect to real-life situations, drive future action)

Result:

Participants receive practical, engaging tools for immediate use in school settings. Results include greater empathy, compassion, resiliency, self-efficacy and an authentic embrace of diversity that leads to school wide culture shifts. These shifts create measureable reductions in bully behaviour and the associated negative consequences.

Discussion:

When youth are taught EI/EL experientially, an intrinsic desire to take care of one another becomes urgent, resulting in immediate reduction of bullying and other unkind behaviours. Additionally, the overall holistic well-being of youth develops exponentially. When we experience one another as unique individuals, each with strengths and areas for growth, we are able to purposely choose to communicate in ways that bridge local and global differences rather than highlight them.

Sexting: Healthy or Harmful? Comparative Analyses of Teens in Colorado, Massachusetts, Norway, and Serbia

Dr. Elizabeth Englander¹, Dr. Tijana Milosevic², Dr. Elisabeth Staksrud³

¹Massachusetts Aggression Reduction Center, Bridgewater State University, Bridgewater, United States,

²University of Oslo, Oslo, Norway, ³University of Oslo, Oslo, Norway

Sexting: Healthy or Harmful? Comparative Analyses of Teens in Colorado, Massachusetts, Norway, and Serbia

Dr. Elizabeth Englander, Executive Director, Massachusetts Aggression Reduction Center, Bridgewater State University, United States (eenglander@bridgew.edu)

Dr. Tijana Milosevic, postdoctoral researcher, Department of Media and Communication, University of Oslo, Norway (tijana.milosevic@media.uio.no)

Dr. Elisabeth Staksrud, Professor, Department of Media and Communication, University of Oslo, Norway (elisabeth.staksrud@media.uio.no).

Aim of Symposia:

This symposia challenges the conventional notion that sexting is associated with psychopathology or negative experiences.

Description of issues, theories or initiatives that will be addresses in the symposia: This symposium will explore the hypotheses that sexting by teens (the sending of nude or sexual photos) is either harmful, harmless, or both. Dr. Elizabeth Englander will present research on 653 teens in the US, exploring risk factors and outcomes in sexting cases among both male and female subjects. What are the different ways that girls and boys experience sexting? This 2017 study on adolescents in Colorado and Massachusetts examined issues such as the relationship between gender and the onset of sexting versus sexual activity; gender experiences and pressured sexting; and how boys and girls demonstrate the relationship, if any, between sexting and mental health challenges.

Dr. Tijana Milosevic and Dr. Elisabeth Staksrud will examine the issue of harm by discussing the prevalence, perceptions and consequences of sexting in two distinct cultures. Through the results of the EU Kids Online surveys (Norway, Serbia) (nationally representative samples of 9-17 year-olds), they will compare the experiences of young people with sexting in Norway on the one hand—a society where digital technology use among young people is among the highest in Europe, and where high value is placed on individual freedoms; and Serbia, on the other hand, a country with a more conservative outlook and less sophisticated patterns of technology use. Dr. Milosevic will also discuss the problem of harm with respect to available remedies when sexting leads to cyberbullying by examining the responsibility of social media companies for addressing the issue (Milosevic, 2018).

A Systematic Review of Cyberbullying and Mental Health Outcomes for Youth

Dr. Traci Wike¹, Ms. Leah Bouchard¹, Ms. Hilary Stim¹, Mr. James Hodges¹

¹*Virginia Commonwealth University, Richmond, United States*

A Systematic Review of Cyberbullying and Mental Health Outcomes for Youth

Introduction:

Studies on mental health problems and bullying suggest that negative outcomes of cyberbullying are similar to traditional bullying; yet their known overlap makes it difficult to determine if cyberbullying presents a unique risk of harm. High profile media coverage connecting cyberbullying to suicide makes clarifying the link between the two imperative. To that end, we systematically reviewed literature specifically examining the relationship between cyberbullying experiences and suicidality.

Methods:

Following the PRISMA guidelines, we comprehensively reviewed databases (i.e. EBSCOhost, PsychINFO, PubMed) from Feb-April 2016 to identify studies using the following eligibility criteria: conducted between 2000-2015, examined relationship between cyberbullying and suicidality, focused on adolescents, measured cyberbullying separately, and presented original empirical work. Initial reviews resulted in 80,415 articles. After removing duplicates, screening titles and abstracts (n=521), full text reviews excluded an additional 493 articles, resulting in our final sample of 19.

Results:

The majority of articles reviewed found a significant link between cyberbullying and suicidality. However, eighteen of nineteen studies used cross-sectional designs, limiting causal claims. The likelihood of experiencing cyberbullying and its relationship to suicidality was greater for girls. Cyberbullying had a stronger association with suicidality when co-occurring with other bullying types.

Discussion:

This review suggests that cyberbullying presents a unique health risk. Cyberbullying with other bullying types may be particularly dangerous, suggesting a consideration of the additive effects of bullying experiences. Subpopulations (i.e., females, sexual minority youth) experience higher cyberbullying rates and may be at greater risk for related mental health issues.

The role of gender and culture in the perceptions of Mexican bullying bystanders

Dr. Maria Lopez Romero¹

¹*University Of Lincoln, Lincoln, United Kingdom*

The role of gender and culture in the perceptions of Mexican bullying bystanders

Introduction.

Bystanders play an important role in school bullying dynamics, and a growing body of research is being devoted to bystander behaviour. Gender differences have been found in many of these studies, but few focus on the origin and implications of these differences. Furthermore, most bullying research takes place in developed countries, leaving a gap regarding bullying in the developing world. The main aim of this study was to explore Mexican secondary school students' perceptions of their role in bullying situations, and how gender and culture shape these perceptions.

Methods.

A questionnaire was developed to gauge students' views on bullying and being a bystander, and administered to a sample of 186 Mexican secondary school students (91 male, 95 female), ages 12 to 15. Focus groups were also conducted with 36 (18 male, 18 female) students to gain insight on group understandings and social norms.

Results.

Questionnaire results found significant gender differences in student perceptions of bullying and being a bystander. Females were significantly more likely to believe they could be effective at helping bullying victims, while males were significantly more likely to morally distance themselves from bullying situations. These differences might stem from Mexican cultural norms that encourage females to nurture others and pressure males to tolerate aggression.

Discussion.

Better understanding of cultural understandings regarding gender, power, and violence in different communities is important to tackle bullying worldwide, unearthing obstacles to address and resources to harness.

Moral disengagement and bullying: New perspectives for prevention and research

PhD fellow (Ms.) Chloé Tolmatcheff¹, Prof. Dr. (Mr.) Benoît Galand¹, Prof. Dr. (Mrs.) Eveline Gutzwiller-Helfenfinger², Prof. Dr. Sonja Perren⁵, Post-grad fellow (Mrs.) Caroline Levasseur³, Prof. Dr. (Mrs.) Shelley Hymel⁴

¹*UCLouvain, Louvain-la-Neuve, Belgium*, ²*Universität Freiburg, Fribourg, Switzerland*, ³*Université Laval, Quebec, Canada*, ⁴*University of British Columbia, Vancouver, Canada*, ⁵*Universität Konstanz, Constance, Germany*

Moral disengagement and bullying: New perspectives for prevention and research

Eveline Gutzwiller-Helfenfinger, Universität Freiburg, Switzerland
Chloé Tolmatcheff, UCLouvain, Belgium
Caroline Levasseur, Université Laval, Québec, Canada

Discussant: Shelley Hymel, University of British Columbia, Canada

Aim of Symposia:

More deeply explore the links between moral disengagement and bullying to propose new perspectives for bullying prevention and research

Description of issues, theories or initiatives that will be addressed in the symposia:

Despite decades of research, results of existing anti-bullying prevention programs remain globally weak (Gaffney, Ttofi & Farrington, 2018), highlighting the need to consider new approaches to this issue. As demonstrated in the last fifteen years, Bandura's moral disengagement theory forms an important explanatory framework to understand the development of antisocial peer dynamics such as bullying, and have recently been suggested as a promising direction for anti-bullying interventions (e.g. Hymel & Bonanno, 2014; Thornberg & Jungert, 2014).

Both bullies' and bystanders' behaviours can be addressed through the moral disengagement framework. The first paper of this symposium explores the relationship between adolescents' moral functioning in the context of passive moral temptations and bystander behaviour in bullying. Given the increasing recognition of the heterogeneous nature of bullies (e.g. Peeters, Cillessen & Scholte, 2010), the second paper examines moral disengagement mechanisms in different subtypes of bullies in primary school.

To take our thinking one step further, the third paper emphasizes that other moral frameworks (e.g., Kohlberg's stages of moral development, Rest's perspective on moral motivation, Turiel's domains theory, Carlo & Hardy's moral identity theory) may also prove especially helpful to better anchor efforts towards bullying prevention and prosocial socialization. Together the papers provide a rich account of the links existing between moral disengagement and bullying in both bullies and bystanders and offer new avenues to prevent bullying.

Public attitude towards cyberbullying in Hungary

Timea Budai¹, Nikolett Arató¹, Orsolya Inhof¹, Szabolcs Bandi¹, András Norbert Zsidó¹, Dr. Kata Lénárd¹, Dr. Beatrix Lábadi¹, Dr. Gergely Darnai¹

¹*University Of Pécs, Institute Of Psychology, Pécs, Hungary*

Public attitude towards cyberbullying in Hungary

Cyberbullying refers to a form of bullying where the intentional, aggressive act is carried out by a group or individual, using all kinds of electronic devices. With the permanent messages, a wider audience and the bully's anonymity, it is not easy for the victim to defend him or herself.

Cyberbullying is now considered a serious public health threat, since its prevalence is growing steadily with the increased use of technology and the internet.

In this study, our aim is to explore the public attitude towards cyberbullying in Hungary. We sent out our questionnaire package to people between the ages of 18 and 65. The questionnaires were targeted three main concepts: knowledge (what is cyberbullying; e.g. Screen Media Activity, Internet Addiction), attitude (what do you think about cyberbullying; e.g. Cyberbullying Attitude Measure), and experience (have you experienced cyberbullying; e.g. Coping with Cyberbullying Questionnaire). We also used some questionnaires (e.g. Tolerance for Ambiguity Scale, GAIN-SS, Brief Fear of Negative Evaluation Scale – Straightforward Items) to get a deeper understanding of the possible connections between the different opinions.

With this study we would get a profound view on cyberbullying by the Hungarian population, and how they define the problem of cyberbullying, are they aware of the increasing presence of this phenomenon. Furthermore we would see what stereotypes and prejudice people have in mind in case of bullies and victims. Also, our results will be useful for education, and in developing prevention- and intervention programs for schools - children, parents and teachers included.

Cyberbullying as a boundary crossing behaviour: The proliferation of harm through time and space

Dr. Marguerite Koole¹, Dr Laurie-Ann Hellsten-Bzovey¹, Dr. Lauren McIntyre¹, Ms. Brittany Hendry¹

¹University Of Saskatchewan, Saskatoon, Canada

Title of Abstract

Cyberbullying as a boundary crossing behaviour: The proliferation of harm through time and space

Introduction:

Outside the use of electronic communications technologies (such as Tokunaga, 2010), current definitions of cyberbullying fail to elucidate the differences between bullying and cyberbullying. In this study, we examine cyberbullying as a *boundary crossing* behaviour. According to Wenger (1998) explicit markers of membership demarcate boundaries between communities of practice. Boundaries connect and separate communities in time and space; digital technologies (apps, social software, and websites) enable swift, sometimes invisible crossings between communities. As digital technologies increase the ambiguity of boundaries, the intent to harm more easily permeates heretofore separate social contexts, sometimes without expression of explicit power differentials and/or intentional repetition.

Methods:

Two semi-structured focus groups and eleven interviews were conducted with school and professional service personnel in Saskatchewan, Canada. All data was recorded, transcribed, and thematically analyzed. The transcripts were coded firstly for boundary crossings and subsequently for spatial, verbal, and temporal markers.

Result:

Analysis suggests that cyberbullying crosses boundaries of location (school, home and extra-curricular activities), time (time of day and time of year), embodiment (physical and/or mental), age groups, cultural groups, technological platforms, and supervisory structures (law enforcement, principals, teachers, parents, and children).

Discussion:

The results suggest that digital technologies, indeed, hasten cyberbullying through the ambiguation of boundaries. Digital anonymity, in particular, hinders the attribution of responsibility and the development of empathy amongst those involved. Digital technologies bridge between communities—but without the structures of social rules.

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“We want practical tools that work” - A bullying preventive method for teachers

Mrs. Vanda Sigurgeirsdóttir¹

¹*University Of Iceland, Reykjavík, Iceland*

“We want practical tools that work” A bullying preventive method for teachers

Introduction:

The environment in the classroom influences peer-relationships, the level of peer violence and bullying. This highlights a need for successful prevention and intervention programs that not only addresses bullying but the core of the problem; climate, culture, popularity and power. The aim of this research was to find out if a new preventive method, encouraging positive relations, cooperation and changing culture, would reduce social and peer problems among students.

Methods:

The research took place in Iceland. The participants were 50 teachers in two schools for children 6 to 15 years old. The teachers were trained in how to implement the prevention method during 3 days over a 6-month period. Data was gathered by measuring the extent of peer relationships-problems among students. Teachers' job-satisfaction and parent satisfaction were also measured.

Result:

In 6 months, the participants reduced the percentage of socially neglected and socially rejected children from 22% to 5% in one school and from 23% to 2,5% in the other. In some classes the percentage went down to 0%. At the same time both parent satisfaction and teachers' job-satisfaction increased.

Discussion:

To prevent bullying teachers need effective tools and training in how to implement them. This new prevention method showed promise in that regard. In the presentation the author will explain the method and show the audience simple but practical steps they can use in their own classroom or group.

Communication is the root issue: Informing the development of an intervention to address cyberbullying

Ms. Rebecca Dennehy¹, Dr Sarah Meaney², Ms Mary Cronin¹, Prof Ella Arensman^{1,3}

¹*School of Public Health, University College Cork, Cork, Ireland,* ²*National Perinatal Epidemiology Centre, University College Cork, Cork, Ireland,* ³*National Suicide Research Foundation, University College Cork, Cork, Ireland*

Title of Abstract: Communication is the root issue: Informing the development of an intervention to address cyberbullying

Introduction: Cyberbullying is an international public health concern. The potential cost to the physical and mental health of young people calls for action to address this issue. Guided by the UK Medical Research Council guidance on complex interventions and the Behaviour Change Wheel, an approach for applying behavioural theory to intervention development, the aim of this study was to conceptualise cyberbullying from the perspective of post-primary school students to inform the development of an intervention to address the issue.

Methods: A systematic review and meta-ethnographic synthesis of qualitative studies related to young people's perceptions of cyberbullying was conducted. A young person's advisory group (aged 16) was established to collaborate with researchers in the design and conduct of a qualitative study across four post-primary schools. 11 focus groups (n=64) were conducted with young people aged 14-17 (n=64). Data was analysed thematically and the findings were interpreted by the advisory group.

Result: The advisory group identified key areas requiring intervention: parental knowledge of the cyber world; parental reaction when approached for help; bodily autonomy (with regard to the sharing of nude images); mental health. They identified "*communication*" as the "*root issue*" in tackling these issues: communication between young people and parents; communication among peers; and communication in the delivery of prevention and intervention programmes for young people.

Discussion: This study provides a thorough understanding of cyberbullying from the perspective of young people. The findings will be used to design, implement, and evaluate interventions that are grounded in young people's experience.

Associations between cyberbullying and cyberhate perpetration: The moderating effect of toxic online disinhibition

Dr. Sebastian Wachs¹, Dr. Michelle F. Wright²

¹University of Potsdam, Potsdam, Germany, ²Pennsylvania State University, University Park, USA

Title of Abstract

Associations between cyberbullying and cyberhate perpetration: The moderating effect of toxic online disinhibition

Introduction: Online hatred based on attributes, such as origin, race, gender, religion, or sexual orientation, has become a public concern across the world. To date, there has been little research on the correlates of cyberhate involvement among adolescents. Thus, the present study investigates the moderating role of toxic online disinhibition (*TOD*) in the relationship between cyberbullying and cyberhate perpetration.

Methods: In total, 1480 German students between 12 and 17 years old participated in this study. Being cyberbully and being cyberhate perpetrator was measured with each one item. *TOD* was measured by a scale. The moderation analysis was examined using the Process Macro for SPSS, with 5000 bias-corrected bootstrap samples. Being cyberbully was the IV, being cyberhate perpetrator was DV, and *TOD* was the moderator, while controlling for participants' age, sex, migration background, and socioeconomic background.

Result: Increases in cyberbullying perpetration were positively related to cyberhate perpetration ($b=0.20$, $SE=0.24$, $p<.001$). *TOD* was positively associated with being cyberhate perpetrator ($b=0.12$, $SE=0.02$, $p<.001$). Furthermore, significant moderation effects were found between cyberbullying perpetration and *TOD* when predicting cyberhate perpetration ($b=0.15$, $SE=0.21$, $p<.001$). Probing the interaction further revealed that cyberbullies reported more cyberhate perpetration when they reported higher levels of online disinhibition ($b=0.12$, $SE=0.03$, $p<.001$ at +1 *SD*) and less frequent cyberhate perpetration when they reported lower levels of *TOD* ($b=0.30$, $SE=0.02$, $p<.001$ at -1 *SD*).

Discussion: Our findings highlight the need for prevention and intervention programs that help adolescents deal with the emerging issue of cyberhate.

Examining post-primary student bystanders' explanations for their decisions regarding reporting bullying to school staff.

Dr. Mary Kent¹

¹*Colaiste Eanna, Dublin, Ireland*

Examining post-primary student bystanders' explanations for their decisions regarding reporting bullying to school staff.

Introduction:

International research findings consistently show that most students who do not bully distance themselves from these situations rather than intervene. My research was an attempt to identify and examine the reasons for low levels of peer reporting of bullying in school.

Methods:

I first surveyed over 1,000 post-primary students from different school backgrounds, questioning them on their experiences and observations of school bullying and their response behaviours to these events. Following analysis of the data, I developed a set of prompt questions for use in guiding discussions in two focus group settings. Participants in these groups ranged in age from 19 – 22. My aim in these discussions was to seek their views as to the reasons for some of the survey responses.

Result:

An analysis of data replicated data in other similar surveys and showed that while many respondents were sympathetic to the plight of their bullied peers, they were unwilling to intervene or to seek help. From the discussions it emerged that the participants considered their schools' systems to be inadequate in their response to bullying and their teachers to be ill-equipped and often unwilling to intervene.

Discussion:

Among the issues raised by participants were concerns regarding poor communication between school administration and students relating to schools' procedures and practices in the area of prevention and response to bullying. Recommendations promoted regular awareness raising and discussion exercises with students and better training for teachers.

School Bullying: The Impact of School Violence and bullying on education at school level

Mrs. Agnes Nsubuga¹

¹*School Principal, Kampala, Uganda, ²School Principal, Kampala, Uganda*

The Impact of School Violence and bullying on Education at School Level.

School violence is any form of violent activity or activities inside the school premises. It includes physical abuses, sexual abuses or raping, emotional violence, verbal abuses; nicknaming, neglect, provocation, stealing, threats, racism and killing at extreme level.

A bully is a person who uses his strength to frighten or hurt weaker people. There is a lot of bullying and violence in our schools.

In Africa, unlike the rest of the world particularly Uganda; my country, most of the good schools are **boarding schools**, where students leave the homes of their parents and are kept at school for three months which make up a school term. There are three terms in a year which means that students stay within the school premises for **nine months** in a year and stay with their parents for only **three months**. Therefore our schools are defined as 'second homes' of these students. Even those that commute to schools from their homes in what we call **day schools** spend the whole day at school are picked in the evenings or sometimes at night. For students to learn effectively the school environment must be free from violence and bullying. It must be characterized by: love, care, support, protection and understanding. They need to feel safe and secure when inside the schools. Teachers and fellow students need to spread positive energy to elevate the students' self-esteem in order to enhance learning.

What is its impact on education at school level?

Violence and bullying have adverse effects on education at school level; they impact negatively on the learning of the pupils and students.

Violence against children undermines their security and safety in schools as well as inflicting pain, suffering and fear. Violence against children in schools is a threat to children retention and performance in schools'; and in worst cases may end children rights and opportunity to quality education. Violence and bullying destroys the students' self-esteem and confidence. The bullied students feel inadequate and isolated. They lose their confidence to learn and stop enjoying their schooling.

Physical violence causes bodily harm for example, caning, beating, kicking scratching, biting, burning, slapping in extreme causes death. Over the last ten years a number of cases of death between four and ten were registered in schools where students stabbed fellow students to death. Other cases of children that have suffered serious injuries including permanent disabilities and mental damage as a result of violence are many in Uganda. However, there are no registered killings due shooting among students in Uganda because students are prohibited from keeping guns.

Psychological and emotional violence damage ones feelings, mental strength, the ability to think and handle academic work in a logical manner. When students are threatened, blamed, undermined and degraded it undermines their sense of self-worth which damages their potential to take advantage

of the existing opportunities to learn. This also kills childrens' personal initiative and creativity. They cease to reason, concentrate on their studies hence no effective learning can take place thus impacting negatively on education at school level.

The bullied and victims of violence can hardly concentrate on their learning, A student could sit in a lesson when his mind is engulfed with fear and despair.

They cannot focus on their studies. This lack of concentration and focus leads to poor grades; arising from low scores.

High school dropout rate: When students start feeling insecure and unsafe at school, they can easily avoid schooling. Learning ceases to hold meaning in their lives and prefer to be in an environment where they feel loved, protected and safe. They therefore find comfort in other things other than learning. This lowers school enrollment. (Students population)

Neglected children who are denied love, support and basic needs by their parents at school are very stressed and paranoid. They are easily irritable, and find reasons not to attend schools. Consequently this negatively affects school grades and performance. Sometimes these students become violent because they cannot manage their anger. Sometimes these students also become violent to their fellow students, parents and teachers.

School violence and bullying can create school criminals. One will look at humanity as evil race and can never have any remorse in getting back at those who hurt him / her, therefore, choosing a life of crime and leaving school. These paranoid students burn down school buildings and vandalise property (strikes) leading to colossal loss of resources and retrogression in education and stagnation of schools.

Absenteeism from school. Students who fear to be bullied or insecure derive pleasure in other things other than schooling. They can even put up any form of lie including feigning sickness, hiding in the toilets, libraries when they are not reading; in order to dodge the lessons because they fear to be bullied Even if it is name calling or nicknaming. One feels emotional challenged to sit in such a class. Raping or sexual violence leads to destruction of life, damaging of the reproductive organs, unwanted pregnancies, acquisition of sexually transmitted diseases for example: syphilis and HIV (**Human Immunodeficiency Virus**). Some lives have been lost consequently adversely affecting education at school level because no sick or emotionally challenged students can concentrate on learning.

Committing suicide within the school premises. Some victims of violence and bullying if not helped in time can easily commit suicide after feeling unloved, unsafe, insecure and devastated.

School violence and bullying are a real cancer which negatively affects academic performance at school level. This therefore calls for concerted and collective effort by all the stakeholder in the education sector and governments to curb it. Therefore. I commend the organizers of this international Symposium on school violence and bullying; from evidence to action for organising it. I firmly believe that with all the brilliant ideas from the participants all over the world including policy makers from respective governments we are going back home with the solutions to stopping school violence and bullying. I thank UNESCO; our sponsors for giving us an opportunity to attend it.

All stakeholder have need to appreciate that they have an obligation to ensure that children under their care are free from violence. We also need to uphold the do no harm principle.

The role of socio-emotional competencies in cyberbullying perpetration and cybervictimization

Ms. Nikolett Arató¹, András Norbert Zsidó¹, Kata Lénárd¹, Beatrix Lábadi¹

¹*Institute of Psychology, University of Pécs, Pécs, Hungary*

The role of socio-emotional competencies in cyberbullying perpetration and cybervictimization

Nikolett Arató¹, András Norbert Zsidó¹, Kata Lénárd¹, & Beatrix Lábadi¹

¹*Institute of Psychology, University of Pécs, Pécs, Hungary*

Introduction: Social and emotional skills are considered to have an important role in cyberbullying. The aim of our study was to examine the relationship between socio-emotional competencies (empathy, emotion regulation, mentalization, moral disengagement) and cybervictimization/cyberbullying.

Methods: 529 students (216 male, mean age=15.72, SD=1.24) participated in our research. The study consisted of the following questionnaires: the short version of the Cyber Victim and Bullying Scale (Arató, Zsidó, Lábadi & Lénárd, in progress), the Cognitive Emotion Regulation Questionnaire (Miklósi, Matos, Kocsis-Bogar & Perczel, 2011), the Empathy Questionnaire for Children and Adolescents (Overgaauw, Rieffe, Broekhof, Crone & Güroglu, 2017), the Reflective Functioning Questionnaire (Fonagy, 2016), and the Cyber Bullying Moral Disengagement Scale (Bussey, Fitzpatrick & Raman, 2015).

Results: ANOVA were conducted to determine whether victims, bully-victims and students not involved in cyberbullying differ among socio-emotional skills. The results demonstrate that bully-victims are characterized by moral disengagement while they scored very low on affective, cognitive and prosocial empathy. Victims, on the other hand, scored higher on every aspect of empathy than bully-victims and outsiders. Additionally the results show that both adaptive and non-adaptive emotion regulation strategies characterize the victims. According to linear regression models, cybervictimization is predicted by self-blame, while cyberbullying is determined by moral disengagement. Mentalization has no significant effect on cyberbullying perpetration or victimization.

Discussion: The results of our study can help the understanding of cyberbullying and serve as a starting point for future research. Additionally future prevention/intervention programs can be based on this pattern of socio-emotional competencies underlying cybervictimization and cyberbullying.

When Adolescents and Adults Disagree: Adolescents' Awareness of Cyberbullying and Parents and Teachers' Opinions

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When Adolescents and Adults Disagree: Adolescents' Awareness of Cyberbullying and Parents and Teachers' Opinions

Introduction:

Cyberbullying is associated with a tendency to self-justify wrong behavior (Renati et al., 2012), and intervention programs also aim to increase youth's awareness of wrongness of harming actions perpetrated through information and communication technologies (ICT), i.e., youth's ability to recognize cyberbullying. Nevertheless, little is known on factors related with adolescents' awareness of cyberbullying, even if adults' opinions are likely to be influential. This study aims to explore the associations between adolescents' awareness of cyberbullying and parents and teachers' awareness, when other influential variables are controlled for.

Methods:

Participants were 387 adolescents (48% girls; $M=13.65$ years, $DS=1.66$), 146 parents (78% women), 27 teachers (74% women). *Self-report* questionnaires assessed: adolescents, parents and teachers' recognition of cyberbullying; adolescents' self-justification of cyberbullying; openness and problematic adolescent-parent communication; perceived school climate.

Result:

Correlations showed that adolescents' recognition of cyberbullying was associated negatively with cyberbullying (-0.13^{**}), and positively with openness of the adolescent-parent communication (0.20^{**}).

In multi-level regression models (cluster: classroom), adolescents' recognition of cyberbullying was associated with openness of the adolescent-parent communication ($b .27^*$). Problematic adolescent-parent communication moderated the association between adolescents' recognition of cyberbullying and their parents' recognition: The association was positive for low levels of problematic communication ($b .90^{**}$) and negative for high levels of problematic communication ($b -.56^*$).

Discussion:

Results indicate that increasing adolescents' awareness of harming acted through ICT as cyberbullying may inhibit cyberbullying and parents can promote this adolescents' awareness. Nevertheless, the influence of parents varies in dependence on the quality of the communication with their kids.

Cyberbullying research: A new behavioural method to measure cyberbullying

Ms. Nikolett Arató¹, Gergely Darnai^{1,2,3,5}, Tímea Budai¹, Orsolya Inhof¹, András Norbert Zsidó¹, Szabolcs Bandi¹, Beatrix Labadi¹, Kata Lénárd¹, Gábor Perlaki^{4,5,6}, Gergely Orsi^{4,5,6}, József Janszky^{2,3,5}

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Cyberbullying research: A new behavioural method to measure cyberbullying

Nikolett Arató¹, Gergely Darnai^{1,2,3,5}, Tímea Budai¹, Orsolya Inhof¹, András Norbert Zsidó¹, Szabolcs Bandi¹, Beatrix Lábadi¹, Kata Lénárd¹, Gábor Perlaki^{4,5,6}, Gergely Orsi^{4,5,6}, & József Janszky^{2,3,5}

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There are considerable amount of studies investigating cyberbullying. These studies measure cyberbullying with questionnaires but there are several problems with these instruments (psychometrically, structurally). Consequently our aim was to develop an ecologically valid behavioural task to measure reactions to cyberbullying.

We developed a task where the participants see posts with negative or positive comments on a social media-like platform. There are three kinds of situations what the participants see: (1.) Other people post and get negative comments, (2.) they post and they get negative or (3.) positive comments. After viewing these in blocks (a post and 6 comments) participants have to answer two questions: How the person who posted feels? How they would react (like/dislike)?

With this measure it would be possible to explore the neural reactions to social exclusion/inclusion (negative and positive comments) on online social networking sites in fMRI scanner. This direction in cyberbullying research would be important because previous studies found that social exclusion activates a network of neural regions associated with physical pain like dorsal anterior cingulate cortex, subgenual portion of the ACC, amygdala and regulating regions like ventrolateral prefrontal cortex. According to a new study dorsal anterior cingulate cortex and anterior insula are sensitive not just social exclusion but social inclusion too.

Developing this measure is a new, important direction in cyberbullying research because it makes possible to explore if the previously described networks are active during online social exclusion/inclusion and with this measure we could get a deeper understanding of this new phenomenon.

Anti-bullying policy in university colleges: Filling the gap? Experiences and needs of students and staff.

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Anti-bullying policy in university colleges: Filling the gap? Experiences and needs of students and staff.

Introduction:

Several studies reveal that bullying can continue into college and is an increasing threat for the wellbeing and learning process of students. Nevertheless, (cyber-)bullying in higher education settings remains an under-researched issue, with little attention paid to the experiences, help-seeking behaviour and needs of students and staff. In Flanders (Belgium), a study (2017-2019) is conducted to identify these aspects with the goal to develop strategies to prevent (cyber-)bullying in higher education settings.

Methods:

First, data are derived from a self-administered questionnaire of circa 1200 students to identify the prevalence of (cyber-)bullying, characteristics of perpetrators, victims and bystanders, consequences and help-seeking behavior. Secondly, interviews were conducted with students and staff to deepen their perceptions, experiences and needs regarding (cyber)bullying. Finally, the data derived from the previous two phases, are used to develop (in co-creation with stakeholders) an anti-bullying strategy at the level of higher education.

Result:

First, the results show that (cyber-)bullying is an existing phenomenon in university colleges; the frequency, prevalence, help-seeking behaviour of students and the needs in that area will be presented. Secondly, we gave a detailed insight into the experiences and needs of staff regarding their approach of (cyber-)bullying. Finally, we present specific actions for prevention and management of bullying in higher educational settings.

Discussion:

This study reveals the existence of (cyber-)bullying in university colleges and addresses the necessity for an holistic anti-bullying policy in those settings. We therefore encourage prevention and interventions programs of (cyber)bullying to make students and staff more knowledgeable and equipped to address this issue.

Teachers' justice and classroom discipline: Associations with peer victimization and aggressive behavior

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Teachers' justice and classroom discipline: Associations with peer victimization and aggressive behavior

Xingna Qin^{1,2}, Yunyun Zhang², Ping Ren²

¹ Department of Sociology, University of Groningen, The Netherlands

² Collaborative Innovation Center of Assessment toward Basic Education Quality, Beijing Normal University, China

Introduction:

Although teachers play an important role in reducing students' bullying and aggression, little is known regarding teachers' disciplinary strategies in the classroom. Therefore, this study examined the mediating effects of teacher's justice and classroom discipline strategy associated with the relation between peer victimization and aggression.

Methods:

Participants were 2589 students in Grade 8 (51.5% boys, $M_{age} = 13.95$, $SD = 0.60$.) from 45 classrooms in China. They reported their victimization, proactive and reactive aggression, and the perception of teacher justice and aggression for coping students' misbehaviors. Structural equation modeling and multi-group modeling were used to examine the mediating effects and gender differences.

Result :

Students who reported being victimized had more proactive and reactive aggressive behaviors, and perceived more teachers' aggression and less justice than the non-victims. Structural equation modelling showed that peer victimization was positively associated with the perception of teachers' aggression, and negatively related to the perception of teachers' justice. The perception of teachers' aggression and justice mediated the relation between peer victimization and aggressive behaviors. Results of multi-group modelling found that associations between peer victimization and the perception of teachers' aggression and justice were stronger for girls within the classroom.

Discussion:

Findings suggest that the perception of teachers' aggression and justice may be the key mechanism through which victimization is associated with proactive and reactive aggression. Furthermore, victimized girls might be more sensitive than boys to perceive teachers' aggression and unfairness. Future research and intervention should consider gender differences when investigating teachers' role in school bullying.

Building Bridges To Student Diversity With Poetry To Stop School Bullying

Mrs. Johnna Baker¹, Author Johnna Baker³

¹Johnna Baker Law Firm Llc, Jasper, United States, ²Alabama State Bar, Birmingham, United States, ³Walker County Bar Association, Jasper, United States, ⁴CLAS Council Leaders In Alabama, Montgomery, United States, ⁵Gatekeeper Press Ross Kelly affiliate/Emma Productions, Athens, United States

Title of Abstract: BUILDING BRIDGES BY EMBRACING STUDENT DIVERSITY WITH POETRY AND ENDING SCHOOL BULLYING

Introduction:

Bullying has emerged as a global problem for school systems attempting to educate their youth. Student populations are becoming more diverse and children are being exposed to more violence through social media and other means. Using a unique combination of poetry, prose and legal statutes Johnna Baker's research-based book, *Please Do Not Bully Me I AM Just Like You, Don't You See A Manual for Parents and Administrators* offers a unique combination of emerging legal aspects of bullying while providing the laymen's perspective every parent needs to confront the tactics of bullying.

I am an author, and poet, as well as a licensed attorney, and speaker, in the state of Alabama. I have worked for more than thirty years in the public-school system as an administrator and I am now a practicing attorney.

In this oral presentation, I will read poems from the above listed book. All research proves empathy can be taught. Each poem ends with a plea from the victim; the line, please do not bully me I am just like you don't you see.

Methods:

I will read several emotionally charged poems from my book including poems about students with diverse backgrounds and disabilities who are bullied, to invoke empathy from the audience.

Result:

Research proves that empathy can be taught. Students taught to embrace diversity are less likely to bully.

Discussion:

At the end of the reading the audience will be asked thought provoking questions.

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Youth Solution Makers: Empowering Generation Z and Building Resilience to End Bullying

Mrs. Cari Zawodny¹, Mr. Tuan Graziano², Ms. Jasmine Carter², Ms. Olive Spohnholz Johnson³, Ms. Lily Van Alstine³

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Youth Solution Makers: Empowering Generation Z and Building Resilience to End Bullying

Introduction:

Learn how organizations in Alaska are working in partnership to ensure that all youth are included, heard and empowered, and how those efforts are building resilience and influencing bullying prevention. Through anecdote and evidence learn what happens when youth take the lead to create bullying prevention solutions they believe in.

Methods:

Create positive and meaningful youth/adult connections – understand the importance of supporting youth with action; understand the power in peer-to-peer engagement and why it is the key to amplify and share youth voice; value youth as solution makers – learn to work effectively with fresh ideas from those with first-hand experience.

Result:

Youth engaged in these methods were asked about their bullying prevention knowledge before and after bullying prevention training using a retrospective pre-post survey. Once youth-created projects were complete, follow-up surveys were conducted. In response to “In my community, I feel like I matter to people,” the analysis shows an 11% increase in the proportion of participants who believed they mattered. The percent “unsure” decreased from 18.8% to 13.3%. This suggests training activities and participation in student led work have a positive effect on the degree to which participants feel they matter– a vital protective factor against bullying behaviour.

Discussion:

Interactive activities will bring workshop methods and results together. The goal of this discussion is two-fold: Allow attendees to reflect on how youth are empowered as problem solvers, leaders, and mentors in their communities, and identify areas of need - how can you work toward more meaningful youth engagement?

Masculine Norms and the Bullying Crisis Among Young Men in the United States

Mr. Brian Heilman¹, Ms Kristina Vlahovicova¹

¹*Promundo-US, Washington, DC, United States*

Masculine Norms and the Bullying Crisis Among Young Men in the United States

Introduction:

The Man Box, launched by Promundo and Axe, Unilever's leading male grooming brand in 2017, revealed that most men still feel pushed to live in the "Man Box" – a rigid construct of ideas about male identity: self-sufficiency, physical attractiveness, heterosexuality, toughness, and more. These masculine norms are related to a wide variety of outcomes, including bullying – explored in a new 2018 study, *The Bullying Crisis*.

Methods:

The Bullying Crisis consists of new research conducted with a nationally representative sample of young men (18-24) in the U.S., building on *The Man Box* to examine the pervasiveness of online and offline bullying, as well as its drivers and impacts on young men's self-esteem, well-being, and depressive tendencies.

Result:

The study finds that: 63% of young men report having been directly bullied – shoved, pushed, or blocked; 76% report having been indirectly bullied by someone spreading gossip or rumors about them; and as many as 10% have experienced at least one form of cyberbullying in the previous month.

Discussion:

The bullying study finds that 1) young men who hold restrictive ideas about what "being a real man" means, who are in the Man Box, have are more likely to use both general bullying and cyberbullying; 2) higher levels of empathy is significantly linked with a higher likelihood of intervening to stop bullying; and 3) young men who agree that "picking on others is fun" are statistically linked with being a bully and are less likely to have intervened when they have seen bullying occur.

What started it? Exploring interplays between individual and social group factors in bullying

Dr. Selma Therese Lyng¹

¹*Oslo Metropolitan University, Oslo, Norway*

What started it? Exploring interplays between individual and social group factors in bullying

Selma Therese Lyng, Oslo Metropolitan University

Introduction:

Theories and explanations addressing the causes of school bullying have traditionally emphasized individual dysfunctions related to aggression and empathy. Lately, the research field has been expanded with social science theories emphasizing how social factors may not only influence, but also produce bullying. The aim of this paper is to supplement existing research by examining how individual and social group factors may co-produce triggers of bullying.

Methods:

The paper is based on a qualitative data set consisting of 40 group interviews with managers and teachers in 20 Norwegian schools, 46 pupil interviews and ethnographic observations of lessons and breaks from six classes (grades 5, 8 and 10).

Result:

The analysis provide in-depth explorations of bullying processes and shows how individual and social group factors interplay and co-produce triggers of bullying. In some of the cases, the bullying went unnoticed by school staff. In other cases, strategies employed by teachers failed to stop the bullying.

Discussion:

Based on the analysis, I discuss how restricted interpretive repertoires may contribute to ineffective strategies for preventing, detecting and tackling bullying in schools. I argue the need for expanding our notions of both individual and social factors relevant in the production of bullying – as well as the need to develop research strategies for capturing interplays between them. Practice implications are also discussed.

Using Exemplary Texts to Create Reader's Theatre Scripts to Combat Bullying

Dr. Stephanie Richards¹

¹TN Tech University, Tullahoma, United States

Title of Abstract

Using Exemplary Text to Create Reader's Theatre Scripts to Combat Bullying

Introduction:

This workshop is designed for teachers. Research indicates that role play increases empathy, a characteristic lacking in bullies. Reader's Theatre allows all participants the chance to role play, so it is a great intervention to deter bullying.

Methods:

The workshop will begin with an introduction about empathy – who has it and who doesn't. From there we will actually use a Reader's Theatre script where all will participate. Then we will talk about the script, what type of bullying occurred, how the characters resolved the bullying and how and why it is easier to discuss events that occur to characters we role play rather than to what happens in our own lives. Next, we will discuss what Reader's Theatre is, what it is not, and how it can be used effectively in the classroom for role play. We will also discuss the research based merits of Reader's Theatre as an instructional strategy for improved reading comprehension. I will also show them how they and their students can create their own scripts from texts.

Result:

Different Reader's Theatre scripts will be shared to suit the needs of the audiences that the attendees work with. The biggest goal of this workshop is that each audience member leaves with immediate Reader's Theatre scripts they can use the next day at work.

Discussion:

There will be time at the end for discussion of how audience members are using Reader's Theatre and what exemplary texts they are using in their classrooms. Any questions not answered will be addressed.

Assessment of peer victimization and/or bullying? Conceptual overlaps and psycho-social characteristics of the victims.

Dr. Patrik Söderberg¹, Alexandra Wasberg¹

¹*Åbo Akademi University, Vasa, Finland*

Assessment of peer victimization and/or bullying? Conceptual overlaps and psycho-social characteristics of victims.

Introduction:

Accurate assessment of bullying victimization is vital to the evaluation of prevention programs, yet precise definitions of bullying vary between researchers, and between researchers and survey participants. In this presentation, the overlap and distinction between peer victimization and self-identified bullying victimization is explored for various socio-demographic groups in terms of form, frequency and power imbalances, and illustrated by the psychosocial characteristics of victims.

Methods:

In spring 2017, a regionally representative survey sample of 15- and 18-year old adolescents was collected in Ostrobothnia, a bilingual area in western Finland (N = 3,400). Participants completed measures on socio-demographic and psychosocial characteristics, as well as the California Bullying Victimization Scale (CBVS), a victimization measure that addresses frequency, form, and power imbalances of peer victimization without using the word bullying. Furthermore, victimized students were asked whether or not they identified their experiences as bullying victimization, and to what extent they felt that school staff had intervened to address their situation.

Result:

Multinomial analysis [to be conducted in dec 2018] examine psychosocial overlaps and distinctions between victimized students that identify themselves as being bullied and/or report power imbalances in relation to their aggressors. In addition, moderating effects of sex, age, and language group are examined, as well as the role of victimization form and frequency.

Discussion:

The theoretical and practical implications of operationalizations of peer victimization and bullying are discussed, as well as the cultural and developmental influences on victims' self-assessment.

It Hurts like Bullying but is it really Bullying?

Dr. Catherine Stapleton¹

¹*Dcu, Co. Tipperary, Ireland*

Title of Abstract: It Hurts Like Bullying but is it really Bullying?

Introduction:

Globalisation, migration, socio-political shifts and access to the World Wide Web are increasing religious and belief diversity of Irish society, creating new challenges for a traditionally homogenous Catholic school system. Currently, some students attend a school with a belief system different to their parents or their own. Hegemonic practises normalise a Catholic worldview and support power imbalance and repeated marginalisation and identity bullying of others.

Methods:

The methodology is qualitative. The method comprised of eighteen semi-structured interviews with students of minority faith or non-religious worldview attending Post Primary schools with a Catholic ethos in the Republic of Ireland. Thematic analysis aided by NVivo 10 computer software was used to analysis the data.

Result:

Students reported feelings of otherness, discrimination and identity confusion. Negative stereotyping of their identities caused particular hurt. Coercion to acquiesce to Catholic norms and practises was normalised and maintained the power imbalance. Some students chose to hide their religious/belief identities in order to navigate the space.

Discussion: This paper utilises a constructivist epistemology to explore the multiple constructions of reality in order to address the complexity of this shared space. Traditional hegemonic values and practices support the human right to religious expression for Catholics while simultaneously causing hurt to those of minority faith and belief. Discussion addresses concepts of misrecognition, safe harbours and intent, while human agency accounts for discrepancies.

National Scale Mixed Methods Research Informing Cyprus Strategic Planning on Addressing School Violence and Bullying

Dr. Giota Lamprianou¹, Mr Christos Charitou¹

¹*Cyprus Ministry Of Education, Nicosia, Cyprus*

Title of Abstract:

National Scale Mixed Methods Research Informing Cyprus Strategic Planning on Addressing School Violence and Bullying

Introduction:

In June 2018, the Cyprus Observatory on School Violence (COSV) -a service under the Ministry of Education and Culture (MOEC)- in collaboration with the European University of Cyprus, has contacted a national scale research, as part of its objectives to report on the length and the forms of school violence in Cyprus schools. The research aimed to inform and promote policies on violence prevention and strategies for addressing violence in schools.

Methods:

The mixed method research approach, involved collecting data from 2501 questionnaires distributed to primary and secondary students from a wide range of Cyprus public schools and qualitative data through 6 focus groups (59 students of primary and secondary education).

Results:

The results demonstrate that 20% of primary school and 10% of secondary school students have been victimised. Verbal abuse appears to be the prominent form of violence, with students with non conventional gender behaviour to be more likely to be victimised. Moreover, the findings reveal that students have poor understanding on the definition of 'violence' and tend to misinterpret 'bullying', showing in some cases lack of trust on the way that violence is handled by the schools staff.

Discussion:

The presentation will focus on the ways that the research findings informed the national strategic planning of the MOEC regarding bullying and victimisation, which include raising awareness around the phenomenon among students, school staff and families, as well as policies and protocols developed to address issues related to school violence in Cyprus educational system.

Adults' responses to bullying – what is helpful for the victimized youth?

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Adults' responses to bullying – what is helpful for the victimized youth?

Introduction

Adults do not necessarily respond to bullying in a way that is helpful. Previous research has rarely included victims' own thoughts and feelings regarding adults' responses to bullying. The overall aim in this study was to describe adults' responses to bullying based on the victimized youth's views and to discuss how the youth experienced these responses.

Methods

Interviews were carried out by email, telephone or face to face. The participants were 10 Swedish youth aged 15-23 and were currently bullied or had been bullied in the past, either during specific periods in school or throughout their entire time at school.

The analysis comprised grounded theory, emphasizing the victimized youth's point of view.

Result

When adults find out about bullying they respond in one of two ways: 1) take action; or 2) take no action. If they act, this can be either a verbal response or a physical response, while no action includes adults avoiding and ignoring the bullying. There is not a clear pathway from bullying disclosure to victimized youth receiving or being helped. No adult response was depicted by the youth as unambiguously helpful although some strategies were solely unhelpful. Adults taking no action, and rather, ignoring the bullying, was never helpful for the victimized youth.

Discussion

Findings of the current study can inform ways of responding to bullying. The implication for adults is that it is critical to act on information about victimization. Although intervening in some way may not be helpful, it is almost always better for adults to do something than do nothing.

Victims in adolescent groups with different level of aggression: individuals, friendship ties, classroom environment

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¹*National Research University Higher School Of Economics, St.Petersburg, Russian Federation*

Victims of bullying in adolescent groups with different level of aggression: individuals, friendships and classroom environment

Introduction:Our research deals with the bullying in adolescent groups in Russian schools. The proposed paper concerns socio-psychological consequences of bullying and the victimization of bullied adolescents in local classroom environment with different levels of general aggression and hence different local norms of aggressive behavior.

Methods:The data has been collected in 16 vocational schools of St. Petersburg. Students (age 15-16) answered comprehensive questionnaire, which included name-generating items for social network analysis (friends, bullies and victims) as well as items on social anxiety and self-concept. To analyze the data for this paper we used HLM.

Result:Our main findings are bullies are most popular students regardless of the classroom level of aggression; socio-psychological consequences of being a victim is higher in low aggressive classrooms than in classrooms with high level of aggression.

Discussion: We hypothesize that in classes with high level of aggression violence is 'normalized' as a part of school culture, and our data shows the dual role of classroom norms: to instigate aggressive behavior and to protect victims of aggression. In classrooms where bullying behavior is considered 'normal' every student has higher risk of being a victim at some point, and they do not see themselves as victims to the same extent as those victims in the classes with low level of aggression. We consider this phenomenon an important potential mechanism for the emergence of the local cultures of aggression -- the positive feedback loop in which improved self-concept of victims may help to support the normalization of aggressive behavior.

One step forward, two steps back? Evaluation of the ENABLE anti-bullying program in Hungarian schools

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One step forward, two steps back? Evaluation of the ENABLE anti-bullying program in Hungarian schools

Introduction:

European Network Against Bullying in Learning and Leisure Environments aims to tackle bullying by empowering school staff to foster tolerance and mutual respect among pupils. The program is built around the concept of developing student's social and emotional learning skills and promoting non-violent norms. It has been implemented in Hungary during the last two years and the current paper explores the initial impact of the project.

Methods:

Distribution of the questionnaire package was part of the program via online platform. The sample (N=360) contained data from elementary and high school students who participated in the program (N=270) and from control student group (N=90). Participants were asked to complete data on prevalence of bullying related behaviours in class, beliefs concerning traditional and cyberbullying, and their socio-emotional functioning.

Result:

Quantitative analysis of the data indicated that the implemented program had significantly increased appropriate assisting attitudes, more precisely change can be detected in the willingness to support the victim. At the baseline, 33% of students reported having been bullied and 26% reported having bullied others, whereas the corresponding percentages were 45% and 31% at the end of the first year of implementation. This increase could be shocking at the first sight, but can be interpreted as the effect of increased attention to capture bullying related behaviour.

Discussion:

The purpose of this paper will be to present the inevitably occurring challenges during the ENABLE program implementation and to take stock possible future directions of the hungarian adaptation.

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Norwegian chat operated by trained professionals makes it possible for youths to talk about bullying

Mr. Christoffer Jensen, Mr. Andreas Eidem¹

¹*Snakkommobbing.no - Blue Cross, Kristiansand S, Norway*

Poster - Snakkommobbing.no WABF 2019.pdf (could not be inserted)

Facilitators and barriers to bystander's mobilization in cyberbullying

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Facilitators and barriers to bystander's mobilization in cyberbullying

Introduction:

Cyberbullying is a phenomenon which often overlaps with traditional bullying. The current available research reveals the relevant role played by bystanders in curbing bullying and cyberbullying.

Methods:

A systematic literature review spanning 2005 to 2016 in the databases Web of Science Core Collection and SciELO Citation Index was carried out to identify those factors which encourage or hamper the mobilisation of young bystanders under 20 years of age in instances of cyberbullying.

Result:

We succeeded in identifying two types of factors. Firstly, there are contextual factors, which refer to the relationships at play, the interactions and the environment, and are grouped into the following categories: friendship, social environment, bystander effect, incident severity, action of other bystanders, request for assistance, evaluation of the situation, knowledge of effective strategies, characteristics of virtual environments, and fear of retaliation. Secondly, there are personal factors, referring to individual traits, categorised into: empathy, moral disengagement, self-efficacy, behavioural determinants, previous experience of bullying and cyberbullying, and demographic and socio-economic data.

Discussion:

Of particular influence seem to be the factors of friendship and social context, as well as empathy, moral disengagement and self-efficacy. However, further evidence is needed in relation to all factors.

Role General Self-efficacy and ICT Self-Efficacy in different roles of cyberbullying in Pakistani university students

Prof. Sheri Bauman, Ms. Sadia Musharraf^{1,2}

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Role General Self-efficacy and ICT Self-Efficacy in different roles of cyberbullying in Pakistani university students

Introduction:

Previous research reported inconsistent findings for the role of general self-efficacy in cyberbullying/victimization among university students. Considering self-efficacy as a domain-specific construct, we investigated both general and ICT self-efficacy in victims, bullies, victim-bullies and uninvolved students.

Method:

The sample was 1115 Pakistani university students (416 males, 699 females) from six Pakistani universities in Punjab. Data were collected on cyberbullying, victimization, general self-efficacy, ICT self-efficacy, traditional bullying/victimization, ICT usage, social desirability and demographic information.

Results:

Multivariate analyses were conducted using MANCOVA with roles in cyberbullying as a fixed factor. Controlling for traditional bullying/victimization, social desirability, ICT usage, time spent on the Internet, age and gender. Results showed that Internet self-efficacy but not general self-efficacy contributed to the determination of cyberbullying/victimization. ICT self-efficacy negatively predicted being classified as a victim and positively predicted being classified as bully. Victims have significantly lower ICT self-efficacy followed by uninvolved and victim-bullies. Bullies had the highest level of ICT self-efficacy.

Discussion:

Findings are consistent with studies reporting the association of cyberbullying with superior technological skills and online expertise. Further, findings indicated that being low on ICT self-efficacy increases vulnerability to cyber victimization. Prevention programs might incorporate hands-on practice as well as demonstrations to enhance ICT self-efficacy with a special focus on teaching online safety and security-related skills. It seems that those inclined to cyberbully others acquire those skills, but those who may be targeted would benefit from specific instruction on those skills.

Social and Emotional Skills Promotion: An Approach to Bullying Prevention

Ms. Miriam Miller¹

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Taking a Social and Emotional Approach to Bullying Prevention

Introduction:

It has long been documented that traditional forms of anti-bullying programs show limited reductions in bullying (Rigby & Slee, 2008; Ttofi & Farrington, 2011). If we want to address the social issue of bullying, we must consider how to shift the social context in which bullying occurs. A growing body of evidence demonstrates Social and Emotional Learning (SEL) as one way to effectively promote a positive climate, build students' social-emotional competencies, and prevent bullying (Domitrovich, Durlak, Staley, & Weissberg, 2017).

Methods:

This workshop builds from a comprehensive, systematic literature review of bullying and SEL to mobilize theory and research into classroom practice.

Result:

Students with high levels of social-emotional skills, such as accurately perceiving emotions in themselves and others, appropriately expressing emotions in various contexts, and using effective emotion regulation strategies, tend to positively contribute to their environment, and engage in prosocial and empathic behaviour (Castillo, José, Fernández-Berrocal, & Balluerka, 2013).

Discussion:

To effectively create caring learning environments—where bullying is not an accepted, normative behaviour—we must teach students the skills required to be empathic, kind, and compassionate. This interactive workshop explores the underlying SEL skills needed to foster warm, inclusive classroom environments and promote empathy and prosocial behaviour to better prevent bullying.

Researching the Impact of a Transformative Gender Approach on Child Wellbeing and Early Grades Literacy.

Ms. Amy Folan^{1,2}

¹Concern Worldwide, Dublin, Ireland, ²Concern Worldwide, Sierra Leone, Freetown, Sierra Leone, ³UCD School of Education, Dublin, Ireland

Title of Abstract

Researching the Impact of a Transformative Gender Approach on Child Wellbeing and Early Grades Literacy.

Introduction:

Sierra Leone ranks among the lowest 5% on the Human Development Index with a literacy rate of 64%. Since the civil war, access to Primary Education has significantly improved, with a current GER of 122%. However, the 2014 Ministry of Education Early Grades Reading Assessment indicated that pupils are not learning. Furthermore, School Related Gender Based Violence (SRGBV) and inequality are major barriers to education of marginalized children in Sierra Leone. Children, especially girls, are exposed to significant violence within schools, families and communities. Moving through the education system, gender disparity widens for retention and learning outcomes, with girls less likely to complete school and gain functional literacy.

Methods:

In partnership with UCD School of Education, Concern Worldwide is implementing a five-year research study to provide evidence on combined strategies for improving learning and reducing SRGBV through teacher professional development, school-based SRGBV interventions and community-based activities addressing negative gender norms, violence and decision-making. The research comprises a rigorous mixed methods randomized controlled trial which combines quantitative measurements with qualitative descriptions of children's lives to create a comprehensive picture of the multi-faceted intervention.

Result:

Based on the hypothesis that education programmes systematically addressing SRGBV through transformative gender approaches will achieve better learning outcomes, The Safe Learning Model has been developed to holistically engage children, schools, families and communities in an integrated programme addressing safety, wellbeing and learning.

Pilot results indicated that there was a statistically significant, positive correlation between literacy levels and child wellbeing.

Discussion:

This presentation discusses key aspects of the programme and research.

Longitudinal associations between toxic masculinity and bystander willingness to intervene among middle school boys

Katherine Ingram¹, Dr. Dorothy Espelage¹, Dr. Jordan Davis², Dr. Gabriel "Joey" Merrin³, Ms. Cagil Torgal Aksoy¹, Mr. Alberto Valido¹, America El Sheikh¹

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Title of Abstract: Longitudinal associations between toxic masculinity and bystander willingness to intervene among middle school boys

Authors: Ingram, K. M., Espelage, D. E., Davis, J. P., Merrin, G. J., Torgal Aksoy, C., Valido, A., & El Sheikh, A.

Introduction: While many factors contribute to a bystander's ultimate decision to take action, willingness to do so is a critical core component. However, helping behavior defies traditional masculine norms (Yousaf, Papat, & Hunter, 2015) which are heavily policed among peers throughout adolescence. Among adults, Carlson (2008) found that men would not intervene in a conflict if their reputation as traditionally masculine could be compromised. Similarly, Leone and Parrot (2016) found that men who believed men should be strong and aggressive perceived more negative consequences for themselves associated with intervening as an active bystander. Thus, this study examines willingness to intervene (WTI) longitudinally among boys throughout middle school. Further, we hypothesize that endorsement of components of toxic masculinity at time 1 will predict higher odds of membership in low or declining WTI classes at times 2, 3, and 4.

Methods: A latent class growth analysis was used to analyze a sample of 806 boys from 6 schools in the mid-western U.S.

Results: About 70% of the sample reported high WTI across time points. About 22% reported high WTI at time 2 but steadily declined over time. About 7% reported stable low WTI throughout. Odds ratios for class membership based on endorsement of toxic masculinity variables will be discussed.

Discussion: Overall, these data indicate that as socialization throughout adolescence occurs, a substantial number of boys become less willing to intervene in bullying conflict. However, WTI is a malleable protective factor and represents a viable intervention point.

Longitudinal protective factors of bullying, cyberbullying, and homophobic teasing among high school students.

Mr. Alberto Valido¹, Mrs. Cagil Torgal Aksoy¹, Dr. Dorothy Espelage¹, Mrs. America El Sheikh¹, Mrs. Katherine Ingram¹

¹University Of Florida, Gainesville, United States

Title of Abstract: Longitudinal protective factors of bullying, cyberbullying, and homophobic teasing among high school students.

Authors: Valido, A., Torgal Aksoy C., Espelage, D. L., El Sheik, A., Ingram K.,

Introduction: Bullying, cyberbullying, and homophobic bullying are known to be major health concerns for students all around the world. A large body of research has investigated the deleterious health outcomes of bullying victimization; however, there is a dearth of research on protective factors of bullying perpetration. The present study investigates the temporal associations between student's help seeking beliefs, intent to help others, and school staffs' willingness to intervene in bullying situations.

Methods: Participants were 2632 high school students ($M = 16.9$ years) enrolled in 20 schools in Colorado (USA). Youth completed self-report surveys in the Fall 2017 (T1) and Spring 2018 (T2) as part of the control group in a randomized clinical trial. For the present study, participants were disaggregated by gender (49.9% female). The study uses path analysis, all models controlled for the outcome's baseline values.

Results: Help seeking beliefs at T1 significantly predicted homophobic bullying at T2 for girls ($b = -0.192$, $p < .05$) and less so for boys ($b = -0.08$, $p < .10$). Intent to help others significantly reduced cyberbullying perpetration for girls ($b = -0.033$, $p < 0.01$) but not boys. However, staff's willingness to intervene was not significant for any of the models.

Discussion: Findings indicate that a school climate where students are willing to seek help from adults and are open to help others may lead to lower levels of homophobic and cyberbullying perpetration later in time. The present study can inform future prevention efforts to reduce school bullying, cyberbullying, and homophobic teasing.

Moderating effects of individual and ecological factors on mental health outcomes of homophobic victimization.

Cagil Torgal Aksoy¹, Alberto Valido¹, Dorothy Espelage¹, America El Sheikh¹, Katherine Ingram¹

¹*University Of Florida, Gainesville, United States*

Title of Abstract: Moderating Effects of Individual and Ecological Factors on Mental Health Outcomes of Homophobic Victimization.

Introduction: Homophobic bullying victimization is associated with increased risk of deleterious mental health outcomes such as depression/anxiety. Yet, little is known about protective factors that can buffer the negative mental health outcomes of homophobic bullying victimization. The current study investigates whether the effect of homophobic bullying victimization on depression/anxiety is moderated by a student's help seeking attitudes, and school staffs' willingness to intervene in bullying situations.

Methods: Participants were high school students ($N= 2632$, 49.9% Female) enrolled in 20 schools in Colorado (U.S.A.). Participants included in the analyses were control group students in a randomized clinical trial of a school-based intervention program. Data were collected by self-report surveys, at two time points, Fall 2017 (T1) and Spring 2018 (T2). Models controlled for outcome's baseline values.

Results: Staff and teachers' willingness to intervene moderated the relation between homophobic bullying victimization at T1 and depression and anxiety symptoms at T2, such that students who perceived their teachers as more likely to intervene experienced lower levels of depression/anxiety at T2, controlling for T1 depression ($b= - 0.043$, $p<.05$) compared to their peers who experienced similar levels of homophobic victimization. However, students' attitudes towards seeking help from family, friends, or other adults at school did not significantly moderate the effect of homophobic victimization on T2 depression/anxiety.

Discussion: Findings of the study highlight the importance of students' perceptions about their school environment and how these perceptions can prevent negative outcomes of homophobic victimization.

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Superheroes in Real Life! Prosocial Bullying Prevention Using Stories and Characters that Kids Find Relatable

Founder & CEO Chase Masterson¹, Dr. Janina Scarlet^{1,2}, Author Carrie Goldman^{1,3}

¹Pop Culture Hero Coalition, Studio City, United States, ²Superhero Therapy, San Diego, USA, ³Harper Collins' *Bullied: What Every Parent, Teacher and Kid Needs to Know About Ending the Cycle of Fear*, Evanston, USA

Superheroes in Real Life! Prosocial Bullying Prevention Using Stories and Characters that Kids Find Relatable

Introduction:

Captain America defeated Hitler. Wonder Woman defeated Ares. Batman defeats The Joker.

However, throughout history, bystanders have remained silent in the face of bullying and oppression. Why? How do we inspire bystanders to action?

In addressing bystanders' fears, we can teach them to be heroes over bullying in all its forms.

Methods:

It is often too difficult for students to discuss their fears in ending bullying; we help them access uncomfortable emotions by exploring similar feelings in courageous characters: Hermione (Harry Potter), Katniss (Hunger Games), T'Challa (Black Panther), Rey (Star Wars), etc.

Students learn that every hero faces adversity. Resilience is a core quality, as is the ability to turn their perceived weaknesses into strengths.

By engaging students with stories they find relatable, we teach empathy, courage, and skills.

Result:

Our groundbreaking work combines research of psychologists and multiple experts in bullying prevention, education, pop culture, and restorative practices.

Discussion:

We want students to intervene – yet it's not always so simple. A hero may not be able to stop a mean meme from circulating on Instagram -- yet she/he can offer the target an empathetic ear or seat at lunch. Heroism can also mean taking accountability for our mistakes and repairing damage.

Using stories kids love, we cover topics such as the power of crowds, victims who become bullies, welcoming diversity, responding to targets, ending implicit biases, creating empathetic language, and restorative justice.

“Pop Culture Hero Coalition is using Comic-Con’s massive influence to spread its anti-bullying message.” CBS News

Using engaging technology with students and their parents to help identify aspects of bullying

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Abstract: As efforts in bully prevention/intervention continue to evolve, evidence informed methods have pushed new boundaries to address this type of aggression. School stakeholders, academic researchers, and IT inter-professionals have unique opportunities to collaborate in addressing these evolving challenges. One area of challenge identified by Olweus: parental involvement, may now be overcome with the use of electronic apps. This method can engage and educate parents and fill in the previous gap in “whole school.” This oral presentation will demonstrate one online bully prevention and intervention service collaboration that was electronically piloted in six schools to engage parents and students on several aspects of bullying including help seeking for bullying.

Catch Bullying Behavior Before it Begins

Mrs. Suzanne Mulcahy¹

¹*Zero Bullies For Kids, Oregon City, United States,* ²*California Head Start Association, Sacramento, United States*

Title of Abstract: Catch Bullying Behavior Before it Begins

Introduction:

This workshop emphasizes the critical importance of the social/emotional development of children, its impact on academic learning and behavior, and preventing bullying behavior.

Methods:

This presentation will include, content, visual demonstrations, and interactive group discussions. Experiential teaching methods will be used so that the participants gain a better awareness of the significance for children when they are grounded in knowing their own identity. They will also walk away with some practical teaching tools to use in their classroom.

Result:

1. Participants will learn some additional contributing factors to overall bullying behavior.
2. Participants will understand the significance of social/emotional development, and its impact on academic learning and bullying behavior.
3. Participants will leave with specific learning points and suggested activities to follow the concepts discussed in this workshop.

Discussion:

The significance of social/emotional development of young children will be discussed in this workshop and how this impacts bullying behavior. When children have a good foundation in knowing who they are, they are more confident in all other aspects of their development. In school, they can accept the challenges and risks of learning something new, are more accepting of others, and better able to socialize; thus, greatly reducing the need to bully others. Focusing on the social and emotional development in early childhood education is the cornerstone for all their future learning.

Nursing Students' Perspectives of Middle School Bullying

Dr. Constance Hill-Williams¹, Nursing Student Cassidy Resnick², Nursing Student ZIZi Hamade³, Nursing Student Debora Garcia - Mendez⁴, Nursing Student Iliana Campos⁵

¹San Jose State University, San Jose, United States, ²San Jose State University, San Jose, United States, ³San Jose State University, San Jose, United States, ⁴San Jose State University, San Jose, United States, ⁵San Jose State University, San Jose, United States

Nursing Students' Perspectives of Middle School Bullying

Introduction: Bullying is a global pervasive issue that is detrimental to youth. Individuals involved in bullying, victims and perpetrators, tend to struggle with socio-emotional (i.e., low self-esteem and unhappiness), mental (i.e., depression and anxiety) and physical symptoms (i.e., irritable bowel syndrome and susceptibility to infections). In the United States, middle school students are victims of bullying more than high school students. Nurses are instrumental in assessing, planning, and educating children, families, and communities about bullying. However, little is known about the bullying curriculum in nursing education.

Methods: The purpose of this qualitative descriptive exploratory study was to explore the perceptions of verbal bullying in middle school and nursing students' reaction to middle school students, and the nursing students reactions to the middle school students responses. Nursing students at a public university in the United States conducted a qualitative inquiry with 320 students (7th-8th grades) to understand words associated with verbal bullying. The nursing students collected data during two separate student health fairs. A post experience questionnaire was given to nursing students to collect their perceptions. Data was coded and thematic analysis was conducted.

Results: Three themes emerged from middle school students: power imbalance, sibling taunts, and racial slurs. Nursing students reported empathy and a deeper understanding of the importance of nursing advocacy for bullying victims.

Discussion: The development and inclusion of bullying curriculum in nursing school is vital. Recommendations for preparing nursing students to address the needs of middle school bullying victims and perpetrators will be discussed.

The symbiotic understanding of Urban School Social Workers and Principals working together to address bullying

Dr. James Brown¹, Dr. Isaac Karikari², Dr. John Mark Keesler¹

¹Indiana University, Bloomington , Bloomington, United States, ²University of North Dakota, Grand Forks, United States

Title: The symbiotic understanding of Urban School Social Workers and Principals working together to address bullying

Introduction:

Principals often may be part of upholding state and district requirements to maintaining requirements for bully prevention and intervention. However, they do not perform these tasks alone. Qualitative interviews suggest that both principals and social workers rely upon one another in prevention efforts as well as investigating incidence of bullying. Although this may help principals' efforts in concluding investigations, school social workers may be put in situations that are different than their role requires.

Methods:

(Methods text - align left, 11 point, Arial, single line spacing)

Focus groups were used with both school principals and social workers placed in their own groups.

Result:

Although principals speak highly of having school social workers in the prevention and intervention processes, social workers are conflicted about being placed in the disciplinary role (e.g., investigator or disciplinarian). This decision clearly creates a dual role for the social worker and risks putting a therapeutic alliance in place. Further, parents from both principal and social work perspectives continue confounding bullying with peer conflict.

Discussion:

Although a reliance for principals, school social work roles must be limited in engaging in the disciplinary process, even in the investigation of bullying. Their own NASW code of ethics warns against social workers taking on dual roles and the negative outcomes it can have on clients [students].

A cross-sectional study of Bullying in Brazil

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A cross-sectional study of Bullying in Brazil

Bullying is an abusive behavior, which intimidates scholars. It's a repeated, intentional action carrying imbalance of power. Boys practice direct bullying and girls the indirect form. Consequences depend on frequency, duration and severity of aggression.

School is set for knowledge and affective exchanges, but also place of bullying incidences in adolescence, period of emotional oscillation, impulsiveness and risk behavior, due to neural architecture reorganization.

507 Brazilian adolescents (11-17y.o.), both sexes, public-private, elementary and high school were interviewed (2014-2018) in a cross-sectional study, checking for bullying incidence and self-identification of their role in circumstances of bullying.

Bullying occurrence was measured through School Bullying Assessment Scale - EAB-E. 161 students were involved in bullying (31.8%): 35 were victims, 110 aggressors, 16 victim-aggressors. Victims preponderated at 12 years old (boys), 15 (girls). School type doesn't interfere. Boys were more aggressive (42.2%) than girls noticed as victims (11.2%) or victim-aggressors (6.8%). Incidence of bullying is higher in boys (37.5%), especially in elementary school (40%).

Regarding their self-identification, among 35 victims, 11 assumed to be victimized (31,4%) ; 18 out of 110 aggressors, declared to practice bullying (16,37%); from the 16 victim-aggressors, 1 perceived himself as aggressor and 2 as victims (18,75%).

They possibly didn't identify their roles, because being victim is associated as a loser, rejected by the group. Aggressors can be popular, but consequences of antisocial or illegal actions become them inconvenient and avoided by the group.

So, there is high incidence of adolescents involved in Bullying, but teenagers refuse self-identification.

Interactive theatre performance in Hungarian schools based on a youth novel.

Dr. Katalin Lénárd¹, Nikolett Arató¹, Tímea Budai¹, Anna Siegler¹, Csilla Hankó¹, Dr. Gabriella Kulcsár¹, Dr. B. Labadi¹, Dr. G. Darnai¹, A. Zsido¹

¹*University Of Pécs, Nézőművészeti Kft Theater, Pécs, Hungary*

Interactive theatre performance in Hungarian schools based on a youth novel.

Introduction:

Our work has two aims. First, is to play a performance in an interactive way about bullying in high schools, and second try to measure the effect of it on the social representation of bullying. Despite the fact that bullying and cyber-bullying is an increasingly problematic issue in Hungary and Eastern Europe, research and good practices concerning its prevention are not widespread in the region yet. Our professional theatre group called *Nézőművészeti Egyetem* (Spectators' University) prepared the stage adaptation of a long novel written by Eva Ainsworth, titled *Seven Days*, and created a one hour long performance. The theatre group involved a psychologist as a consultant, who participated in the formation of the script, focusing on the bystander effect, and facilitating the mentalizing approach.

Methods:

We presented this performance in high schools, where more classes, teachers, the staff of the school watched it together, and later common took part in a psychological processing work. Method of association network was used to get the social representation (Moscovici, 1981) of bullying before and after intervention (watching theatrical performance). IRaMuTeQ multidimensional textanalyzing software was used to investigate the figurative core and peripheral elements of representations. Wordcloud and similarity analysis were run to explore how students construct this phenomenon, and which contents appear as broadly shared and consensual.

Result:

As it is an ongoing study we still have no enough member.

In our observation, by the dramatic performance, students, teachers, staff gained a common sharable emotional experience, independently from their role in the bullying process (victim, aggressor, bystander). Their emotional reactions were far reaching, but most of them could verbalize that they do not feel left alone, and there is hope for change. The post-performance discussions that serve the psychological processing of the issue, are open for questions, dilemmas and might even reveal some so far hidden bullying in school.

Discussion:

The theatre experience might not have a long-term effect, but the ultimate aim of the performance and the psychological processing is to give an opportunity to the whole system to experience emotions and the dynamics that are evoked in the bullying situation.

Creating a Friendly School - How the School Environment can 'Inflame' Or 'Extinguish' Bullying Behaviour

Ms. Erin Erceg¹

¹*Telethon Kids Institute, University of Western Australia , Perth, Australia*

Creating a Friendly School - How the School Environment can 'Inflame' Or 'Extinguish' Bullying Behaviour **Erin Erceg**

Introduction:

Bullying in Australian schools is reported most frequently during break times in areas such as playgrounds, ovals, hallways and bathrooms. Compared with class time, larger numbers of children interact in less structured activities, with less adult supervision, which can lead to socially vulnerable children being targeted for bullying. The way these break times and environments are organised, utilised and supervised can minimise the likelihood of bullying behaviour, while at the same time increase social skills, positive attitudes and connectedness to school.

Methods:

This workshop will present a research-based framework for practice that forms the components of the whole-school evidence-based social and emotional learning and bullying prevention intervention, Friendly Schools (FS). FS has been refined and empirically tested in Australia over the past 20 years through 15 major research projects (including 7 RCT's) involving over 30,000 students, their teachers, parents and school leaders.

Result:

Friendly Schools research identified the school environment, in particular break times, as a key feature of a whole-school approach in the reduction of bullying behaviours. Effective actions include: social structures and outdoor equipment for positive social interaction; visible and responsive supervision; clear and consistent expectations for positive behaviour; constructive and engaging activities for social learning; and engagement of student leadership and peer support.

Discussion:

Workshop participants will learn how school environments where students can socialise and positively engage in activities with their peers, can foster protective factors such as pro-social attitudes, social and emotional skills, connectedness to school and a reduction in bullying.

Adolescent Bullying in Instrumental Music Classrooms

Dr. Jared Rawlings¹

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Adolescent Bullying in Instrumental Music Classrooms

Presentation type: Oral or Poster

Keywords: Youth Clubs

Audience: Researchers, School Administrators, Practitioners

Name, affiliation, and job title of Presenting Author:

Jared R. Rawlings, Ph.D.

The University of Utah

Assistant Professor, Music Education

Introduction:

Evidence in music education research literature suggests that youth enrolled in music ensembles are targets for bullying and little is known about how experiencing bullying during early adolescence relates to perceptions of mental health or well-being. This study was conducted to examine the prevalence of bullying within an instrumental music classroom.

Methods:

Using an explanatory mixed-methods design, I studied youth enrolled in a secondary instrumental music program ($N = 110$) for six months. Data collected included (a) a questionnaire; (b) focus group interviews; (c) individual interviews; and (d) field notes from 200 hours of observation. Descriptive analyses, group comparisons, and regression models were calculated and interview questions were developed to explain results from the questionnaire. Transcripts were examined using axial coding.

Result:

Youth enrolled in music ensembles are targets for bullying more frequently from perpetrators outside the group when compared with youth within the group. Youth described how the music ensemble is a “home away from home” because they are accepted by their peers and this acceptance contributes to resiliency towards bullying episodes. Additional prosocial behaviours were described by youth including connectedness, hope, empathy, and peer/teacher caring.

Discussion:

Findings reveal information that contributes to the complexity of bullying and how music ensemble participants respond and/or is resilient to a particular incident. Instrumental music ensembles and classes are complex social environments and as the first mixed-methods investigation of bullying in music education research, the results from this investigation uncover additional insights about the particularities of geographic location, school culture, and instrumental music class culture.

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Music Ensemble Participation, Homophobic Name-Calling, and Mental Health

Dr. Jared Rawlings¹

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Music Ensemble Participation, Homophobic Name-Calling, and Mental Health

Presentation type: Oral or Poster

Keywords: School Bullying

Audience: Researchers, School Administrators, Practitioners

Name, affiliation, and job title of Presenting Author:

Jared R. Rawlings, Ph.D.

The University of Utah

Assistant Professor, Music Education

Introduction:

Evidence in music education suggests that youth enrolled in music ensembles are targets for homophobic epithets, little is known about how experiencing homophobic teasing during early adolescence relates to self-reported mental health. This study was conducted to compare the prevalence of homophobic name-calling and self-reported perceptions of mental health between youth enrolled in middle school music ensembles and those who are not.

Methods:

Data secured for this investigation are part of a large-scale, two-year randomized trial funded by the Centers for Disease Control & Prevention (# CE3240). Students enrolled in a school-based music ensemble (band, orchestra, choir) ($n = 176$) and not enrolled in a school-based ensemble ($n = 287$) comprise the total sample for this study. Hierarchical regression models were tested.

Result:

As hypothesized, ensemble membership differences emerged in the predictive significance of Target scores for mental health. After controlling for school building attendance, Target scores significantly predicted current levels of mental health for youth in middle school ensembles ($\beta = .22$; $f^2 = .05$) and those who are not ($\beta = .28$; $f^2 = .06$).

Discussion:

Experiencing homophobic name-calling significantly predicts an increase in hazardous symptoms representing overall mental health for all youth; however, this prediction is more concerning for non-ensemble youth than for music ensemble youth

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What Researchers and Practitioners Need to Know About Bullying in School-based Music Ensembles

Dr. Jared Rawlings¹

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What Researchers and Practitioners Need to Know About Bullying in School-based Music Ensembles

Presentation type: Workshop

Keywords: School Bullying

Audience: Researchers, School Administrators, Practitioners

Name, affiliation, and job title of Presenting Author:

Jared R. Rawlings, Ph.D.

The University of Utah

Assistant Professor, Music Education

Introduction:

Researchers in music education acknowledge peer victimization and bullying is a serious concern for music students and they are at a greater risk than non-arts students of being bullied. This purpose of this session aims to describe the prevalence and motivations of bullying within the school-based music ensembles utilizing current research from music education scholars.

Methods:

The workshop will be an interactive presentation that requires attendees to work collaboratively at several points throughout the session. The first part of this session presents information about the prevalence of bullying, and identifies specific behaviours documented from research in music education. The presenter will facilitate a discussion to uncover similarities and differences to additional youth organizations/clubs. The second part of this session explains the individual-level correlates associated with aggression in music ensemble classrooms. Specifically, documented cases of and spaces for aggression are selected for presentation as representative of the extant research in music education. The concluding segment of this session models teacher practices and implications including guided observation protocols for viewing video excerpts, stimulated recall exercises, school climate assessments, and identifies resources for further information regarding the behavioural intervention strategies.

Result:

Attendees will be able to: (a) describe how bullying is present with school-based music ensembles; (b) identify individual-level correlates association with aggression in music ensemble classrooms; and (c) explicate details about model music teacher practices to thwart the deleterious effects of bullying.

Discussion:

Participation in music classes during adolescence may be a risk factor to positive development and music teacher educators should be aware of the tensions that potentially exist with American school music ensembles.

The psychological impact of sibling bullying

Dr Mairéad Foody¹, Dr. Adeem Massarwa², Professor Muthanna Samara²

¹DCU, Dublin 14, Ireland, ²Kingston University, London, United Kingdom

Title of Abstract The psychological implications of sibling bullying

Dr Mairéad Foody, DCU, Ireland

Dr Adeem Massarwa, Kingston University London, United Kingdom

Professor Samara, Kingston University London, United Kingdom

Discussant: Magnus Loftsson, FRIENDS, Sweden

Aim of Symposia: To discuss the psychological impact of sibling bullying across three different countries

Description of issues, theories or initiatives that will be addresses in the symposia:

In recent times, sibling bullying has emerged of interest to researchers concerned with the emotional and behavioural implications for victimisation regardless of type and setting. While the literature is abundant with studies on the impact of peer bullying, bullying between brothers and sisters, is less researched. Sibling bullying is the term used to refer to bullying behaviour when occurring between siblings of any age and gender. The three papers presented here discuss the psychological impact of sibling bullying across four different countries: Ireland, Greece, Qatar and the United Kingdom. They will consider a range of risk factors and consequences (psychological wellbeing; friendship quality; strengths/difficulties; health/psychosomatic problems; internet addiction; alcohol and substance misuse; depression/anxiety) of the stability and change of sibling and peer bullying (traditional and cyber) for primary and post-primary students. These papers will aid an understanding of elements are important for anti-bullying interventions at home and at school.

Teachers' knowledge – information needs on sexually bullying and bullied students

Dr. Miriam Damrow

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Teachers' knowledge – information needs on sexually bullying and bullied students

Introduction:

Child victims of sexual bullying (SB) at school need trustable persons (mostly teachers) to tell about. Teachers might play an important and vital role in the life of their students and can be an inevitable helpful resource when coping with adverse events like SB. In order to provide this helpful resource, teachers need at least information (and competences) to detect and to intervene against SB. In Germany, teachers can refer to specialized continuing professional education centres (CPEC) for this issue. Due to the federal structure of the school education system, every county [Land] has at least 1 CPEC running its own education program so varying courses on this topic are to be expected.

Methods:

A qualitative online-questionnaire will be send out in December 2018 to ascertain the courses of all German CPEC (courses planned, courses offered, who will decide based on what, who are the course leaders etc., how many teachers will be expected, experiences of last year etc.) on this thematic focus. Questionnaires' return is expected in February 2019 being evaluated using Mayring's qualitative content analysis.

Result:

Results will reveal to what extent German CPECs place relevance, significance and importance on their teachers' knowledge considering their information needs for dealing with this issue.

Discussion:

As teachers can represent a helpful and trustworthy resource for child victims of SB and might very often be the person children turn to when being sexually bullied, they need to be carefully prepared. To what extent teachers in Germany receive this knowledge provision remains to be studied.

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A system's approach to implementing effective student behaviour interventions to improve learning and wellbeing

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¹New South Wales Department of Education , Sydney, Australia, ²Telethon Kids Institute , Perth, Australia

Title:

A system's approach to implementing effective student behaviour interventions to improve learning and wellbeing.

Introduction:

A key determinant of young peoples' learning and wellbeing is their school relationships and experiences of bullying. Bullying is experienced by one in three young people in Australia both online and offline. Whilst government policies recognise the need to address student bullying behaviours and social and emotional wellbeing, there are many school and system-level barriers to the high-quality implementation of interventions.

Methods:

The Australian New South Wales Department of Education undertook formative work to understand their current policy and practice and identify ways to strengthen the support to schools to address student behaviour needs including bullying. A review of existing international approaches to student behaviour and characteristics of effective interventions was conducted to develop a *Good Practice Approach*. Stakeholders, including policy makers and school-based staff were consulted to identify opportunities to strengthen implementation support to schools.

Result:

Findings support the need for whole-school prevention approaches that address the complexity of student wellbeing, behaviour and learning needs. Key are multi-component approaches that target the schools' social and physical environment and provide tiered support in developing the pro-social skills of all students and support for students 'at risk' and requiring individual intervention. Factors to support system-level implementation included strengthening data, leadership, competency, partnerships and resourcing.

Discussion:

Formative investigation from multiple sources can result in context relevant opportunities for system-level change in implementing effective student behaviour and social and emotional wellbeing interventions that aim to reduce bullying.

Max 250 words: current 250

Sexting and Cyber-bullying among internet users: finding lasting solutions

Mr. Aloysius Uzodimma, Dr. Adebayo Adedokun

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**Sexting and Cyber Bullying among internet users: Finding lasting solutions.
Adebayo .S. Adedokun (PhD)¹ & Aloysius .A. Uzodimma²**

Despite the various advantages of internet technology and the advancements brought by Information Communication Technology (ICT) in improving the processes and procedures of doing things, there exist the dark sides of this laudable technological progress; these include unsolicited Sexting and Cyber Bullying. Sexting is an act of sending, receiving, or forwarding sexually explicit messages, photographs or images, primarily between mobile phones, or other digital devices. It includes sexual solicitation and/or exploitation. Cyber Bullying or cyber harassment refers to a form of bullying or harassment done mainly through the use of Information Communication Technology. Victims of Cyber Bullying are often bullied by known perpetrators, though there is a significant amount of anonymous electronic aggression. Similar to traditional face to face bullying, Cyber Bullying is associated with serious mental health concerns, among other hazards. This paper set out to examine the influence which the use of ICTs has had on internet users, including youths and young adults. It also examined the risks associated with ICTs, which include Sexting and Cyber Bullying. It would explore ways of raising awareness about the inherent dangers in such social vices. It explored ways to rehabilitate and protect the victims of such internet crimes, discourage indulging in such immoral acts by recommending appropriate ways of punishing offenders. The study adopted both quantitative and qualitative methods of research. It used secondary data to analyse the effects of Sexting and Cyber Bullying on the internet users perception of safety while using structured questionnaire as instrument of research to find out how these internet crimes affects the cognitive, affective and psychomotive domains on respondents. The results inter-alia suggest that the rate at which these heinous crimes are rising among the youth population is alarming and the effects of these on emotional maladjustments of the victims are best imagined than experienced. There is need for policy thrust with stiffer measures to reduce the milieu of these crimes in our society. The study concludes that for our society to become more egalitarian, we need to protect the vulnerable, not physically alone but also online against the predators that are on the increase and on the prowl, through appropriate policy measures that will serve as deterrence to intending perpetrators.

Keywords: Cyber Bullying, Emotion, Hazards, Internet, Sexting.

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Friends' digital workshop tool - methodology for teacher led classroom activities to prevent bullying

Mrs. Frida Warg¹

¹*Friends, Umeå, Sweden*

Friends' Digital Workshop Tool - Teacher Led Classroom Activities to Prevent Bullying

Introduction:

Research indicate that classroom activities focused on bullying prevention are perceived by students as tedious and constructed, and may actually increase bullying – while other research highlights age-appropriate materials as a key to providing knowledge and engaging students in the school's anti-bullying work, which reduces the risk of bullying. Research also shows that when students are given the opportunity to participate and influence the school's anti-bullying work in general, the risk of bullying are reduced.

Methods:

In order to create engaging means in involving students in bullying prevention, Friends is developing a new digital tool for teacher-led classroom activities based on the idea of gamification. This concept involves the use of gaming mechanisms in activities that are traditionally unrelated to gaming, and are used within this project to create a material that are perceived as fun and relevant by the students.

Result:

A student focus group has been involved from the start of the project, showing positive indications as to the tools ability to engage students. The preliminary results also indicate ease-of-use documentation for teachers leading the workshops.

Discussion:

While the main objective is to create student participation, there may be other positive effects as well. Hopefully, the Digital Workshop Tool will make it easier to coordinate the involvement of student in the preventive work at individual schools, as well as give Friends the opportunity to map students' thoughts and ideas on the subject on an aggregated level.

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Knowing is The Fundament of Change – Helping Schools in Mapping Sexual Harassment Among Students

Mr. Henrik Karlsson¹

¹*Friends, Stockholm, Sweden*

Knowing is The Fundament of Change – Helping Schools in Mapping Sexual Harassment Among Students

Introduction:

Swedish anti-bullying organization Friends has been using school specific, web-based surveys as a method in their collaboration with schools since 2010. However, Friends standard surveys has shown considerably lower levels of sexual harassment than those shown in general research on the field. In order to address this potential under-reporting, Friends has collaborated with researchers at Mid Sweden University to develop a survey that focuses entirely on the students experiences of sexual harassment.

Methods:

Friends has developed the survey in cooperation with Professor Katja Gillander-Gådin and Senior Lecturer Helene Zetterström-Dahlqvist. After testing the survey at two schools, including gender-separated focus group interviews, the survey has been adjusted and are scheduled for further testing in December 2018.

Results:

Early results indicate that levels of reported sexual harassment are significantly higher in the new survey, compared to Friends standard surveys. However, further testing is needed, and results from those tests will be available by June 2019.

Discussion:

The main concept behind this survey, inspired by the fields leading researchers, has been to avoid asking the students about sexual harassment in general, as this creates a risk of under-reporting due to normalization of sexualized behaviours. Instead, the students are asked about specific behaviours that constitute sexual harassments. Dividing these behaviours into three subgroups (verbal, direct, public display) will hopefully help both Friends and schools in using the survey results to create interventions to prevent sexual harassment at school.

Bullying and bystander behaviour and health outcomes among adolescents in Ireland

Ms. Mary Callaghan¹, Dr. Colette Kelly¹, Dr. Michal Molcho¹

¹*Health Promotion Research Centre, Nui Galway, Galway, Ireland*

Introduction:

Little is known about the impact of being a bystander to bullying. This study compared health outcomes among bullies, victims and bystanders, and investigated actions taken by bystanders when they reported seeing bullying.

Methods:

This study utilised data from 7,522 students aged 12 to 18 years that participated in the 2014 Health Behaviour in School-aged Children Survey. Self-report questionnaires were completed in classrooms in secondary schools around Ireland. Binary logistic regression models (controlled for bully, victim, bystander status and demographic variables) were used to investigate the associations between participation in bullying as a bully, victim and bystander and health outcomes.

Result:

Overall, 13.3% of adolescents reported being a bully, 25.1% reported being a victim and 30.5% reported that they saw bullying, in the last couple of months. Adolescents that reported being a bystander to bullying were significantly more likely to experience psychological symptoms (OR 1.355, 95% CI 1.191-1.543), somatic symptoms (OR 1.392, 95% 1.154-1.679) and a low life satisfaction (OR 1.268, 95% 1.110-1.450) than those who were not bystanders to bullying. Reporting helping the victim was significantly associated with experiencing psychological symptoms (OR 1.240, 95% 1.057-1.455), somatic symptoms (OR 1.251, 95% 0.999-1.565) and a low life satisfaction (OR 1.198, 95% 1.017-1.411). Reporting being a bully, was significantly associated with experiencing psychological symptoms (OR 1.382, 95%) and reporting not having excellent health (OR 1.252, 95% 1.038-1.510). Being a victim of bullying was significantly associated with all health outcomes investigated.

Discussion:

In Ireland being a bystander is more prevalent in schools than either bullying perpetration or victimisation. The impact of being a bystander to bullying needs to be highlighted and considered when developing interventions to bullying.

Cyberbullying, Problematic Internet Use and other online risk practices

Ms. Sandra Feijóo¹, Dr. Teresa Braña¹, Dr. Patricia Gómez¹, Mr. David Liñares¹, Mr. Roberto Suárez¹, Dr. Antonio Rial¹

¹*University Of Santiago De Compostela, Santiago De Compostela, Spain*

Cyberbullying, Problematic Internet Use and other online risk practices

Introduction: During the last years, Internet and the New Technologies have taken the interest of many researchers as well as the society in general, especially when it comes to the online risks that adolescents are exposed to. In addition to the concept of “Problematic Internet Use”, behaviours such as sexting and contact with strangers, deserve special attention because of its levels of prevalence, and the relation between such practices and several forms of online harassment.

Methods: A descriptive research was carried out in Santiago de Compostela (Spain) and its metropolitan area, applying an ad hoc questionnaire to a sample of 3188 adolescents aged from 12 to 17 years old (Mean=14.44; SD=1.67). In addition to a cyberbullying screening questionnaire (European Cyberbullying Intervention Project Questionnaire, ECIPQ) and a tool to evaluate Problematic Internet Use (Scale of Problematic Internet Use in adolescents, EUPI-a), items self-reported to record online risk behaviours and parental supervision where included.

Result: The main results show that the prevalence of cyberbullying oscillates between 4.3% (bully-victims), 4.5% (aggressors) and 5.2% (victims). The rate of Problematic Internet Use is 15,4%. Far from being isolated practices, results link cyberbullying with both Problematic Internet Use and other risk behaviours like accessing to erotic websites, contact with strangers, or sexting. Moreover, results show that the role of parental supervision serves as a modulating factor in these practices.

Discussion: These findings have an important educative and preventive value, stating the need of an integral perspective and the involvement of all agents of the adolescent's environment.

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Empathy and Compassion: Characteristics a robot will never be able to replace

Ms. Amelie Askman¹, Ms. Paulina Olsson¹, Ms. Sally Lo¹

¹*Peppy Pals Ab, Stockholm, Sweden*

Empathy and Compassion: Characteristics a robot will never be able to replace

Introduction

A fun workshop where the participants will receive inspiration and guidance on how to teach children about empathy, emotions, teamwork and friendship in a playful way, and also why these abilities is considered the basics for well-being and success later in life. The workshop will evolve around *why* and *how* we should teach children EQ to achieve the desired results.

Methods

Our methods are well grounded in research through an collaboration with Yale Center of Emotional Intelligence, CASEL, 6 Seconds, Uppsala University and an in-depth collaboration with psychologist Bodil Wennberg who is the leading name in Sweden regarding children's early work with emotional intelligence ("EQ"). We mainly use a qualitative research method.

Result

The participants will leave the workshop with new inspiration and a new toolkit on how to teach children EQ. Children who are taught EQ are less likely to bully others and to be bullied themselves, why we believe that this workshop will be a perfect fit for the World Anti-Bullying Forum.

Discussion

The workshop will be interactive and the participants will be able to try out playful exercises to spark discussions with children regarding emotions, empathy, teamwork and friendship. The discussions will mainly evolve around how these exercises, and other actions *inside* of the classroom, can make children change their behaviour *outside* of the classroom.

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Bullying, Cyberbullying and Drug Use in adolescents from northwestern of Spain

Mr. Rafael Pichel¹, Dr. Sandra Golpe¹, Dr. Jesús Varela¹, Dr. Manuel Isorna², Ms. Carmen Barreiro¹, Dr. Antonio Rial¹

¹University Of Santiago De Compostela, Santiago De Compostela, Spain, ²University of Vigo, Vigo, Spain

Title of Abstract: Bullying, Cyberbullying and Drug Use in adolescents from northwestern of Spain

Introduction: Bullying and cyberbullying constitute one of the biggest challenges that today's society faces, generating a sense of alarm and concern among researchers, institutions and parents. However, despite the multiple evidences about the serious implications that this problem may entail for the scholar life, well-being and personal development of adolescents, the need to calibrate the true magnitude of both phenomena is still one of the underlying challenges in this field.

Methods: The present empirical study, carried out in Santiago de Compostela and its metropolitan area, with a sample of 3,188 minors between 12 and 17 years old (Mean = 14.44, SD = 1.67), has allowed the application of specific scales to estimate the rates of bullying (EBIP-Q), cyberbullying (ECIP-Q) and risk alcohol consumption (AUDIT), as well as risk consumption of other substances (CRAFFT; CAST).

Result: The presence of bullying was estimated at 34.4% (16.4% victims, 5.9% aggressors, 12.1% victims-aggressors) and in cyberbullying by 14% (5.2% victims; 5% aggressors, 4.3% victim-aggressors).

Discussion: This work has allowed to provide reliable data about the rates of both problems within the population under study. Additionally, the results contribute to understand bullying and cyberbullying in a broader context of adolescent development, revealing certain associations between both phenomena and other risk behaviours such as the consumption of alcohol and/or other drugs.

UngRisk: The development and evaluation of an app-based intervention for adolescents exposed to cyberbullying

Mrs. Sabine Kaiser¹, Associate professor Henriette Kyrrestad Strøm¹, Associate professor Frode Adolfsen¹, PhD Kyrre Breivik², Professor Monica Martinussen¹

¹Uit The Arctic University Of Norway, Tromsø, Norway, ²RKBW West at the Norwegian Research Center, Bergen, Norway

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Investigating the impact of the sharing of sexual images among teenagers

Dr. Mairead Foody¹, Miss Lisen Bergquist², Mr Magnus Loftsson², Prof James O'Higgins Norman¹

¹Dcu, Dublin 14, Ireland, ²FRIENDS, Stockholm, Sweden

Title of Abstract: Investigating the impact of the sharing of sexual images among teenagers

Introduction:

The United Nations Sustainable Development Goals (SDG) relate specifically to the reduction in violence against, and exploitation of, children and teenagers (SDG.16.2). While previous research in the area of cyberbullying (or online harassment) has highlighted important issues for prevention (e.g., the need for friendships and strong social networks), there is little evidence available on the specific risk factors of online sexual harassment or exploitation. Such negative experiences are far reaching, and examples include unwillingly receiving images of a sexual nature or having personal images shared online without one's consent. As such, this research aimed to determine the effects of sextortion in a large sample of adolescents.

Methods:

Data was collected from a large sample of Irish and Swedish adolescents using quantitative measures. All participants completed the survey online in either Swedish or English.

Result:

We will focus on the psychological impact of online sexual harassment and exploitation of teenagers. We will also discuss potential buffering factors such as friendship quality and positive coping strategies.

Discussion:

We will discuss findings in light of local and international child protection policies and bullying-related initiatives.

A multi-disciplinary approach to the prevention of cyberbullying and online risk behaviours

Prof. Annalaura Nocentini¹, Dr. Carlo Tramontano²

¹University Of Florence, Firenze, Italy, ²Centre for Advances in Behavioural Science - Coventry University, Coventry, United Kingdom

A multi-disciplinary approach to the prevention of cyberbullying and online risk behaviours

Annalaura Nocentini, Department of Educational Science and Psychology, University of Florence, Italy

Carlo Tramontano, Centre for Advances in Behavioural Science, Coventry University, UK

Discussant: Carlo Tramontano, Centre for Advances in Behavioural Science, Coventry University, UK

Aim of Symposia:

To integrate psychological and legal approaches for protecting children in internet.

Description of issues, theories or initiatives that will be addresses in the symposia:

The prevention of cyberbullying and other forms of cyber-deviance presents psychological, social, legal and IT issues, and as such, necessitates a multi-disciplinary approach. Various disciplines have independently investigated this area, designed and implemented interventions, and suggested key recommendation for policies. However, a comprehensive understanding of deviant behaviours online can only derive from a multi-disciplinary approach.

This symposium provides the first steps towards this approach, as it aims to bring together psychologists and legal experts from across the globe to discuss a variety of approaches with the common goal of protecting children as internet users, and combating online risk behaviours. The session will be divided into four parts. The first two will examine evidence-based interventions, particularly focusing on the advances in the effectiveness study of cyberbullying prevention programmes. In particular, two programmes will be considered: *NoTrap!* in Italy (Zambuto, Nocentini, Palladino and Menesini) and *Cyber Friendly Schools* in Australia (Cross and Shaw). The third part of the session will address the pertinent issue concerning the fight against cybercrime, cyberbullying and other forms of online child exploitation from an international law perspective (Deborah Russo). Finally, the last part will present the key findings from “*CAPT-AIN, Cyber Aggression & Prejudicial Tendencies – Academic International Network*” (Tramontano and Crookes). Funded by Coventry University, this project brings together a multidisciplinary team from Australia, Ireland, Italy, UK, and USA, with the aim of creating an international interdisciplinary academic network, and building foundations for the future development of an online knowledge-exchange platform open to key stakeholders, professionals, national and international institutions, and civil societies.

Abstract 1

***NoTrap!* Program: efficacy, effectiveness, and scaling up level**

Valentina Zambuto, Department of Educational Science and Psychology, University of Florence

Annalaura Nocentini, Department of Educational Science and Psychology, University of Florence

Benedetta Emanuela Palladino, Department of Educational Science and Psychology, University of Florence

Ersilia Menesini, Department of Educational Science and Psychology, University of Florence

NoTrap! is an Italian online and school-based universal intervention program against bullying and cyberbullying. It is a peer-led program designed for adolescents attending grades 7 through 10. The final aim of this research is to judge efficacious, effective, and ready for dissemination the Notrap! program.

The efficacy and the effectiveness of the program is demonstrated using different research designs across 10 school years. Using two independent quasi-experimental trials (2011/2012 and 2012/2013), the Program showed evidence of efficacy in reducing bullying and cyberbullying (Palladino, Nocentini & Menesini, 2016). In two subsequent studies (Palladino, 2013; Zambuto, 2018), the role of mediators and moderators of the effectiveness have been studied in order to understand “*how*” the Program works (effectiveness level). During the last *NoTrap!* version (2017/2018) the “*scaling up level*” has been evaluated. The program was implemented in 64 Secondary Schools throughout Tuscany (5000 students), and preliminary analyses showed a reduction of bullying and cyberbullying, although with small effect size estimates.

Abstract 2

The protection of children in the digital age: issues of human rights responsibility

Deborah Russo, Department of Law Science, Florence University, Italy

The fight against cybercrime, cyberbullying and other forms of online exploitation of children raises novel issues of international law, especially in the field of the protection of human rights. This contribution, firstly, will analyse the relevant judgements issued by the European Court of Human Rights and other international judges in the field of protection of the right to privacy, the right to due process, with particular reference to their balancing with other fundamental rights, such as the right to free speech (such as for example *Szabó and Vissy v. Hungary*, 12 January 2016). Secondly, it will discuss the main documents and views taken by other human rights bodies and European and international authorities dealing specifically with the protection of children as internet users (such as the Report of the 2014 Day of General Discussion on Digital Media and Children Rights drafted by the UN Committee on the rights of the child and the EU European Strategy for a Better Internet for Children (COM(2012) 196 final)). In this context, it will furthermore consider best practices, forms of self and co-regulation and initiatives stemming from the civil society, such as the so called “Alliance to Better Protect Minors Online” which has been subscribed by several businesses in the digital field. The data collected will ultimately be compared in order to identify and discuss possible common and leading principles for the progressive elaboration of a coherent and comprehensive international legal framework for the protection of children as internet users.

Abstract 3

Longitudinal impact of the Cyber Friendly Schools program on adolescents' cyberbullying behaviour

Donna Cross, Telethon Kids Institute, The University of Western Australia, Australia

Therese Shaw, Telethon Kids Institute, The University of Western Australia, Australia

The Cyber Friendly Schools (CFS) project is one of very few whole-school interventions that to-date have been empirically tested via a group-randomized controlled trial. This three-year cohort study involving 35 secondary schools (3,382 students aged 13-14 years) measured the longitudinal impact of a whole-school online cyberbullying prevention program, based on a cyber environments modified version of Bronfenbrenner's socio-ecological model and co-developed with young people. Program effects were tested using two-part growth models. The program was associated with significantly greater declines in the odds of involvement in cyber-victimization and perpetration from pre- to the first post-test, but no other differences were evident between the study conditions. However, teachers implemented only one third of the program content. More work is needed to build teacher capacity and self-efficacy to effectively implement cyberbullying programs.

Abstract 4

CAPT-AIN: a project piloting an interdisciplinary and international approach to online deviance

Carlo Tramontano, Centre for Advances in Behavioural Science, Coventry University, Coventry, United Kingdom

Rebecca Crookes, Centre for Advances in Behavioural Science, Coventry University, Coventry, United Kingdom

Numerous perspectives from a range of disciplines have been proposed and have contributed to a better understanding for the prevention of deviant conduct online. However, the online environment is extremely complex and is characterised by peculiar features and affordances, which need to be reflected in our understanding and explanations for such adverse online behaviours. Therefore, a comprehensive understanding can only be derived from a multi-disciplinary approach. Furthermore, cyberspace is fluid and has no boundaries, thus necessitating a clearer understanding and better investigation by overcoming any geographical barriers. As such an international perspective is essential.

"CAPT-AIN, Cyber Aggression & Prejudicial Tendencies – Academic International Network" aims to make the first steps in integrating interdisciplinarity and internationalisation. The project is funded by Coventry University, and places a focus on cyberbullying and aggression online based on prejudice. It has brought together a multidisciplinary team from Australia, Ireland, Italy, UK, and USA with the aim of creating an international interdisciplinary academic network, and builds foundations for the future development of an online knowledge-exchange platform open to key stakeholders, professionals, national and international institutions, and civil societies.

CAPT-AIN is combining literature and jurisprudence reviews with key informants' interviews to: a) provide a comprehensive summary of the State of the Arts, b) identify areas of best practice, and c) inform policy guidelines. A summary of the main findings will be presented, along with proposing initial recommendations for future directions and highlighting the next steps for developing and establishing the international interdisciplinary Network.

Using a Social Norms Framework to Study Youth Beliefs
about Sexual Harassment in High Schools

Ms. Maria Lorena Levano Gavidia¹

¹*University of Pennsylvania, Philadelphia, United States*

Title of Abstract: Using a Social Norms Framework to Study Youth Beliefs about Sexual Harassment in High Schools

Introduction: Sexual harassment, defined as making an unwelcome behaviour of a sexual nature, is highly prevalent all over the world. In this study sexual harassment in high schools is studied as this is one of the places where it has the highest prevalence and a time in life where an intervention can have the highest impact. Even though there are studies about sexual harassment preventive programs in schools, few of them consider the cultural differences, beliefs, and expectations of specific communities. This study fills that gap by focusing on the social norms around the behaviour.

Methods: The study used mixed methods, combining quantitative and qualitative techniques. Focus groups were done and a questionnaire was applied to identify the most common sexual harassment behaviours, as well as the existence or absence of personal normative beliefs, empirical expectations, and normative expectations around the phenomenon.

Result: Results evidenced that some students have empirical and normative expectations related to sexual harassment, in other words, their motivations are not independent but socially conditioned. While some of them personally endorse the social norm, other students present a case of pluralistic ignorance in which perceived social expectations are not aligned with their personal normative beliefs.

Discussion: The findings provide diverse evidence about how individual and interpersonal beliefs and expectations are related to sexual harassment. Understanding these social processes is useful for designing culturally and socially grounded interventions for sexual harassment prevention in high schools.

Friend's whole community approach, how can we develop school and community specific interventions in Sweden?

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Friend's whole community approach, how can we develop school and community specific interventions in Sweden?

Introduction:

The national figure of bullying victims in Sweden has stayed the same for the last decade. This is mainly because schools are not tailoring the interventions for their unique school situation. Research shows that the needs of the schools vary. Therefore this project (2017-2021) will combine a strategy to prevent bullying with the benefits that arise in tailoring the interventions and taking a whole community approach.

Methods:

In this workshop we want to explore our analytic model: how can we investigate the needs of a school and a community and how can we adapt our interventions according to the needs of that specific school and community? What perspectives do we need? In doing that we would like to use both knowledge from both academia and practice.

Result:

The goal with the analytical model in this project is that we want to be able to explain what works, for whom and under what conditions. The project will be evaluated by Örebro University. In June 2019 we can present some early results from the project.

Discussion:

How do we know what is effective in a school or in a community? This project will develop an evaluation model to get this knowledge. Instead of focusing on the problems in a school and in a municipality we are also trying to focus on the positive results in the school so that they can continue with interventions that works.

Preventing cyber bullying by empowering children and adolescents in a safe environment online.

Ms. Helena Meyer¹

¹*Friends, Hägersten, Sweden*

Preventing cyber bullying by empowering children and adolescents in a safe environment online.

Introduction: Internet and social media is commonplace for adults, children and adolescents. While a common view is that social media makes us more immature, egocentrically and shallow, it has also made a large difference for marginalized and vulnerable people. Not only because the possibility to raise a voice, but also because the access to help and support, both peer-to-peer and from organizations.

Methods: In this workshop we discuss the possibilities of meeting young people on their own arena, where they can set the rules and choose when or where to talk to an adult. When teachers, parents and social workers lack knowledge and interest, children have to find their own strategies for navigating online, and to avoid sexual harassment or cyber bullying. That is not acceptable, adults needs to be present, but how do we do it?

Result: We know that many young people finds their own strategies when navigating online. We also know that there is a gap between children's use of social media and adults understanding of it. In Sweden, we have several examples of social organizations using social media or web-based platforms to speak with children and adolescents.

Discussion: How can access to supporting adults in a secure and anonymous environment help children and youth to empower themselves in becoming safe internet users, and learning to navigate internet and social media? How can we bridge the gap between young people use of digital arenas, and adult's conception of the same? Can online support be a crucial part in helping children and youth navigating and protect themselves from cyber bullying?

Creating safer classrooms by enhancing teachers' intervention competence with Bullying Role Inventory and Lesson Study

Dr. Jeroen Pronk¹, dr. Tirza Bosma¹, MSc. Wilma Jongejan¹, MSc. Berber Klein¹, Dr. Sui Lin Goei¹

¹Vrije Universiteit Amsterdam, Amsterdam, Netherlands

Creating safer classrooms by enhancing teachers' intervention competence with Bullying Role Inventory and Lesson Study

Introduction

There are a plethora of antibullying programs on the market, but their effectiveness is limited as each classroom's social dynamics is unique. Moreover, teachers experience deficiencies in their ability to diagnose and intervene in these dynamics. Responding to these caveats, the present study evaluates the effectiveness of teacher professional development (PD) program "BRI-LS" consisting of: (1) Bullying Role Inventory (BRI) a student peer-report e-tool that supports teachers in visually diagnosing classroom social dynamics, and (2) Lesson Study (LS) a PD methodology that assists teams of teachers in designing tailored interventions based on these dynamics. Does BRI-LS improve classrooms' social climate and teachers' competence in diagnosing and intervening in classroom bullying dynamics?

Methods

Based on pre-intervention BRI assessment in the classrooms of five Dutch secondary schools, LS-teams of four teachers were formed for a subset of nine classrooms ($N_{\text{teacher}} = 36$). An equal control condition was recruited. Pre- and post-intervention competence in diagnosing and intervening in classroom social dynamics (teachers) are assessed as well as classroom social climate (students).

Result

Teacher competence in diagnosing and intervening in their classroom's social dynamics is expected to increase and students are expected to evaluate their classrooms' social climate more positively in the BRI-LS condition only.

Discussion

Pre-intervention data have been collected and BRI-LS is rolled out in the participating schools. Teachers evaluate the program as helpful in developing their ability to diagnose and intervene in their classrooms' dynamics. Post-intervention data will be presented at the conference and are collected in spring of 2019.

Title: 15 out of 15 words

Abstract with headers: 250 out of 250 words

Abstract without headers 246 out of 250 words

Bridging the Research-Practice Gap: Innovative Ways to Develop the World Anti-Bullying Forum

Ms. Lisen Bergquist¹, Ms. Karin Bellander¹, Mr. Magnus Loftsson¹

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Bridging the Research-Practice Gap: Innovative Ways to Develop the World Anti-Bullying Forum

Lisen Berquist, Global Development Manager, Friends

Karin Bellander, Research Communicator, Friends

Magnus Loftsson, Head of Research and Development, Friends.

Introduction: Millions of children and youth around the world are being exposed to bullying, harassment and other types of peer violence. Research based, or evidence informed practices is crucial to end these forms of violence against children and an important strategy to fulfill the UN Sustainable goals of 2030. In view of this situation, there is a great need to bridge the research-practice gap. The World Anti-Bullying Forum would like your help coming up with new, innovative, ideas.

Methods: In this workshop we want to explore new, innovative tools that can be used to bridge the gap between research and practice, as the next step in developing the World Anti-Bullying Forum. This methodological approach is not just about how research-based knowledge can be used in the most efficient way, but how knowledge from both academia and practice can be produced in mutual interaction.

Result: A brief of the World Anti-Bullying Forum future concept, where we are aiming for dialog between the conferences, will be presented. This work is in progress and we are happy to invite you all as developers.

Discussion: The forum aims to develop and broaden the global ability to stop and prevent bullying and other forms of violence between children and youth. But what are the best solutions? How do we work both offline and online? How could new technology be useful for the World Anti-Bullying Forum as a global community? In line with the experiences from the biannual WABF-conferences, the need to meet, share, connect and cooperate to develop new solutions to end bullying creates potential for greater impact.

Classroom-Norms of Schoolchildren's Bullying-Related Behaviors Predict Increased Individual-Level Defending: Results of a Classroom-Based Intervention

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Classroom-Norms of Schoolchildren's Bullying-Related Behaviors Predict Increased Individual-Level Defending: Results of a Classroom-Based Intervention

Introduction. Classroom-norms of bullying-related behaviors are suggested as important characteristics of the social-ecological context of elementary school-bullying. The present quasi-experimental study investigated whether change in injunctive classroom-norms about bullying and defending due to a universal classroom-based intervention (Good Behavior Game; GBG), would predict change in individual-levels of bullying, defending and victimization in elementary schoolchildren from grade 1 to 3.

Method. Participants were 863 children (49%) boys from 36 classes within 15 mainstream elementary schools in the Netherlands. Peer-nominations of bullying, defending and victimization were used to assess individual-level behaviors. Injunctive norms of bullying and defending were estimated by calculating how much bullies and defenders were liked and disliked within each classroom. The interval between pre- and post-measures was 6 months.

Results. Pre-intervention correlations of being liked with bullying and defending respectively, ranged from $-.86$ to $.23$ (bullying) and from $-.21$ to $.86$ (defending) among classes. For being disliked correlations ranged from $.23$ to $.92$ (bullying) and $-.76$ to $.18$ (defending). Indirect effects showed that in GBG-classrooms bullying generally became less appreciated and defending generally less non-appreciated, compared to control-classrooms. This more negative appreciation of bullying and more positive appreciation on defending predicted higher individual-levels of defending.

Discussion. Injunctive classroom-norms about bullying and defending can be changed within one schoolyear by the GBG. In turn, individual-levels of defending might partially increase by affecting how much bullying and defending behaviors are (not) appreciated by children within a classroom. This implies that anti-bullying programs should (also) target the social-ecological context of bullying-related behaviors.

Parents' involvement in bullying cases – the role of minority background

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Parents' involvement in bullying cases – the role of minority background

Introduction:

Using a socioecological perspective when intervening against bullying includes taking the parents perspective. Previous research has shown that parents have an important role but their understanding may differ from the schools. Cultural background is another socioecological aspect, which may influence and challenge the understanding and collaboration regarding bullying even more. The aim of this study was to combine these two aspects and explore majority and minority parents' involvement in bullying cases.

Methods:

Semi-structured interviews of 19 parents were analysed using a thematic approach.

Result:

Preliminary findings showed that most majority parents have a lack of confidence in school; they do not feel involved in, or get information about measures and feel lack of acknowledgement and trust. In addition, they found it difficult to contact each other and the way the school handled the case made the relation between parents worse. The minority parents had somewhat different experiences. Some felt that they were well informed, the school contacted them and took their concerns seriously. Others felt that no one believed them, they were not informed and they experienced challenges regarding collaboration with other parents. A main finding was that it differs between majority and minority parents how they justify the bullying and why collaboration with other parents is difficult.

Discussion:

The way the school handles bullying cases may have serious implications for the relation and trust between home and school. Schools need to pay attention to parents' background when facilitating for collaboration between majority and minority parents in bullying cases.

Anti-Bullying Work in a Blended Learning Concept: Using Digitalization for a more School-specific Approach

Ms. Marie Ahlén¹, Mrs. Frida Warg¹, Åsa Gustavsson¹

¹Friends, Stockholm, Sweden

Anti-Bullying Work in a Blended Learning Concept: Using Digitalization for a more School-specific Approach

Introduction:

Research shows that schools' needs vary in bullying prevention, highlighting the need for flexible and adapted preventative activities based on every school's unique situation. In order to be more flexible and school-specific, Friends are developing a blended learning concept that combines face-to-face classroom activities and digital material, enabling theoretical parts to be conducted online, allowing face-to-face events to focus on practical workshops based on the schools' situation.

Methods:

Blended learning can enable the level of analysis and discussion to start at a higher and more adapted level. Another advantage is the combination of self-studies and social learning when practising and discussing with others.

Result:

A pre-study conducted by Friends indicates that teachers and school principals are generally positive to digital material, helping to prepare questions and focus on the right things on face-to-face events. Preliminary results indicate that a blended learning concept can be more relevant and time effective for both schools and Friends, however it's important that the school management prioritizes and allocates time for the digital material.

Discussion:

In this workshop Friends demonstrates the ongoing work with digital material and a learning platform to gather, administrate and monitor all activities in the blended learning concept, inviting you to discussions about advantages and challenges with blended learning in bullying prevention. A positive effect of digitalization is the opportunity to monitor and map the users' behavior, which can be used to further improve our work.

Different perspectives on bullying; pupil, parent, teacher and head teacher

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Different perspectives on bullying; pupil, parent, teacher and head teacher

Introduction

Bullying is a complex social phenomenon and therefore many aspects needs to be taken into account in order to understand what happens and to develop preventive learning environments. A bullying case involves more people than the ones who are directly involved in the bullying. Different actors can have different perspectives, views and explanations of the case. Previous research has shown that there is often varied and conflicting views on the same case. These differences can result in a conflict, especially if the actors are unwilling to try to understand each other's perspectives. The aim of this study is to analyze a bullying case from four perspectives; the pupil's, the parent's, the teacher's and the head teacher's perspective. Three topics are highlighted: The informants' views on how the case was reported, what kind of measures were implemented and how did the different actors describe the home-school cooperation.

Methods:

Semi-structured interviews with informants who were part in a long-lasting bullying case that involved several girls in the 9th grade.

Results:

Results show that there were varied opinions of the case. There were also varied and sometimes conflicting understandings of the chosen measures and their effect.

Discussion:

The results emphasizes the need to develop teachers and head teachers knowledge of how to investigate bullying cases and their understanding of how bullying affect the emotions and wellbeing of those involved.

Music against Bullying – Increasing Awareness and Improving Conditions for Children with Neuropsychiatric disorders

Ms. Åsa Böhme¹, Mrs. Erika Blix²

¹Friends , Solna, Sweden, ²Friends, Solna, Sweden

Music against Bullying – Increasing Awareness and Improving Conditions for Children with Neuropsychiatric disorders in Schools

Introduction:

Two to three children in every Swedish classroom suffer from a neuropsychiatric disorder (NPF) such as ADHD and/or autism. According to a number of studies, children with NPF are overrepresented as both victims and bullies. Based on research about the importance of using proactive methods to help children with NPF, Friends and Hjärnfonden has started a school campaign where music is used as a method against bullying.

Methods:

The School campaign using music as a method, consists of five songs relating to NPF-issues, a larger musical package, a sing along app and a 30 minutes long musical. The campaign also includes talks for teachers, staff and parents and pedagogical tools for teachers.

Result:

We aim to reach up to 12.000 students with the music videos, the app or the musical. By April 2019 we will have performed the musical in 60 different cities all over Sweden. The result of a survey will be finished by May 2019.

Discussion:

There is much to do to improve both learning and life conditions for children with NPF. A majority of Swedish teachers claim that they lack tools for educating these children. NPF is still considered a taboo – at school, in families and in society at large. We believe that our campaign will contribute to breaking this taboo and that it is a powerful tool against bullying and therefore will improve life for children with neuropsychiatric disorders.

Deep learning of bullying when learning through arts

Ass. Prof. Nina Grini¹

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University of Stavanger, Stavanger, Norway

Deep learning of bullying when learning through arts

Introduction

Teaching about bullying is an important part of the preventive work against it. It is necessary to find a way to make the pupils or students understand the severity of bullying. To be able to do so, teachers must find a way to touch student's emotions. Learning through arts is a way to communicate from, to and about feelings and emotions. When we see or hear something that touches our emotions, we often do not forget, we remember, thus there is bigger a possibility of learning. With this in mind, a film *En mobbehistorie* (A bullying history)(Grini, 2017) was developed. The film shows a bullying history expressed through dance and music. It is a piece of art that expresses the psychology of bullying. A study seeks answers to the following question: Is it possible that this film, through its aesthetics, speaks to the viewer's emotions and thereby enhance learning, or even gives a possibility of deep learning about bullying?

Methods:

Focus group interviews with 16 teacher students

Results:

Results show that the film, with its aesthetics, brings out strong emotions and memories in the viewers, and therefore seem to have a strong impact on their reflections and learning about bullying

Discussion:

The results emphasize that teachers, by using aesthetics in their lessons concerning bullying, may awake pupils emotions and thereby enhance the possibility of developing deep learning about the theme.

Compounding Strains: Severity of Food Allergy Condition and the Harms of Bullying Victimization

Dr. Gregory Rocheleau¹, Assistant Professor Brandy Rocheleau¹

¹*Ball State University, Muncie, United States*

Compounding Strains: Severity of Food Allergy Condition and the Harms of Bullying Victimization

Gregory C. Rocheleau, Ph.D.
Ball State University

Brandy N. Rocheleau, J.D.
Ball State University

Introduction:

Children with food allergies are bullied at higher rates than the general population. Little is known, however, about how being bullied affects this growing subgroup of the population, who are already at risk for poor physical, psychological, and social health. This study examines if children with more severe food allergy conditions are more likely to experience a variety of harms as a consequence of being bullied.

Methods:

Data were collected using an online survey administered to parents of children with food allergies. The sample ($N = 534$) was restricted by only including parental reports on school-aged children and limiting responses to only one child per household. Logistic regressions in SPSS were used to test if perceived food allergy severity was related to physical, social, emotional, psychological, and academic harms as a result of bullying.

Result:

Preliminary results reveal that higher levels of perceived food allergy severity are associated with higher odds of a number of harms to the child as a result of being bullied. In particular, parents of children with more severe food allergy conditions report higher odds of psychological, emotional, and academic harms in their children as a result of bullying.

Discussion:

Merely having a severe food allergy condition is a lot for children to cope with, as demonstrated by the poor physical, psychological, and social health found among this group. Our findings indicate that bullying victimization can compound these issues and put an already vulnerable population and even greater risk of poor health.

Bullying Victimization among Children with Food Allergies and the Relationship to Parental Mental Health

Ass. Prof. Brandy Rocheleau¹, Dr. Gregory Rocheleau²

¹Ball State University, Muncie, United States, ²Ball State University, Muncie, United States

Bullying Victimization among Children with Food Allergies and the Relationship to Parental Mental Health

Brandy N. Rocheleau, J.D.
Ball State University

Gregory C. Rocheleau, Ph.D.
Ball State University

Introduction:

A large body of research shows that bullying victimization can have devastating consequences to the physical, psychological, and social health of a child. Fewer researchers have examined how a parent is affected by the bullying victimization of their child. The issues of bullying victimization may be especially detrimental to parental mental health among parents of special needs children, as they are already at risk for poor mental health. This study examines the mental health of parents of children with food allergies and tests if having a child victimized by bullying is related to poorer parental mental health.

Methods:

Data were collected using an online survey administered to parents of children with food allergies ($N = 439$). OLS regressions in SPSS were used to test if having a child who was bullied is associated with the mental health of the parent (depression, anxiety, and stress).

Result:

Results indicate that parents of children with food allergies report fairly high levels of stress in comparison to depression and anxiety levels. Moreover, results show that parents who have had a child bullied report higher levels of depression, anxiety, and stress compared to those whose child was not bullied.

Discussion:

Parents of special needs children already suffer from poor mental health issues as a result of trying to provide extra care and support for their child. This study shows that adding bullying victimization to the list of worries parents of children with food allergies have can worsen their mental and emotional well-being.

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The Learning Environment Project in Norwegian in schools and ECEC

Ass. Prof. Janne Støen¹, Ass. Prof. Ingrid Midteide Løkken², Ass. Prof. Erik Nordgreen³, Ass. Prof. Randi Myklebust Sølvi⁴, Ass. Prof. Elin Nesvoll Vangsnes⁵, Ass. Prof. Henning Plischewski⁶, Ass. Prof. Kari Stamland Gusfre, Mrs Liv Jorunn Byrkjedal-Sørby

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The Learning Environment Project in Norwegian schools and ECEC

Janne Støen, University of Stavanger, Norway
Erik Nordgreen, University of Stavanger, Norway
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Elin V. Nesvoll, University of Stavanger, Norway
Henning Plischewski, University of Stavanger, Norway

Discussant: Ingrid Midteide Løkken, University of Stavanger, Norway.

Aim of Symposia:

discuss experiences with a strategy for preventing bullying in schools and ECEC.

To

The Learning Environment Project in Norwegian schools and ECEC.

Bullying occurs in a context and can have serious consequences for those involved. In order to identify, detect, stop and prevent bullying it is important to work on different levels with different actors. Policy makers, Early Childhood Education and Care (ECEC), school leaders, teachers and the support system (the PPT) must have this knowledge. This symposium describes the Learning Environment Project, an approach to develop teacher's competence in handling and preventing bullying in ECEC and schools. The intervention was introduced in Norwegian schools in 2013, as a result of the policy-makers concern about the number of children being bullied in schools. In 2017 ECEC were included for children's wellbeing and as a preventive measure. So far, around 150 schools and 25 kindergartens have participated. The implementation period is two years and have four main phases with different topics: 1) Bullying and other violations 2) How to prevent bullying 3) Inclusion 4) Continuation and sustainability. The evaluation of the project shows that the number of pupils who report bullying is significantly reduced. Experiences with the work in the school's and ECEC's project groups and the relevance of the content to increase the ECEC settings and schools to prevent bullying will be discussed.

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Bystander reactions to cyberbullying – latent profiles of helping bystanders

Prof. Jan S. Pfetsch¹, Dr. Anja Schultze-Krumbholz¹

¹*Technische Universität Berlin, Berlin, Germany*

Bystander reactions to cyberbullying – latent profiles of helping bystanders

Jan Pfetsch & Anja Schultze-Krumbholz

Technische Universität Berlin, Germany

Oral presentation for the World Anti-Bullying Forum, Dublin, June 4.-6., 2019

Introduction:

Cyberbullying often takes place in the presence of others (e.g., degrading comments in social networks), and bystanders can behave in different forms (Shultz, Heilman, & Hart, 2014): support the cybervictim, reinforcing the cyberbully, or behave passively. However, previous research mainly analyzed these behaviors in a variable centered way, but did not explore empirically groups of bystanders with differential behavioral patterns.

Methods:

For the current study $N = 475$ adolescents from grade 7 and 9 of two schools reported their cyberbullying and cybervictimization experiences. The analytical sample consists in $N = 380$ adolescents, aged 11 to 16 years ($M = 12.7$, $SD = 1.1$ years, 52% female, 42% migrant background), who did not report being involved as cyberbullies or cybervictims (cut off: 2 or 3 times per month). Participants answered questions about bystander reactions to cyberbullying, awareness about cyberbullying, action competence in cyberbullying situations, empathy, media-based empathy, ethical media competence, media self-efficacy and media use. We conducted latent profile analyses with Mplus 8 concerning the six items about bystander reactions to cyberbullying.

Results:

Fit indices and theoretical considerations led to a 4 class-solution: Reactive helpers (49%), passive outsiders (27%), proactive helpers (19%) and friend-helping bystanders (6%). Other groups differed from the passive outsiders regarding female gender and higher ethical media competence (proactive helpers), higher media-based empathy (reactive helpers), and migrant background and higher empathy (friend-helping bystanders).

Discussion:

The results show that adolescent bystanders differ in the way they help cybervictims and empathy and ethical media competence might foster positive bystander behavior.

245 of 250 words

Keywords: Cyberbullying, Bystander

Ethnic-cultural Risk and Protective Factors for Violence among Asian, Hispanic and African American Youth

Dr. Caleb Kim¹

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Title of Abstract

Ethnic-cultural Risk and Protective Factors for Violence among Asian, Hispanic and African American Youth

Presentation Type

Oral or Poster

Keyword

Violence

Audience

Researcher and/or Practitioners

Name, Affiliation and Job Title

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Introduction:

The purpose of this study is to identify ethnic-cultural specific risk and protective factors impacting youth violence among Asian, Hispanic and African American youth in Chicago.

Methods:

One hundred eighty youth (60 youth in each ethnic group) aged from 12 to 15 years completed the comprehensive survey form which consisted of Individual/Family Information, School Disciplinary Actions, Youth Risk Behaviour Surveillance System, Youth Self-Report, Adolescent Self-Regulatory Inventory, Children's Coping Strategies Checklist, and Child and Youth Resilience Measure. Bivariate relationship involving risk and protective factors was analysed in the individual, family, peer, school and community domains in order to compare unique socio-cultural factors among three different ethnic youth.

Result:

Overall, this study identified Hispanic and African American youth had higher rates of violence engagement and victimization as compared to Asian American youth. Asian American youth's risk factors were related to racial discrimination, isolation, mental health and academic stress while African American youth's risk factors were poverty, disadvantaged community, substance abuse, and gang membership. In general, youth who did not engage in any type of violent behaviours had

higher rates of protective factors as compared to those who involved in disciplinary actions and violent behaviours across all ethnic groups.

Discussion:

The findings of this study fill an important gap in the literature, as few studies have compared ethnic-cultural specific risk and protective factors for youth violence. The implication of these findings is discussed in conjunction with developing a culturally competent and age appropriate youth violence prevention program.

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LGBTI+ Safe and Supportive Schools and Services Project: An Introductory Workshop on how to use the SASS Toolkit to combat bullying, exclusion and isolation of LGBTI+ young people in schools and services

Moninne Griffith¹

¹*BelongTo , Dublin, Ireland*

Title of Abstract: LGBTI+ Safe and Supportive Schools and Services Project: An Introductory Workshop on how to use the SASS Toolkit to combat bullying, exclusion and isolation of LGBTI+ young people in schools and services

Presentation type: Workshop

Keyword: LGBTQI+

Audience: This workshop will be suitable for researchers and practitioners.

Name, affiliation, and job title of Presenting Author:

Moninne Griffith, CEO, BeLonG To Youth Services.

Abstract:

Introduction:

The LGBTI+ safe and supportive schools' model is a collaboration between BeLonG To youth services and the HSE to ensure that LGBTI+ young people within Irish schools are safe, supported and included. This model has been adapted for use in services accessed by young people. The aim of this workshop is to ensure that educators and service providers can return to their organisation with a clear understanding of how to utilise the toolkit to inform their role and promote inclusion within their school or service.

Methods:

The accumulation of minority stress (Kelleher, 2009) in conjunction with anti-LGBTI+ bullying causes the deterioration of young LGBTI+ peoples physical/mental health (Mayock et al.,2009), greater suicide risk/self-harm (DCYA, 2017; BeLonG To & HSE, 2016), potential drug/alcohol abuse (Huebner et al., 2015) and poorer academic performance (GLSEN, 2017). The methodological underpinnings of the workshop are influenced by the essential literature highlighted and will utilise a 'whole-school-community approach' reflective of best practice nationally/internationally.

Result:

This workshop will utilise the toolkit intended for all staff across six keys areas: policy and planning, curriculum, safe and supportive environment, community partnership, direct support to young people and staff training and development. Following this workshop educators will be able to identify anti-LGBTI+ bullying and deal with it effectively while addressing other aspects of school life indirectly influencing LGBTI+ bullying in Ireland.

Discussion:

This workshop will incorporate research carried out by The Equality Authority (2010) and the National Anti-Bullying Research and Resource Centre DCU (2017) in response to the DES Action

Plan on Bullying (2013) which has established that Irish schools need to adopt a whole-school approach to LGBT inclusivity, including whole-school evaluation.

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Predictors of Bystander Behaviour in School Bullying: The Role of Cultural Diversity, Empathy and Norms

Anja Schultze-Krumbholz¹, Prof. Jan Pfetsch

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Title:

Predictors of Bystander Behaviour in School Bullying: The Role of Cultural Diversity, Empathy and Norms

Keyword:

Bystander

Audience:

Researchers

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Predictors of Bystander Behaviour in School Bullying: The Role of Cultural Diversity, Empathy and Norms

Introduction:

Cultural diversity is an important topic in increasingly multicultural schools. Culture as a shared system of beliefs and values, may relate to norms about aggression. However, through mechanisms of intergroup contact, cultural diversity may also be associated with higher social skills like empathy. Little is known about its relation to bullying bystander behaviour.

Methods:

$N = 321$ students aged 12 to 18 ($M = 14.99$, $SD = 1.64$; 56.1% males) completed self-report questionnaires. Bystander behaviour was measured as support of the victim, passive bystanding and reinforcement of the bully, and empathy as cognitive and affective empathy. Norms were assessed with subscales pertaining to verbal, relational and physical aggression. Further, a cultural diversity index was computed. Path analyses were conducted for each behaviour type. Age and gender were controlled for.

Result:

Cultural diversity did not significantly predict bystander behaviour directly or indirectly for support of the victim or passive bystanding. The total and the indirect effects of cultural diversity on reinforcement of the bully were significant. Less diversity was associated with more reinforcement of the bully. Cultural diversity significantly predicted relational and physical aggression norms, but not social skills.

Discussion:

Since the diversity index is a measure of numerical distribution, the result indicates that groups with majorities and minorities as compared to more equally distributed groups foster negative bystander behaviour. A lack of diversity is related to more negative norms regarding aggression on the individual level. Intergroup contact and more balanced class compositions might foster prosocial behaviour and attitudes.

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The Australian Student Wellbeing Framework: Australia's Education Response to Dealing with Bullying and Wellbeing:

Prof. Barbara Spears

The Australian Student Wellbeing Framework: Australia's Education Response to Dealing with Bullying and Wellbeing

Barbara A Spears¹

University of South Australia¹

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This presentation outlines Australia's response to the need, provision and development of national and State-based initiatives which deal with mean, bullying or disrespectful behaviour and student wellbeing overall. Australia had the world's first integrated approach to dealing with such behaviours, through its National Safe School's Framework, established in 2003, and derived from early research and evidence about bullying, and safe and supportive school environments. This overarching national Framework guided all Australian schools in their approaches and responses to bullying and similar behaviours, and has subsequently undergone several reviews and changes (2011; 2013; 2018) so that it meets the socio-cultural and socio-technical requirements of the times.

This paper outlines the most recent review and update of the National Safe Schools Framework, focusing on the co-design methodology and the outcome: the newly released Australian Student Wellbeing Framework which is now the overarching policy framework for every school in the country. A participatory design framework involving stakeholders as co-designers in the process, helped to identify and define the issues under investigation. A parallel convergent mixed methodology was utilised and online survey responses were from 614 educators, (school leaders, teachers, wellbeing, special education and pre-service teachers) parents and policy

makers were gathered. Respondents were representative of all Australian educational sectors and jurisdictions. A range of cultural backgrounds was represented, as were the voices of Aboriginal and Torres Strait Islander people, and those in metropolitan, rural, regional and remote areas of Australia. Thirty nine expert stakeholders were also purposively interviewed. Focus groups were conducted with young people of mixed age, gender, cultural backgrounds and socio-economic status from three states to explore their perceptions of school safety and wellbeing (N=34).

Responses were thematised and triangulated with additional youth written responses and existing literature and data from recent Australian quantitative research related to student voice on safety and wellbeing.

Cyberbullying of Post-Primary Teachers by Pupils in Ireland

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Cyberbullying of Post-Primary Teachers by Pupils in Ireland

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The cyberbullying of teachers by their pupils and the school community has not been researched as widely as peer cyberbullying. The primary focus of this research is to identify the phenomenon of the cyberbullying of post-primary teachers in Ireland. The cyberbullying of teachers by pupils is defined as "*the creation of digital texts, images and recordings that portray the teacher in ways that are demeaning and/or ridicule the teacher, which are then transmitted electronically to others*" (Kyriacou & Zuin, 2015, p.267). This research provides further understanding of the online lives of teachers in secondary schools, experiences of victimisation and how this in turn effects a teacher's perception of school climate and help seeking behaviour. Gathering data from 577 post-primary teachers, some of the variables for examination include how teachers self-regulate their profiles on social media, the security and privacy prevention tools used, role model behaviour and their attitudes towards communicating with students online. While 14.8% of participants were aware of another teacher experiencing cyberbullying, only 9.5% (n=55) were direct victims, victimisation predominantly occurred from pupils and parents. This research investigated the types of cyberbullying that teachers experienced and how this in turn effected their own perceptions of school climate by those who had and had not been cyberbullied. Results identify significant difference between victimised and non-victimised teachers. This research utilised a mixed methods design to provide further insight into teacher cyber victimisation, the implications of these findings and recommendations to develop support structures for teachers and schools is discussed.

Information Technology and Cyberbullying Behavior in South Thailand: A Test of the Goldilocks Hypothesis

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Information Technology and Cyberbullying Behavior in South Thailand: A Test of the Goldilocks Hypothesis

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Introduction

There has been concern about the effects of too much internet use on the mental well-being of young people. This has generally been phrased in terms of a displacement hypothesis, that the harms of internet exposure are directly proportional to exposure. This linear model has been contrasted with a Goldilocks Hypothesis, proposed by Przybylski and Weinstein (2017). This supposes that moderate levels of internet use may be the least harmful, that is a curvilinear relationship.

Method

We tested the Goldilocks Hypothesis on a sample of 1152 students (42% boys, 58% girls) aged 12 to 18 years, in 12 schools from 3 provinces in southern Thailand. We first report levels of ICT use. We then assess four measures of levels of internet use against the risk of being a victim of cyberbullying, as an indicator of mental well-being.

Results

Considerable support for the Goldilocks Hypothesis was obtained. For all four measures used - frequency of the use of the internet, time spent on the internet, number of places to use the internet, and number of different activities on the internet, there was evidence of significant curvilinear, as well as overall linear, trends, indicating greater risk both for very high use but also very low use of the internet.

Discussion

The results are discussed in terms of possible explanations of the findings, and also the implications for both interpreting earlier research and for conducting future research.

Keywords: ICT use, cybervictim, Goldilocks, curvilinear trend, cyberbullying, victimization, Thailand

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Reframing Bullying Prevention from Programmes to Systems' Supports: A Common Systemic Strategy for School Bullying and Early School Leaving Prevention

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Reframing Bullying Prevention from Programmes to Systems' Supports: A Common Systemic Strategy for School Bullying and Early School Leaving Prevention

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Much of the debate in international research on bullying centres around the efficacy or otherwise of bullying prevention programmes and key components of such programmes, frequently based on meta-analytic reviews. Yet programmes take place against the background of systems, whether system support services, school environments, wider cultural systems, as well as family and community systems. Many of these background system features are neglected in bullying research profiling of comparisons between individuals in such systems. A social-ecological approach recognises the need to examine family and community systems, and not only the classroom and school climate. However, this systemic scrutiny needs to be taken further to interrogate key enabling or hindering conditions in systems for causal interventions. In doing so, more scrutiny is needed to distinguish different levels of need, including complexities that require more than simply a prepackaged intervention programme based on an input-output model that minimises system dynamism and complexity. A wider focus on systems, including system blockages, invites a reframing of school bullying prevention to interrogate a common domain of relevant system supports with strategies seeking to prevent early school leaving. This includes more focus on multidisciplinary team work, links between family support services and schools, early intervention and outreach services, initial teacher education for school climate promotion, teachers' conflict resolution competences, and school absenteeism prevention system supports in a system of care.

The Development of Children's Judgement on Bullying

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Title of the abstract (word limit is 15) : **The Development of Children's Judgement on Bullying**

1.

- Presentation type (Oral, Oral or Poster, Poster, Workshop, Symposium) : **Poster**
- Keyword must be chosen from the list above : **School Bullying**
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- Name, affiliation, and job title of Presenting Author (this person will act as the main contact for this abstract; this person must be listed as the first author): **Dr. Xiangyang Huang, Educational Department of East China Normal University**
- Name, affiliation, and job title of co-author(s) : **Dr. Binbin Gu, Educational Department of Nantong University**
- Abstract:
This report is based on the interview with 520 students form Chinese primary and secondary schools and colleges conducted in 2015-16. Each of them is invited to tell a bullying story happened in campus and a story that someone else might regard as bullying but he or she doesn't think so.

The analysis of the materials shows that, as children grow up, their bullying judgment gradually expands from behavior judgment to event judgment, and finally matures to ecological judgment. Their criteria of judgment gradually transform from physical injury or material loss or relative loss to psychological injury caused by bullying behavior, and finally to the feelings of self-impotence and cowardice caused by incapable or ineffective response to bullying. And their bases of their judgment change from the objective cause of the injury to the subjective malice.

Bullying involves both objective facts and subjective consciousness. Children's bullying judgments may be affected by their own cognitive and emotional development level and different from the definition of bullying in the adult world.

A Children's Rights Perspective: Learning from complaints made to the Ombudsman for Children's Office Ireland about the management of bullying in schools.

Paraic Walsh, Nuala Ward

A Children's Rights Perspective: Learning from complaints made to the Ombudsman for Children's Office Ireland about the management of bullying in schools.

Introduction

The Ombudsman for Children's Office (OCO) promotes the rights and welfare of children under 18 years of age living in Ireland. We also look into complaints made by, or on behalf of children, about the actions of public bodies. Since our establishment in 2004 we have engaged directly with hundreds of schools across the country and heard from thousands of children and parents, as well as professionals working in the education system. We know a key challenge for schools is the complex and evolving problem of bullying among children. On average, over 40% of complaints made to the OCO annually relate to education and bullying is consistently among the five issues raised most frequently in education related complaints.

Although we have no role to substantiate allegations of bullying, we do consider the manner in which such matters are dealt with by schools. We would like to take this opportunity to share both our insight from responding to such complaints and to share the views from our consultation with over 300 children on bullying in schools that we completed in 2013 and which still resonates today. In particular we would like to share the type of complaints we receive and our insights on a range of issues that can impede schools' capacity to handle incidents of bullying effectively such as:

1. detecting bullying when it so often occurs out of sight of adults in schools or on-line
 - when there are divergent views on whether incidents between children should be deemed as bullying which in turn determines what policies to use,
 - being aware of when bullying may need to be viewed through the lens of child protection,
 - ensuring all of the adults are engaging effectively with each other in order to resolve matters in the best interest of the children

Cyberbullying, psychopathic traits, moral disengagement and school climate: The role of psychopathic level and gender

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Cyberbullying, psychopathic traits, moral disengagement and school climate: The role of psychopathic level and gender

Introduction: Recent developments in bullying research have led researchers to propose a more holistic approach in studying this phenomenon, such as the social-ecological diathesis-stress model (Swearer & Hymel, 2015). Such a model would be specifically useful for studying cyberbullying since it would add to the line of studies simultaneously investigating the individual and environmental factors contributing to cyberbullying/cybervictimization. The present study sought to investigate a social-ecological diathesis-stress model on how psychopathic traits, moral disengagement and school climate interactively relate to cyberbullying perpetration and victimization.

Methods: A sample of 407 adolescents aged 15-18 completed the Youth Psychopathic Inventory, the Moral Disengagement Scale, the School Climate Bullying Survey and the Personal Experiences Checklist

Result: The structural equation models performed provided support for a social-ecological diathesis-stress model for cyberbullying and cybervictimization. Different effects were present for participants differing in the levels of self-reported psychopathy and gender.

Discussion: The interrelationships among psychopathic traits, moral disengagement, school climate and cyberbullying and cybervictimization were differentiated based on the level of participants' self-reported psychopathy and their gender, i.e. gender and sex moderated these interrelationships. Implication for research and practice are discussed.

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The Potential of Teacher Professional Development for Relationships and Sexuality Education as a Protective Factor against School-Based Bullying: Some Proposals from the TEACH-RSE Research Study.

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Title:

The Potential of Teacher Professional Development for Relationships and Sexuality Education as a Protective Factor against School-Based Bullying: Some Proposals from the TEACH-RSE Research Study.

Abstract:

Teacher professional development has become '...a common tool for addressing challenges within the educational sector' (Spear and da Costa, 2018, p.202). One of the most serious challenges in education is the pervasiveness of school-based bullying with its consequent adverse impact on an individual's life outcomes. While research on protective factors against bullying is, according to Zych, Farrington and Ttofi, '...still in its relatively early stages' (2019, p.4) nonetheless, variables at the school-level such as school climate and school safety have been found to protect children and young people from bullying victimisation. Teachers contribute significantly to school climate and safety and thus, play a critical role in either fostering or inhibiting bullying at school level (Ullman, 2017, 2018).

This presentation is rooted in the authors' work on the TEACH-RSE research study investigating, for the first time in an Irish educational context, the potential of teacher professional development in preparing primary and post-primary teachers to teach Relationships and Sexuality Education RSE. Specifically, the presentation will examine teacher professional development for RSE as a potential protective factor against school-based bullying.