Contents

Oral

1. Theoretical perspectives

O1 – (OS) The Link between Social Emotional Learning (SEL) and Bullying Victimization: The Mediating Role of Classroom Climate

1. Theoretical perspectives

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Introduction: In recent decades SEL is widely recognized as an effective component preventing peer violence (Vreeman & Carroll, 2007, Smith & Low, 2013). Likewise, the negative association between students' perception of school climate and bullying victimization has been supported (Gage, Prykanowski & Larson, 2014; Eliot, Cornell, Gregory & Fan, 2010). Still, only a few studies examine how social emotional learning and perceived climate contribute together to bullying prevention efforts in schools (Yang, Chan & Mac, 2020). The aim of the present study was to fill this gap and test whether the connection between SEL and victimization is mediated by perceived classroom climate.

Method: Data were collected in 2019 as the first wave of an effectiveness study of the ENABLE anti-bullying program. A total of 1166 Hungarian adolescents (51.6% girls), aged between 10 and 18 years (M=12.87, SD=1.5) completed measures of social and emotional competence, classroom climate, perception of bullying involvement, attitude toward bullying.

Results: Mediation analyses were conducted using Hayes' PROCESS macro and findings yielded support for the mediating role of classroom climate, where social and emotional competence had only indirect significant effect on victimization. Classroom level analysis showed stronger effects compared to the individual level.

Conclusion: Results indicate that a student's lower level of social and emotional competence would not necessarily lead to bullying involvement, and a positive environment such as supporting class climate could diminish the negative effect of individual differences. These results are in line with the school-wide SEL approach (Devaney et al., 2006) and underscore that bullying is a social phenomenon that does not take place in a dyadic relation involving only victims

and perpetrators. Findings are discussed in terms of their implications for preventive anti-bullying interventions in schools.

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2. Participant roles in bullying

O2 – (OL) A Longitudinal Study on Stability and Transitions Among Bullying Roles：The Influence of Academic Achievement, Appearance, and SES

2. Participant roles in bullying

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Introduction: Most of the studies on the school bullying topic describe different bullying roles, and some researchers explore the developmental stability and change in these roles. However, very little is known about the potential predictors of these roles. This study explores the trajectories of stability and change in bullying roles through a longitudinal perspective in Chinese adolescents. Academic achievement, appearance, and social-economic status (SES) were examined as potential predictors of bullying roles.

Method: A sample of 2543 adolescents was followed up for 4 waves in two years. Participants reported their academic achievement and nominated their bullying/victimization and appearance, and their parents reported SES. All measures were conducted anonymously and approved by school administrators. Latent class analysis (LCA) was used to classifying participants into different bullying roles. Latent transitions analysis was used to identify the trajectories of stability and change in the bullying roles, while logistic regression was used to examine the effects of academic achievement, appearance, and SES.

Results: LCA identified 4 bullying roles: perpetrators, victims, bully/victims, and uninvolved. Prevalence rates of involvement in different bullying roles for boys more than the girls. The uninvolved were the most stable role with remained in the uninvolved group (>90.0%). Perpetrators and victims had relatively stable trajectories with most of the children remaining in the same role over time or becoming uninvolved. Bully/victim were the most unstable group mostly transitions to perpetrators or victims. In addition, high academic achievement can prevent the children from engaging the bullying. The children with being nominated negative appearance had more involved in bullying and being nominated positive appearance had less becoming victim. But the boys with

being nominated positive appearance and the girls with high SES had more becoming the perpetrators.

Conclusion: These findings extend our knowledge of the dynamic development of bullying roles and the individual factors that influence this.

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O3 - (OL) Dissociable Behavioral and Neural Correlates for Target-Changing and Conforming Behaviors in Experimental Bullying Situation

2. Participant roles in bullying

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Introduction: As a key instance of bullies, recent studies of bullying have emphasized the importance of target-changing, but the underlying behavioral and neural mechanisms are unknown.

Method: To reveal these mechanisms, we used the 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) participated in other players' bullying. We also conducted resting-state functional magnetic resonance imaging (rfMRI) experiment.

Results: We found target-changing and conforming to other participants' aggression are major driving forces of increased aggression (i.e., throwing strong balls). We also found that target-changing was correlated with a participant's extraversion, consistent with a bistrategic view, in which both prosocial and coercive motivations drive interpersonal aggression. In contrast, conforming to others was correlated with social anxiety. In addition, questionnaires about participants' past experiences of bullying suggested that target-changers and conformers were predominantly bullies and victims in the past. An analysis of rfMRI revealed that functional connectivity between the dorsal anterior cingulate cortex (dACC) and insula were correlated with target-changing behavior, while functional connectivity between the amygdala and temporo-parietal junction (TPJ) was correlated with conformity.

Conclusion: These results demonstrate that target-changing and conforming behaviors have dissociable behavioral and neural mechanisms and may contribute to real-world bullies' aggressions differently.

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Dissociable behavioral and neural correlates for target-changing and conforming behaviors in interpersonal aggression

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Behavioral and functional connectivity basis for peer-influenced bystander participation in bullying

K Takami, M Haruno,2019,Social cognitive and affective neuroscience 14 (1), 23-33

O4 - (OS) Does defending victims of bullying put youth at risk for internalizing problems?

2. Participant roles in bullying

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Introduction: It has been speculated that defending victims of bullying is stressful for youth, and may contribute to poor mental health among those who regularly intervene to defend their victimized peers (e.g., Lambe, Hudson, Craig, & Pepler, 2017). However, the extant literature is thus far primarily limited to correlational, single-informant studies. The current study examined the concurrent and prospective mental health costs (e.g., social anxiety, depressive symptoms) of defending. Moreover, we considered two potential moderators (victimization and popularity) of the association between defending and internalizing problems.

Method: We examined these questions among 4085 youth (43.9% boys; M_{age} = 14.56, SD = .75), using peer-reports of defending and popularity, and self- and peer- reports of victimization.

Results: Analyses revealed that there was no evidence of a direct, positive relationship between defending and internalizing symptoms. However, a positive, concurrent association was found between defending and social anxiety, but only among youth who reported that they were also victims – the association was negative among non-victimized youth. In addition, both peer-reported victimization and social status were found to moderate the longitudinal relationship between defending and later symptoms of depression. Specifically, among low-status highly victimized youth, defending was associated with an increased risk of experiencing symptoms of depression, whereas high-status youth who were rarely seen as victims reported decreased symptoms of depression at T2 if they also had a reputation for defending others.

Conclusion: The findings suggest that defending others is likely not a risk factor for youth who are not already vulnerable and/or have the protection of high status, and may actually have a protective effect for these youth.

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O5 - (OS) Effects of school level deprivation on the relationship between bullying, and emotional and behavioural problems in children

2. Participant roles in bullying

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Introduction: Background: Studies indicate that children who grow up in more socially deprived families are more likely to be involved in bullying. Less is known about the influence of social deprivation at the school level. There is also evidence that being involved in bullying is associated with increased emotional and behavioural problems, but again, it is not clear whether school level deprivation may influence the relationship between bullying involvement and later difficulties.

Aims: We will investigate whether there is a difference in the prevalence of victimisation, perpetration and other bullying roles, by school-level deprivation. We will also investigate the association between these roles and levels of emotional and behavioural problems, and whether this is moderated by school level deprivation.

Method: Our sample comprises 4,724 children aged 7-10, and 182 teachers, from 57 primary schools. Teachers completed questionnaires on each of their pupil's emotional and behavioural wellbeing (TSDQ). The children completed questionnaires about their experience of bullying and victimisation (OBVQ), as well as a self-report on their behaviours during bullying situations (indicating other bullying roles; PRQ). We also collected information on school size and level deprivation (percentage eligible for free school meals). This data comes from the baseline data collected between February and March 2020, as part of the Stand Together Trial, the first randomised controlled trial in the UK to implement

KiVa. Schools had not been assigned a condition at the time of this baseline data collection.

Results: Data is in the process of being analysed.

Conclusion: Implications: This research will give us an insight into whether socioeconomic disadvantage moderates the relationships between different bullying roles and children's emotional and behavioural problems. This has important implications for providing information on whether interventions might need to consider socioeconomic status of the school.

O6 – (OL) Empathy and Defending in Bullying Episodes in Pre-Adolescence

2. Participant roles in bullying

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Introduction: Previous research documents overall links between empathy and student efforts to defend victims during bullying episodes. However, the relationship between specific facets of empathy and defending styles is unclear. This study explored how different facets of empathy predicted ten different defending behaviours and whether those relationships varied by sex. The study considered both cognitive (perspective taking, emotion recognition) and affective (empathic concern) facets of empathy and the often-neglected concept of empathic anger and the nascent concept of active empathy, an action tendency based on feeling and/or understanding another's experience. Defender behaviours included assertive interjections, aggressive behaviour, empathic confrontations, consoling the victim, reporting the incident, encouraging reporting, approaching co-witnesses, mediation and, for comparison purposes, assisting/reinforcing the bully and passive bystanding (outsider behaviour).

Method: Students in grades 4-7 (N=269, 144 females) from diverse ethnic backgrounds completed self-report questionnaires about their feelings of empathy and their own defending experiences. Multiple linear regression analyses were conducted to determine relationships between *sex*, aspects of *empathy*, and their interactions in predicting defending behaviour.

Results: Findings showed that self-reports of higher levels of empathic anger, perspective taking and active empathy were significant in predicting positive defending behaviour, including assertive interjections, empathic confrontations, consoling, and mediation. Significant sex by empathy interactions were observed for aggressive defending. Specifically, higher perspective-taking predicted less aggressive responding in boys, whereas lower empathic anger and higher active empathy predicted more aggressive responses in girls. Overall, boys reported engaging in more mediation than girls. Results of regressions predicting reinforcer/assistant and outsider behaviours from

empathy were nonsignificant. The relative importance of each facet of empathy varied as a function of the type of defending considered.

Conclusion: The study highlights the need to consider specific types of *empathy* when exploring complex, social interactions, and suggests focusing interventions on higher-level forms of *empathy* to influence social change and defending.

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O7 - (OS) Latent Groups and Latent Traits of Participation in Bullying via Factor Mixture Analysis: An exploratory study

2. Participant roles in bullying

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Introduction: In previous research, participants in bullying as bullies, victims, and bystanders, have been identified based on theoretical conceptualizations and cut-off scores of behavioral measures (e.g., Salmivalli et al., 1996).

Studies on personality traits, however, suggest that natural behavioral types can have a prototypical structure with less defined borders (Rosch et al., 1976).

Hence, youth may show more nuanced patterns of behaviors of participation in bullying, and subpopulations may exist that are characterized by complex patterns of these behavioral dimensions.

Based on this hypothesis, we aimed to explore involvement in bullying by using a data-driven approach.

Method: Participants were 899 adolescents (51% females; 49% ninth-graders, 51% eleventh-graders) who answered an in-depth measure of roles in bullying (Belacchi, 2008). An innovative type of data analysis (Factor Mixture Analysis; Montanari & Viroli, 2010) was applied to identify latent dimensions of participation and latent groups characterized by different behavioral patterns.

Results: A strong and stable model emerged that included six latent behavioral dimensions and four latent groups.

Four of the six latent dimensions overlapped with already identified forms of participation in bullying, but two factors were new: Gregariousness and Disposition to take side.

The profiles of the four latent groups were only partially overlapping with the roles previously conceptualized and consisted of: one group (12%) of self-

centered aggressive adolescents, one group (11%) of more gregarious aggressive adolescents, one group of victims (26%), one large group of bystanders (51%) without a distinct pattern of behavioral tendencies. Even if a latent dimension of prosocial disposition was largely present in the sample, a group with a distinct behavioral profile as defenders of victims did not emerge.

Conclusion: These results shed further light on the factors that need to become target of anti-bullying interventions in order to promote bystanders' active prosocial behavior.

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O8 - (OS) Overlapping Bullying Participant Roles: A Longitudinal Latent Profile Analysis of Bullying Participant Behaviors

2. Participant roles in bullying

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Introduction: Bullying behavior is understood as a complex social phenomenon that includes many, and sometimes overlapping, bullying participant behaviors. Prior research has identified patterns of engagement or experiencing of bullying participant behaviors. For example, a commonly identified group is bully-victims (Haynie et al., 2001). Additionally, research has found the cooccurrence of defending, victimization, and outsider behaviors (Salmivalli et al., 1996) and a group of "pro-bullying" behaviors that are highly correlated with one another (i.e., bullying and reinforcing/assistant; Sutton & Smith, 1999). The goal of the current study was to use person-centered analyses (i.e., latent profile analysis; LPA) to determine groups of students based on levels of bullying, victimization, assisting, defending, and outsider behavior. Latent transitional analysis was also utilized to determine changes in group membership over a year.

Method: The current study included a sample of 13,288 students in grades 4-12 (51% male; 50% White). All participants completed the Bully Participant Behavior Questionnaire (BPBQ; Demaray et al., 2014) at two timepoints one year apart.

Results: The same four groups were identified at both timepoints: a) *Uninvolved-Occasional Defending*, with defending at a monthly rate and infrequent engagement in other behaviors; (b) *Frequent Defending-Occasional Victimization*, with monthly victimization and weekly defending behaviors; (c) *Frequent Victimization- Occasional Broad Involvement*, with weekly levels of victimization and monthly bullying, defending, and outsider behaviors; and (d) *Frequent Broad Involvement,* with weekly engagement in all of the bully participant behaviors. Descriptive characteristics of these groups will be presented as well as the transition of students among the groups from timepoint 1 to timepoint 2.

Conclusion: Participants will learn about: (a) the four groups identified via LPA, (b) descriptive information on these four groups, (c) how students transitioned among groups over the course of a year, and (d) how these overlapping bullying participant behaviors influence practice and research in bullying.

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O9 - (OS) Reciprocal longitudinal associations of defender self-efficacy with defending and passive bystanding in peer victimization

2. Participant roles in bullying

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Introduction: Peer victimization often ends quickly when peers support the victims (Hawkins et al., 2001) and is less frequent in school contexts where bystanders tend to side with victims (Salmivalli et al., 2011). Although some programs aimed at increasing bystander intervention have been proven effective, a meta-analysis has revealed small effect sizes for K–8 children (Polanin et al., 2012). Hence, understanding factors that are associated with bystander behaviors among students in these age groups is of paramount importance. Drawing on social-cognitive theory (Bandura, 1997), we investigated whether defender self-efficacy was longitudinally associated with defending and passive bystanding.

Method: We collected self-report questionnaire data at one-year intervals at five time points, from fourth to eighth grade (M_{age1} = 10.56, M_{age2} = 11.55, M_{age3} = 12.57, M_{age4} = 13.62, M_{age5} = 14.56). Data from 709 Swedish students were analyzed via a longitudinal structural equation modeling approach.

Results: The results revealed several significant associations, both in the direction from defender self-efficacy to the bystander behaviors and vice versa. Greater defender self-efficacy in grades 4 and 6 predicted more defending in grades 5 and 7, respectively, while less defender self-efficacy predicted more passive bystanding at adjacent time points across all grades. Furthermore, more defending in grades 4 and 5 predicted greater defender self-efficacy in grades 5 and 6, respectively, and more passive bystanding in grade 7 predicted less defender self-efficacy in grade 8.

Conclusion: This study adds important insights to the field, going beyond cross-sectional studies and suggesting reciprocal associations between defender self-efficacy and bystanders behaviors. In general, greater defender self-efficacy seems to motivate students to help victims and to inhibit them from passive bystanding. At the same time, defending the victim is likely to strenghten

students' beliefs of being capable of intervening effectively, while passive bystanding seems, in some occasions, to decrease students' perceived power to change bullying situations.

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O10 - (OL) Victimization trajectories in adolescence: Social position evolution throughout time

2. Participant roles in bullying

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Introduction: Victimization could be a chronic problem for many students. Previous research indicates considerable differences in the longitudinal evolution of victimization. These differences in the class of victimization trajectory could influence in how social position change over time. This research examined victim trajectories of adolescents and described how popularity, unpopularity, liked, disliked and friendship develop in each victimization trajectory. A total of 1,238 students (M_{age} = 12.22; SD = 1.72; 49% girls) participated in our study. Four latent trajectories groups were described, the majority of adolescents (85%) were identified as non-victimization group, while the others presented an increasing (3%), decreasing (5%) or chronic (7%) victimization trajectory. The General Linear Model results found no longitudinal differences in their popularity, liked, and friendship internal levels, while differences were found in their unpopularity and disliked internal levels. Differences among victimization trajectories were observed for all social position variables. Taken together, our findings suggest the importance of differentiating between positive and negative social positions when studying changes and evolution of victimization trajectories over time.

Method: From the total of 1,238 students, 477 (M_{age} = 12.04; SD = 1.76; 38% girls) were identified as victims at some of three measure times and were selected as participants in our study. Most adolescents (68.1%) reported a low and sporadic victimization trajectory, a small subset (about 8.8%) presented high and stable victimization trajectory, and the rest of victim students showed an increase or decrease in their victimization trajectories (5.5% and 17.6% respectively).

Results: The General Linear Model results associated the highest levels of perceived popularity and friendship with the sporadic victimization profile and the lowest levels of these dimensions with the high and stable profile. No differences were found in their friendship internal levels, while that differences were found in their popularity internal levels.

Conclusion: Together, our findings suggest that popularity evolution could play a relevant role in the direction of victimization trajectory over time. Whereas friendship, as affective social dynamic, present a stable description despite changes in victimization.

3. Teachers

O11 - (OS) A needs assessment on how to integrate attention for LGBTIQ in institutions for vocational education in Europe

3. Teachers

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Introduction: The European UNIQUE project has just started and aims to improve the situation of LGBTIQ students in vocational training in Poland, Bulgaria, Croatia, Greece and Cyprus by improving the safety and sensitivity of their environment, with a focus on teachers. The key strategy is to use Vocational Education and Training (VET) teachers as role models. This research is a needs assessment for the project.

Method: The needs assessment consists of two elements: a primary and a secondary research. The primary research focuses on mapping the needs of VET teachers and their direct environment, by doing a survey and carrying out focus groups with teachers and other stakeholders like students, parents, and community stakeholders. The secondary research is a desktop review of existing research on LGBTIQ issues in the pilot countries and in Europe as a whole, and on related good practices.

Results: The research will be done in April and May 2021 and the results will be available in September. Apart from the Netherlands, we are not aware of any research on the situation concerning LGBTIQ students specifically in vocational education or on their teachers. In Greece and Cyprus, one research has been done on teachers and LGBTIQ issues, but this was focused on primary and secondary schools. Based on these scant sources we expect that the levels of discrimination in the country of this project will be quite variable and that this will be influenced by external factors like general attitudes of populations and government policies (with Poland having very negative attitudes and a repressive government, and Cyprus having a relatively positive government policy, but conservative population attitudes).

Conclusion: We expect that the needs assessment will offer us some suggestions on what kind of challenges the project may face during its implementation, both within schools and in the general population.

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O12 – (OS) Blurred boundaries: Swedish schoolteachers' struggles with degrading treatment, harassment and school bullying

3. Teachers

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Introduction: Research has highlighted that degrading treatment, harassment and bullying are understood differently by different teachers, and that teachers are less likely to perceive verbal and relational interactions, such as name calling and social exclusion, as bullying. In this study, we investigate Swedish schoolteachers' understandings of the terms degrading treatment, harassment and bullying and consider the extent to which the conceptual boundaries between such behaviours may be blurred.

Method: The findings are based on ethnographic fieldwork conducted at three comprehensive schools in Sweden, including participant observations and group and individual interviews with schoolteachers. The findings are analysed in relation to Bronfenbrenner's social-ecological model. The study is part of a larger, ongoing research project investigating the connections between school bullying and the institutional context of schooling from the perspectives of both teachers and students.

Results: The findings demonstrate that teachers may experience difficulty in defining whether or not something counts as degrading treatment, harassment or bullying, and that teachers may engage in a hierarchization of incidents, from bullying down to degrading treatment. The findings also illustrate that the definitional work of teachers is not solely undertaken at the individual level but is also influenced by input from the microsystem, mesosystem, exosystem, macrosystem and chronosystem.

Conclusion: The study concludes that the 'juridification' of degrading treatment and harassment in Swedish schools may be contributing to a blurring of boundaries and a hierarchization of incidents, due to practicalities of teacher workloads and the juridified processes involved. As degrading treatment and harassment incorporate "most of what goes on", teachers may feel a need to blur the boundaries in order to prioritize their time and to focus their attention on those students they perceive to be most at risk.

O13 – (OS) Can teachers' pedagogical knowledge be a way forward for bullying prevention?

3. Teachers

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Introduction: Previous research has highlighted students' social and emotional learning as an important factor in preventing and reducing bullying in schools (Espelage, Low, Polanin, & Brown, 2013; Rigby & Slee, 2008; Vreeman & Carroll, 2007). Recently, scholars have also emphasised curriculum, learning and teaching as vital components in a whole-education approach (UNESCO, 2020) to bullying prevention. In line with these approaches, researchers have proposed 'community-building didactics' (Plauborg, 2016; Rabøl Hansen, 2014; Schott & Søndergaard, 2014), including teachers' choice of goals, subject contents and working methods in teaching, as an integrated pedagogical strategy to prevent bullying by enhancing students' sense of community and belonging in the classroom. So far however, this strategy has received little attention in bullying research.

Method: This presentation addresses this lacuna by drawing on data from a five-month ethnographic field study, including observations and interviews with students and teachers in four lower secondary classrooms in Norway. The study investigated how teachers support social learning through subject teaching in language and science. Data analysis was inspired by theoretical concepts emphasizing a social understanding of bullying (Søndergaard & Rabøl Hansen, 2018), curriculum making (Deng, 2017; Doyle, 1992; Priestley, Alvunger, Philippou, & Soini, 2021) and learning (Wenger, 1999).

Results: The study identified four main teacher-strategies to support students' social learning by; framing personal experiences as meaningful contents, facilitating community through peer assessment, using group work to develop shared practices and extending purpose to influence students' identities. These practices may strengthen students' sense of community and belonging, thereby preventing bullying, but also create problems such as obstructing students' academic learning and marginalizing vulnerable individuals in the classroom.

Conclusion: The study's findings are discussed considering previous bullying research, and how teachers can be empowered through their use of

pedagogical knowledge to prevent bullying in more educationally appropriate and sustainable ways, as part of a whole-education approach.

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O14 - (OL) Investigation Protocol for Bullying Incidents: Implications for youth with Disabilities

3. Teachers
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Summary: In the U.S., all 50 states and Washington D.C. have adopted legislation to address and prevent bullying among youth (Yell et al., 2016). Students with disabilities, including those with LD, are disproportionately involved in bullying (Rose et al.. 2015). When investigating and responding to bullying incident involving youth with disabilities, schools must have a systematic process, while considering federal civil rights and education legislation that prohibits disability-based harassment (Yell et al., 2016).
Purpose: This session will outline a systematic process for reporting, investigating, and responding to bullying incidents. This process is five-fold, including establishing a school-based bully prevention task force, conducting a school-wide climate assessment, determining a mechanism to make bully incident reports, establishing a protocol for investigating each report, and outlining an action plan for responding to confirmed cases of bullying. Presenters in this session will provide guidance on how to establish each of these components, including recommendations for task force construction, critical questions for school-wide climate assessments, examples of reporting protocols, tools for interviewing; observing; and collecting investigation data, and a action plan that is scaffolded to focus on skill development.

Research-based (optional): The foundation for this presentation, and the development of the investigation protocol was development by the Mizzou Ed Bully Prevention Lab. The development process included reviewing case law, relevant research, and best practices in bully prevention including the works of the Lewis & Rose (2013), National Academies of Sciences, Engineering, and Medicine (2016), Rose and Monda-Amaya (2012).

Expectations: Following this presentations teachers, school leaders, and community members will have the tools, resources, and information necessary to conduct a bullying investigation. This includes the development of a task

force, establishing school- or district-wide polocies and protocols, creating multiple mechanisms for reporting, conducting interviews, and making determiniations on reported bullying incidents.

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O15 – (OS) Perceived Teacher Responses to Bullying Affect Students' Bullying-Related Cognitions

3. Teachers

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Introduction: Bullying at school is a severe, harmful problem. Teachers play a key role in bullying intervention as they are assumed to be role models for students and set expectations for desirable behavior. Scholars suggested that teachers' responses to bullying incidents may predict students' cognitions that are associated with their bullying behaviors. However, research is scarce. To address this gap, this vignette study investigated whether experimental manipulation of teacher responses induces differences in students' cognitions. Additionally, it was examined whether students' own participant role behaviors moderated these effects.

Method: Fourth-to-sixth graders (N = 910, M_{age} = 11.04 years, 47% boys) were randomly assigned to four conditions and read one vignette describing a hypothetical teacher's response to a same bullying incident. Afterwards, students completed questionnaires about their cognitions and manipulation checks. The investigated teacher responses were non-response, comforting victim, correcting bully, and a combination of comforting victim and correcting bully. The investigated student cognitions were perceived teacher bullying attitudes and moral disengagement, willingness to report bullying to the teacher and expectations regarding peer participant role behaviors. ANOVAs were executed.

Results: Following active responses, students perceived stronger teacher anti-bullying attitudes and less teacher moral disengagement, even more so when the bully was corrected. Further, when the bully was corrected, students were more willing to report bullying than when only the victim was comforted. Finally, following active responses, students expected less pro-bullying behaviors, more defending and less victimization in the vignette's classroom. No moderating effects of students' own participant role behaviors were found.

Conclusion: We found strong evidence for effects of teacher responses on students' cognitions about the teacher and peers. Responses clearly showing that bullying is not tolerated had more beneficial effects. We encourage teachers to be aware that students can infer beliefs from their responses to bullying which may, in turn, affect classroom bullying processes.

O16 - (OL) School climate and anti-bullying practices used by school staff

3. Teachers

Alexandra Bochaver

Nataliya Gorlova, Kirill Kirill

Introduction: School teachers and authorities play an important role in reducing and preventing bullying (Yoon, Bauman, 2014). This pilot study is devoted to the analysis of the views of school employees about their activities towards bullying.
Method: The online survey involved 214 school employees from different regions of Russia, who described the current school climate and the practices to reduce bullying and improve school climate provided by themselves and their authorities; thematic analysis was used.
Results: Three categories of practices used both by teachers and psychologists, and their authorities (from the respondents ' point of view) were identified: proactive activities; reactive activities; and ignoring/destructive behavior. In schools where the climate is described as positive, the frequency of bullying is significantly lower compared to schools where the climate is described as stressful (U=1571.5, p < .001); bullying situations faced by teachers significantly more often are recorded in schools where the management ignores bullying (U = 1897, p < .05).
Conclusion: This pilot study problematizes questions about how Russian school staff respond to bullying situations and shows the need for further research.

O17 - (OL) Teacher Responses to Peer Victimization with Victims with Emotional and Behavioral Problems: A Experimental Study

3. Teachers

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Introduction: Peer victimization is a socio-ecological phenomenon that involves the victim, perpetrator(s), and bystanders (Swearer & Espelage, 2011). Most bullying occurs at school, where teachers play a vital role in responding when it occurs. Youth with emotional or behavioural problems, who are already at risk for peer relationship problems (e.g., Mikami & Mercer, 2017), are more likely to be victims of bullying than their typically developing schoolmates (e.g., Rose, Monda-Amaya, & Espelage, 2011). The present study investigated how teachers perceive and respond to bullying aimed at children most for victimization: those who display emotional and behavioural problems.

Method: A between-group experiment was carried out with a sample of 289 teachers of grades 1 through 7. Teachers watched one of six videos depicting either a male or female student who displayed either externalizing, internalizing, or typical student behaviours and then is verbally and socially abused by peers, the most common form of bullying experienced by students (e.g., Hymel, 2021). Teachers then reported on their perceptions of what occurred and how they would respond to the bullying.

Results: Teachers reported high intentions to intervene across experimental conditions, with greater likelihood of intervening indirectly (e.g., consulting staff, referring to counsellor) with victims who displayed externalizing and internalizing behaviour than those displaying typical student behaviour. Teachers reported less sympathy and more responsibility for being bullied for students who displayed impulsive/defiant (externalizing) behaviors. Teachers also reported greater likelihood of reprimanding victims and empathizing with bullies, and less intention to refer bullies to administrators in scenarios with externalizing victims than either internalizing or typical victims.

Conclusion: Results highlight the high salience and vulnerability of students to differential treatment from teachers in the case of peer bullying. Findings are

discussed in relation to implications for children at risk of peer victimization and teacher training initiatives.

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O18 - (OL) Teachers ability to notice bullying in new schools settings.

3. Teachers

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Summary: Covid 19 outbreak and the consecutive mobility and gathering restrictions has displaced school teaching settings from school grounds to online environments.

Purpose: This paper interrogates how these new classroom settings have affected the ability of teachers to notice, intervene and report when bullying occurs among students. We have framed this study in the period that comprehends February 2020 to April 2021 and specifically tackles the need to adapt to new settings by acknowledging the challenges and sharing the successes with the research and practitioners community.

Research-based (optional): We explore if primary and post-primary teacher participation in the FUSE programme have increased their self-efficacy in dealing with bullying in the new classroom settings. The questionnaire is developed in order to measure teachers' self-efficacy to notice a bullying incident in new digital classroom settings, to understand the emergency to take action, to take personal responsibility, to gain knowledge on how to tackle the incident, and ultimately, to take action.

Expectations: The data is currently being collected. It will highlight teachers' beliefs about their ability to tackle bullying incidents in contemporary classroom settings. All results will be ready on time for WABF.

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O19 - (OL) Teachers' Perceptions of Anti-bullying Training

3. Teachers

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Summary: Research findings reveal that middle school students experience higher rates of bullying, which negatively affect their well-being and ability to learn. Teachers are a mainstay in reducing bullying, however, little is known about the effects of anti-bullying training on teachers' ability to prevent and address school violence. A thematic synthesis of the literature on middle school teachers' perceptions of their anti-bullying training revealed a dichotomy in the teachers' perceptions of their training, which teachers described as both helpful and unsupportive. This presentation explores themes that reveal teachers' perceptions as a way to understand how a) professional development helps teachers reduce school violence and b) policymakers can address gaps in teachers' anti-bullying training.

Purpose: To understand what qualitative research into the perceptions of middle school teachers regarding their anti-bullying reveals about teachers' ability to reduce school violence.

Research-based (optional): Thematic analysis of qualitative literature on middle school teachers' anti-bullying training.

Expectations: Participants will explore middle school teachers' perspectives regarding their experiences with anti-bullying professional development and the ways policymakers can address gaps in teachers' anti-bullying training.

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O20 - (OS) Teachers' motivational orientations: Associations between teachers' self-efficacy, self-regulation, empathy, and interventions in bullying

3. Teachers

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Introduction: Teachers must have sufficient intervention competence to intervene successfully in bullying situations. In addition to knowledge and beliefs, motivational orientations are considered important components in teacher competence models (Kunter et al., 2013). Motivation can include all aspects that influence if, with which intensity, and how people act. In the context of bullying intervention, this includes self-efficacy, empathy, and self-regulation. However, while self-efficacy is one of the most investigated motivational aspects of teachers (Fischer et al., 2020; Kunter, 2013, Lauermann et al., 2020), the other aspects – self-regulation and empathy – have only been seldomly investigated in the context of student bullying (Berkovich, 2020; Fischer & Bilz, 2019).

Method: Based on findings from published single studies as well as unpublished analyses, the associations between teachers' motivational orientations (self-efficacy, self-regulation, empathy) and their likelihood of intervention (reported by teachers and students) as well as their students' bullying experiences (as bullies, victims, and bully-victims) will be presented. All analyses are based on a study that was conducted in Germany with more than 2,000 students and 556 teachers at 24 schools. Teachers' likelihood of intervention was assessed in bullying situations that have been reported retrospectively by students and teachers. Logistic regression analyses (multilevel analyses when appropriate) have been conducted.

Results: Findings show that teachers' self-efficacy was associated with teachers' likelihood of intervention from the teachers' perspectives. Also, students whose teachers reported higher self-efficacy and a higher tendency to reflect their behaviours thoroughly and choose wisely (a component of self-regulation) reported fewer bullying experiences. The students' perspective on the teachers' likelihood of intervention was associated with experiences as bullies, bullied, and bully-victims, but could not be explained by teachers' motivational orientations.

Conclusion: Possible underlying pathways and areas requiring further research as well as practical and theoretical implications will be discussed.

O21 – (OS) Teachers' Perceptions of their Efforts in Fostering Parents' Involvement in School Bullying Prevention

3. Teachers

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Introduction: A meta-analytical review of the effectiveness of the bullying prevention programmes indicated that these programmes were effective in reducing bullying perpetration by 19–20% and victimisation by 15–16% (Gaffney et al., 2019). Programmes, which also included parent meetings was correlated with a more significant reduction in bullying perpetration (Ttofi & Farrington, 2009). The involvement of parents has been recon as an important factor in bullying prevention.

The aim of the study is to indicate possible differences among teachers in how they involve parents in school bullying prevention related to gender and teaching grade.

Method: The study was carried out using a *quantitative* survey approach. Data were collected through a standardised internet-based questionnaire. There were 82 teachers (females: n = 63, 76.8%; primary education teachers: n = 68, 82.9%) from 13 Norwegian schools, running the Olweus Bullying Prevention Programme (Olweus, 2001; Olweus & Limber, 2010).

Results: The study's results revealed that at the classroom level of the OBPP, teachers put the most efforts in organising parents' meetings at least once per school year, where ongoing work against bullying was discussed ($M = 4.01$, $SD = .71$), and the least efforts – in inviting parents to collaborate in helping students ($M = 3.44$, $SD = 1.12$). Meanwhile, at the individual level, teachers put the most efforts in asking about bullying in the individual conversation with a student and his/her parents ($M = 4,51$, $SD = .50$) and the least efforts - in documenting all the work, which have been done in a bullying case ($M = 4.07$, $SD = .73$).

Conclusion: Statistically significant differences between teachers' efforts to involve parents in bullying prevention at the classroom as well as individual levels of the OBPP have been obtained by applying one-way repeated measures ANOVA. However, no significant differences in scores for males and females as

well as primary and lower secondary education teachers have been obtained by conducting independent-samples t-tests.

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O22 – (OS) Teachers' sentiment about physical appearance of school students correlated with student-teacher relationship quality and bullying victimization

3. Teachers

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Introduction: Students' characteristics, including both mental and physical characteristics, are important factors for their teachers to form sentiments about them. Compared to mental characteristics, students' physical appearance characteristics, which may also have an influence on student-teacher relationship quality and school bullying victimization, are less explored. In this study, the relationships among teachers' sentiment about students' physical appearance, student-teacher relationship, and school bullying victimization were examined.

Method: Participants (1123 students and 72 teachers) were recruited from 13 primary and secondary schools in northern Italy. The final valid participants were 1081 students and 71 teachers. Students reported their involvement in bullying victimization by filling out the Adolescent Peer Relations Instrument. Teachers rated relationship quality with their students by filling out the Student-Teacher Relationship Scale, and reported their sentiments about students' physical appearance by answering an open-end question ("What physical characteristics of this child are particularly noteworthy, in a positive or negative sense?", analyzed by using the NRC Emotion Lexicon. Correlation analysis and mediation analysis with a multi-categorical antecedent were conducted in SPSS.

Results: Students whose physical appearance were positively described tended to have closer ($r = 0.24$, $p < 0.001$) and less conflictual ($r = -0.09$, $p < 0.05$) relationships with their teachers, while those negatively described tended to have more conflictual ($r = 0.17$, $p < 0.001$) and less closer ($r = -0.18$, $p < 0.001$) relationships. Mediation analyses further revealed that student-teacher relationship conflict plays a mediating role in the relationship between receiving negative evaluations on physical appearance and students' bullying victimization involvement.

Conclusion: Results confirmed the relationship between teachers' sentiment about students' physical appearance and students school adjustment. The education practitioners (e.g., teachers and school administrators), policy makers, and others may benefit from these results to prevent students from being involved in school bullying victimization.

O23 – (OS) Understanding Teachers' Behavior in Tackling Bullying Through a Direct Test of the Theory of Planned Behavior

3. Teachers

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Introduction: Despite the expanding body of research on school bullying and interventions, knowledge remains limited on what makes teachers intervening in bullying situations. We performed a systematic literature review on teachers' characteristics and behaviors in identifying, preventing, and reducing bullying, which led to developing a theoretical framework that synergized all elements contributing to understanding teachers' attitudes towards bullying and victimization, their likelihood to intervene, and specific intervention behaviors and strategies. Based on the Theory of Planned Behavior, the model used teachers' characteristics and behaviors that explains identifying, preventing, and reducing bullying.

Method: Data were collected among 110 primary school teachers (M_{age}=42 years, 87% female, 10 schools) and 66 secondary school teachers (M_{age}=40 years, 44% female, 5 schools) before they received training in the KiVa Anti-bullying program (primary schools) or the GRIPP anti-bullying program (secondary schools). For this study, we analyzed data on all elements of the framework, to test whether these contribute to teachers' behaviors to tackle bullying.

Results: In structural equation models, we will test whether teachers' attitudes (including empathy towards victims), behavioral control (including self-efficacy and attribution styles), subjective norms (including perceived principal and colleague support and cooperation), and knowledge (referring to knowledge on type of bullying and its consequences) predict teachers' likelihood to intervene, which, in turn, may affect their strategies (including targeting bullies or victims, targeting the group, involving other adults, or ignoring the situation) in six hypothetical situations. The ultimate test will be whether these teacher factors relate to the bullying prevalence as measured by both self- and peer-reports of their students.

Conclusion: The results of this study will emphasize individual and environmental factors that affect teachers' bullying intervention strategies and

the effectiveness. As such, it provides empirical insights into elements that teacher training sessions as well as anti-bullying programs may include on to tackle bullying more systematically.

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O24 – (OS) "It's hard to be everywhere": Teachers' perspectives on spatiality, school design and school bullying

3. Teachers

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Introduction: Research has found that incidents of school bullying often occur on the school playground during breaks and that students commonly report feeling unsafe on the playground because of the risk of being bullied. Improved playground supervision has been found to be an effective component of anti-bullying programmes. However, while some researchers have pointed to the importance of school design, there has been little consideration of how spatial aspects influence teachers' ability to intervene in bullying situations. In this study, we explore teachers' perspectives on how environmental (e.g., architectural design), social (e.g., interactional norms) and structural (e.g., timetabling) elements of school spaces affect social relations between students and how environmental and structural elements affect teachers' ability to deal with school bullying.

Method: The findings are based on ethnographic fieldwork conducted at three schools in Sweden, which included participant observations and interviews with schoolteachers. The study is part of a larger, ongoing research project investigating the connections between school bullying and the institutional context of schooling.

Results: The findings illuminate how the environmental, social and structural elements of school spaces affect not only social relations between students but also teachers' ability to prevent school bullying from occurring. Rather than focusing solely on social and structural elements, the findings demonstrate that it is also necessary to focus on environmental elements and how these different spatial elements interact.

Conclusion: Taken as a whole, the study suggests that rather than focusing on the surveillance and policing of behaviour in schools, it is necessary to address the issue of school design and pay more attention to how physical space becomes social space. Indeed, the study highlights the importance of looking beyond the issue of supervision in schools and considering in more detail the

ways in which spatiality and school design influence school bullying and preventative work in schools.

4. Parents

O25 – (OL) Digital Realm Requires New children rights and new Parental Obligations

4. Parents

Liat Franco[1]

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Summary: On February 2021, The UN Committee on the Rights of the Child adopted General Comment 25 on Children's rights in relation to the digital environment. It clarifies what the digital environment means for children's civil rights and freedoms and explains why States and other duty bearers must act and how they should act. Notwithstanding the significance of this adoption, we should not overlook additional key players such as parents and educators that hold a critical role in creating a safe online environment.

Children are digitally savvy; they master the digital domain and actively participate, shape, and create digital content. Children's digital capacities however may be vastly outweighed due to their limited reasoning skills and contrained understanding of the implications of their behavior.

Thus, the digital domain introduces an anomaly: on the one hand children exert a great deal of power in the digital domain, on the other hand they are vulnerable and susceptible to grave harm. The digital realm is something of a "wild playground" where their rights are often threatened suprisngly by other children. With this in mind, it is high time we questioned the antiquated notions of children's autonomy and best interest of the child. Notions that were originally reactive conceptions to a long-gone reality where children were controlled by adults according to historic paternalistic notions and in need of such assistive terms such as 'children's autonomy' and 'best interest.' Since technological developments create new social realities which the current legal regime is ill-equipped to address, as exemplified by the breadth of online risks we need to reexamine existing norms. policies and legal frameworks regarding parental as well as educational reponsibility models.

Purpose: Reframing parental responsibilty in the digital realm

Expectations: reaxaming parental and teacher's responsibility.

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O26 – (OL) What are children doing on the Internet? (parents' opinion)

4. Parents

Andrey Sidenko[1]

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Introduction: What resources children use on the Internet worries parents. According to the annual survey conducted by the Kaspersky, parents have conflicts related to the Internet life of a teenager. 43% of parents talk about it. At the same time, we conduct seminars for parents of their children, as well as school teachers, on the topic related not only to online threats, but also to ethical aspects of behavior on the Internet.

Method: We teach parents and children about the basics of Internet safety. This is an integrated approach that includes:

1. Informing about the threats that parents and children may face in the network (format: intellectual games, quizzes, quests, etc.)

2. Creation of an Internet resource (articles and shows on YouTube), which helps different generations to understand each other. https://kids.kaspersky.ru

3. Technical solutions that allow you to ensure the safe use of the Internet.

For 2020, the total audience for our internet safety events was 500,000 people and includes parents, school students, and school teachers.

Results: Only 30% of parents are familiar with the concept of cyberbullying, moreover, many of them are sure that the problems of bullying on the Internet have only online manifestations and in no way affect the life of a child offline. 19% of parents did not discuss online safety rules with their child, but they believe that it should be done. Therefore, we are confident that conducting such classes helps to raise awareness of the threats that can be found online, and therefore to have knowledge of how to avoid them.

Other the results will be presented during the performance

Conclusion: We are confident that educating parents about the Internet threats they and their children may face helps all participants in the process of educating and raising children in the world of information.

Selected references

kids.kaspersky.ru/

5. Bias or identity-based bullying

O27 - (OL) Bias-based bullying among transgender and non-binary adolescents: Associations with psychological & educational functioning

5. Bias or identity-based bullying

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Introduction: Transgender and non-binary (TNB) youth experience significant disparities in multiple domains, including bias-based bullying, mental health, and school functioning (Eisenberg et al., 2017; Thoma et al., 2019). However, with few exceptions studies with TNB youth have been restricted in their sampling approaches (e.g., clinic-based recruitment), which has rendered findings ungeneralizable to TNB youth more broadly. To fill these gaps we recruited adolescents from across the United States through social media to participate in a longitudinal study. The current paper explores the prevalence and correlates of bias-based bullying, along with protective factors, using Time 1 data.

Method: Ads on Facebook and Instagram directed youth to the study's website, where adolescents were invited to complete a brief screener to determine eligibility criteria (i.e., 14-17 years-old; identify as TNB). The IRB approved a waiver of guardian consent. Eligible participants completed online surveys assessing bias-based harassment, mental health, social support, and structural supports.

Results: 252 TNB adolescents completed surveys (Mean age: 16.07, SD = 1.01; 63% White, non-Hispanic; 96% sexual minorities). Bivariate analyses indicated high rates of bullying due to gender (57.4%), gender expression (55.8%), physical appearance (61.5%), and sexual orientation (55.4%). Bias-based harassment was linked to functioning. As one example, youth reporting gender-based harassment were more likely to report self-harm (64% vs. 36%) and feeling unsafe at school (76% vs. 24%) than their peers. Subsequent multivariate analyses will explore peer and family support as moderators of the association between bias-based bullying and functioning.

Conclusion: Findings highlight high rates of bias-based harassment among gender minority youth, and that when TNB youth are not exposed to bias-based harassment they report better psychological and school functioning. Taken

together, results point to the necessity of more nuanced explorations of the experiences of TNB youth.

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O28 - (OL) Bias-based bullying towards Sexual and Gender Minorities: Asian contexts and future perspectives

5. Bias or identity-based bullying

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Introduction: Despite an increase in positive attitudes toward the LGBTQ+ in Western countries and many empirical researches conducted in these countries, not much attention has been paid to LGBTQ+ issues in Asian contexts. Many LGBTQ+ youths continue to experience victimization in schools. In this discussion, we focus on LGBTQ+ issues in several Asian school contexts. We gathered information from Thailand, Hong Kong, China, and Japan.

Method: In this study, we compared these four contexts concerning; 1) students' experiences of bias-based bullying and teasing on sexual and gender minorities in schools, 2) teachers' knowledge and experiences related to LGBTQ+ issues, 3) teacher's training programs on LGBTQ+ related content, and 4) intersectional bullying and violence towards LGBTQ+ youths in school contexts.

Results: In Thailand (2014), 58% of LGBTQ+ secondary students (and 25% of non-LGBTQ+ students) reported bullying victimization based on anti-LGBTQ+ bias in the past month. Schools lacked anti-bullying policies, and teachers had a limited understanding of both bullying and LGBTQ+ issues. In Hong Kong (2019), teacher allies suggested the following themes for sexual prejudice reduction programs to support LGBT+ students: 1) Starting sexual diversity training officially; 2) reconsidering assumptions; 3) engaging with relevant cultural knowledge and skills; and 4) using dialogue as a training strategy. In China (2019), 85% of Chinese LGBTQ students reported that they felt depressed and 40% had suicidal thoughts. Though the majority of LGBTQ students felt safe at school, the schools lacked LGBTQ-specific policy, teacher training and curriculum. In Japan(2015), 80% of LGBTQ+ students reported being bullied and 30% of them reported that

those bullying were from teachers. Most of teachers have knowledge related to LGBTQ+ but confessed that they don't have enough skills to cope with LGBTQ+ situations.

Conclusion: Based on these results, we need a cross-national studies on LGBTQ+ issues in Asian contexts in the near future.

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O29 - (OL) Bias-based bullying: An European cross-national study

5. Bias or identity-based bullying

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Introduction: Research demonstrates that lesbian, gay, bisexual, transgender, queer (LGBTQ) youth are more vulnerable to compromised mental health and school achievement because of experienced minority stressors at school such as bias-based bullying. However, the existing knowledge of the experiences of European LGBTQ students is limited.

Method: We report on preliminary findings from an ongoing European cross-national study on the experiences of LGBTQ students from eleven countries in Europe (Austria, Belgium, Croatia, Greece, Ireland, Italy, Latvia, Netherlands, Slovenia, Spain, Portugal, United Kingdom). LGBTQ students' risk and protective factors are examined at the individual, school, and country levels. The goals are 1) To examine how experiences of bias-based bullying are associated with mental health and school achievement; 2) To determine how school and community characteristics influence the incidence of bias-based bullying; 3) To cross-nationally compare the experiences of LGBTQ youth. Using an internet-based anonymous survey, students report on individual characteristics and experiences at school, minority stressors, mental health, and school achievement. School-level information includes school policies and practices and aggregated measures of school climate. Finally, data is merged with independent publicly available information about school and community characteristics.

Results: Utilizing a multiple-group comparison approach, we will provide preliminary findings on the differential effects of risk and protective factors for bias-based bullying and the associated mental health and school achievement across the enrolled countries. Moreover, we will briefly review the project's design and we will focus on methodological implications underlying European cross-national collaborations in LGBTQ research.

Conclusion: Overall, this European cross-national study provides a unique opportunity to evaluate the consistency of minority stressors for LGBTQ students in Europe, and would greatly inform research, policy, and intervention efforts with

a greater understanding of the influence of cultural and societal norms on experienced minority stress at school.

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O30 – (OL) Bias-Based Bullying: The Protective Role of Teacher Intervention

5. Bias or identity-based bullying

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Introduction: Sexual orientation- and gender-based bullying continues to plague secondary schools, affecting sexual and gender minority youth in particular. One approach to reducing bias-based bullying incidents is to encourage bystander intervention.

Method: To test the efficacy of this approach, we tested the following hypotheses using multilevel modeling: 1) In schools characterized by higher levels of teacher intervention, students would report lower levels of sexual orientation- and gender-based bullying; 2) In schools where discriminatory language among students is more prevalent, bias-based bullying would be more common in schools with low levels of teacher intervention compared to schools with high levels of teacher intervention; and 3) In schools where discriminatory language is more prevalent, bias-based bullying would be more common for sexual and gender minority students in schools with low levels of teacher intervention compared to schools with high levels of teacher intervention, whereas smaller differences would be detected between low and high levels of teacher intervention for heterosexual and cisgender students. The sample included 97,249 students from 180 secondary schools who completed a survey on bias-based harassment in 2017–2019; 14.68% of the participants self-identified their sexual orientation as lesbian, gay, bisexual, questioning, or something else (LGBQ+), and 2.48% self-identified as transgender or questioning (TQ).

Results: Results from preliminary analyses support the first two hypotheses, giving a reliable basis to believe that bystander intervention is an effective approach to reducing bias-based bullying in schools.

Conclusion: We advocate for schools to promote awareness of and expand support for LGBTQ+ issues, and to encourage teachers and other school personnel to intervene against the use of discriminatory language and bullying.

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O31 – (OS) Bullying and diversity – bias-based bullying in school

5. Bias or identity-based bullying

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Introduction: Bullying practices among students may entangle social exclusion and harassment based in the reiteration and maintenance of social categories such as gender, sexuality, race, ethnicity and socio-economic background.

Method: The discussion in this paper is grounded in: **1. Research on bullying** conceptualized as practices produced through intricate social mechanisms. One of these mechanisms emerge from students' efforts to build communities of belonging and navigate social exclusion anxiety by demarcating group boundaries and designating outsider positionings to particular peers. Mechanisms of this sort thrive in schools permeated by low tolerance, lack of social and subjective recognition and inclusive adult support. **2. Research on social categories and intersectionality** in schools and higher education. **3. Research on sexualized digital practices** among students and young people, including harmful sharing of nudes and shaming of targeted peers.

Results: The entangling of bullying and social categorization via gender, sexuality, race, ethnicity and socio-economic background entails multiple potentials of mutual reinforcement while also potentials for challenging bullying behavior. Some of the **risks of reinforcement** are bound to students' as well as teachers' taken for granted normativities linked to social categories. Adults e.g., may turn blind to and even support bullying translated into social policing along the boundaries of social categories that align with normativities and social structures inherited as part of the socio-material conditions shared by teachers and students. However, reiterating narrow identity categories as part of bullying may also enable students to call for **collectively shared opposition** and thereby potentially break their individualized positioning as victim of bullying.

Conclusion: Forming identity and belonging by producing outsider positionings is a central aspect in how not only bullying but also the formation of social categories work. Research is needed to **unravel the mechanisms involved in the two simultaneously similar and different ways** of producing destructive respectively privileged social positioning and belonging.

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O32 - (OS) Bullying, discrimination, and school exclusion - student-voiced research on school absence and bias-based bullying in school

5. Bias or identity-based bullying

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Introduction: Prevailing discourses tend to individualize school absence, bullying and early school leaving. In doing so, structures and bias-based practices and potential exclusion related to e.g. race, ethnicity and gender are often left unadressed.

Method: The paper draws upon: 1. Research on exclusion and marginalization focusing students' processes of marginalization in educational settings related to a lack of access to participate in the school and to some students' limited influence on conditions in their everyday school lives. 2. Research on social categories such as race, ethnicity and gender and the meaning-making and implications of these social categories for students' agency within an educational setting. 3. Student voiced research as a way of breaking with individualizing discourses that tend to place the problem within the student. This research enables us to understand intricate social mechanisms in the school context that would otherwise remain invisible.

Results: Studies in teachers' expectations have shown how social categories such as gender, race and ethnicity are intertwined in understandings and expectations related to certain students in upper secondary schools. Some teachers may as part of a larger school culture - even if unintented - support discrimination, exclusion and bullying by their own biased relating. Listening to students narrating from their veryday school lives enables us to examine the implications of this as well as the underlying processes of bullying, exclusion and discrimination that may lead to early school leaving and absence as potentially relevant decisions.

Conclusion: Biaased reiterations of social categories are part of societal structures and invite both students and teachers to join in biased meaning making and agency. Research founded in empirical data informed by the lived and embodied experiences of youth is needed, to gain insight into the rationales and dynamics that co-constitute/break with these structures, which may lead to school absence, bullying and early school leaving.

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O33 - (OS) School Bullying and Learners with Disabilities: A review of global research

5. Bias or identity-based bullying

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Summary: The United Nations Educational, Scientific and Cultural Organization (UNESCO) commissioned a scoping review to assess what is known about the prevalence and nature of school bullying involving learners with disabilities and factors which may increase or reduce vulnerability. The research team, which included students with disabilities, conducted stakeholder interviews, focus group discussions with current and former students with disabilities, and an extensive literature review. The review found that across all relevant studies learners with disabilities were at least as likely as their non-disabled peers to be victims of bullying and in most cases were substantially more likely to be victimized. This was true for every level of schooling and all types of violence. Gender, disability type, age, previous exposure to violence, family disadvantage, and school setting, among other factors, affect student vulnerability. A school culture promoting inclusive education, mutual respect and zero tolerance for bullying and discrimination can make learners with disabilities less vulnerable to bullying.

Purpose: The purpose of the study was to identify the extent to which school bullying is a barrier to realization of the right to inclusive and quality education for learners with disabilities and identify promising strategies to reduce school bullying targeting such students.

Expectations: A summary report with the findings is forthcoming from UNESCO.

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O34 – (OL) Weight-Based Cyberbullying: Implications for Adolescent Health

5. Bias or identity-based bullying

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Introduction: Weight-based bullying is the most common form of adolescent peer harassment across sociodemographic groups (Bucchianeri et al., 2013), and impairs emotional and physical health (Puhl & Lessard, 2020). However, despite the ubiquity of cyberbullying among youth (Kowalski et al., 2014), surprisingly little is known about weight-based cyberbullying. To address this research gap, the current study examined prevalence of electronic forms of weight-based peer mistreatment and its implications for adolescent health.

Method: A cross-sectional study was conducted with a sample of 452 adolescents (55% female; M_{age} = 14.91 years, SD_{age} = 2.14 years). Adolescents responded to questions assessing their experiences of weight-based peer mistreatment on social media/online and via text (i.e., cyberbullying; Alverez-Garcia et al., 2017; Thomas et al., 2018). In addition, adolescents responded to four health-related indicators: somatic symptoms (α = 0.85), stress (α = 0.90), depression (α = 0.92), and sleep trouble (α = 0.80). Regression analyses tested associations between weight-based cyberbullying and each of the health indicators while controlling for adolescent gender, race/ethnicity, grade level, and weight status.

Results: Thirty-three percent of adolescents overall reported at least one experience of electronic weight-based peer mistreatment, with elevated rates documented among those with overweight (45%) and obesity (60%). Over and above sociodemographic covariates and weight status, adolescents who experienced weight-based cyberbullying reported higher levels of somatic symptoms (β = 0.24, p < .001), stress (β = 0.22, p < .001), depression (β = 0.27, p < .001), and sleep trouble (β = 0.20, p < .001) compared to their peers who had not been bullied for their weight electronically.

Conclusion: Findings suggest that the health harms of weight-based bullying extend to the electronic context. This underscores the importance of addressing

weight-based cyberbullying in antibullying initiatives to support adolescent wellbeing.

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6. Risk or protective factors

O35 – (OL) Are extracurricular activities safe contexts against victimization? The role of gender and school norms

6. Risk or protective factors

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Introduction: Research shows that the protective effect of participating in extracurricular activities on victimization is not straightforward, and extracurricular activities might even increase it. Peer victimization depends on the fit between the individual and peer norms. Norms refer to what is prevalent within a group, but also refer to social mandates, such as gender stereotypes. In a machist society such as Chile, particular activities are ascribed to boys (sports) and girls (academics/arts). Crossing gender boundaries or not fulfilling the peer norm might be sanctioned through victimization.

In the present study we assessed the effect of participating in extracurricular activities on peer relational victimization, considering (a) the type of activity (sports and academic/art), (b) gender, and (c) the overall school participation. We hypothesized that participating in sports activities would imply less victimization for boys but higher for girls, whereas the opposite pattern would be observed in academic/art activities. Moreover, these effects would be moderated by the school participation rates.

Method: We used data from the Chilean National Survey on School Violence (2015), including 38.286 7th to 12th graders, representative of the country population. Hierarchical logistic modelling was performed.

Results: Boys were more likely to be victimized (OR = .95, p= .046). Participating in sports extracurricular activities was associated with higher victimization rates (OR = .97, p= .001). Significant interactions between gender and participating in sport activities (OR = 1.05, p= .017) and between gender and the school participation in sport activities (OR = 1.50, p= .055) were observed. Male students who participate in sports were less likely to be victimized, while for female students the opposite was found. Also, the proportion of sport participation increased victimization for girls but not for boys. No significant effects were observed for academic/art activities.

Conclusion: These results highlight the role of the adjustment to the peer and gender norms in relational victimization.

O36 - (OL) Association between School Bullying, Suicidal Ideation, and Eating Disorders among School-aged Children from Antioquia, Colombia

6. Risk or protective factors

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Introduction: Evidence has suggested that various mental health problems are associated with school bullying. The present study investigated the associations between bullying and suicidal ideation and eating disorders in school-aged children.

Method: A cross-sectional study was conducted with 3,222 adolescents, The study population corresponds to students from grades 5th to 9th enrolled in public schools in the urban area of the Department of Antioquia (Colombia). Data for the present study was obtained from a population-based research study in which the objective was to determine the prevalence of school bullying and associated factors in the student population of the Department of Antioquia. For the present study, students were selected through a multi-stage sampling, in three stages. In the first place, 40 municipalities were chosen through systematic sampling, using a random starting number (2) and a constant of (3); in the second stage, schools were selected according to a proportional probability; and, finally, the groups were selected by simple random sampling, and in these groups the instrument was applied to all students who signed the informed consent.

Results: The prevalence of suicidal ideation was 38% (95% CI: 35.8 - 39.4) and the prevalence of eating disorders was 18% (95% CI: 16.2 - 18.9). Adolescents exposed to medium-high levels of school bullying had a significantly higher risk of suicidal ideation (PR=1.38). Also, the greater the family dysfunction, the significantly higher risk of suicidal ideation. Regarding eating disorders, adolescents with medium-high exposure to bullying showed greater risk of eating disorders (PR=3.86). Neither suicidal ideation nor eating disorders were associated with sex and age of the adolescents.

Conclusion: This study concludes that school bullying has significant associations with mental health outcomes in school-aged children while describing the relevance of family functionality as a protective factor for the participants positioning in interpersonal relationships.

O37 - (OL) Bullying, Cyberbullying and Mental Health Concerns During the Coronavirus Pandemic

6. Risk or protective factors

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Introduction: The 2020-2021 worldwide Coronavirus Pandemic necessitated physical lockdowns and social isolation in many parts of Europe, the United Kingdom, and the United States. For many individuals, school and work were shifted to digital technology accessed from home. This dramatic increase in the use of social media and other communications may have impacted rates and types of bullying, cyberbullying, conflict, or conflict online. The current study sought to assess how the pandemic changed social behaviors and mental health, and which factors were related to problems such as bullying or depression.

Method: 200 youth aged 18 to 19 years old were surveyed confidentially about their experiences during the pandemic. Approximately 10 individuals were also interviewed in depth. Topics such as changes in their mental health, protective factors that helped them cope during the pandemic, changes in media consumption, and bullying or cyberbullying were measured.

Results: Bullying, cyberbullying, and fighting showed some increases during the pandemic but these changes were dwarfed by increases in mental health problems. Subjects reported significant increases in depression, pessimism, and especially anxiety. Other major shifts included increased use of media, including social media, passive consumption media like shows and movies, and less dramatic increases in gaming and online pornography. Both personal losses (such as losing school-related opportunities, or having a close relative/friend die of COVID-19) and high media consumption were predictive of relationship problems and depression or anxiety. Notably, some factors that were important in short-term coping with the pandemic and the losses incurred during that time also predicated ultimately higher rates of problems such as bullying and anxiety.

Conclusion: We all hope that no comparable pandemic ever recurs, but still, it is important to understand how individuals coped with this situation and what factors helped and harmed. Entertainment is clearly important during social isolation but social relationships are equally critical.

O38 - (OL) Bullying, Mental Health, and the Moderating Role of Supportive Adult Relationships: A Cross-National Analysis of Young People in 45 Countries

6. Risk or protective factors

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Introduction: The detrimental mental health outcomes related to in-person and cyber-bullying involvement have been previously explored. Having supportive relationships with adults may be a culturally universal protective factor that lowers the risks associated with bullying involvement. The current study aimed to examine the moderating role of supportive adult relationships in the associations between bullying involvement and mental health problems (e.g., psychological symptoms and low life satisfaction).

Method: This study used data from the 2017/18 Health Behaviours in School-aged Children study (Inchley et al., 2018), involving youth in 45 countries across Europe, North America, and the Middle East. The sample consisted of 230,757 early adolescents (11, 13, and 15 years old). A series of multivariable Poisson regression models were used to estimate relative risks of bullying involvement on youths' mental health in each country. The moderation effect of supportive adult relationships was examined using an interaction term approach. Models accounted for clustering and were adjusted for age, sex, and family affluence. Effect estimates were compared between the three strata (e.g., none, one, or two supportive adults) to examine a possible cumulative protective effect of supportive adult relationships.

Results: Indicators of bullying involvement were consistently associated with increased risk of poor mental health across the 45 countries. There was a statistically significant linear decrease in the proportion of students reporting mental health problems as the number of supportive adults increased from none to two. Contrary to our hypothesis we found that the risk of poor mental health associated with bullying involvement was greatest in students reporting

multiple supportive adult relationships. This was true for all indicators of bullying involvement.

Conclusion: Bullying remains a prevalent worldwide, and negatively affects youths' mental health. Results indicate that merely having supportive adults at home and school is not sufficient in protecting youth from experiencing the harms of bullying involvement.

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O39 - (OS) Cyberbullying, psychopathic traits, moral disengagement, and school climate: the role of self-reported psychopathic levels and gender

6. Risk or protective factors

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Introduction: Little research evidence exists for the mechanisms through which cyberbullying develops and is maintained. The purpose of the present was to investigate a social-ecological diathesis-stress model for cyberbullying. The study examined the unique and interactive effects of psychopathic traits, moral disengagement and school climate on cyberbullying and cybervictimization.

Method: A sample of 407 adolescents aged 15–18 years completed the Youth Psychopathic Inventory, the Moral Disengagement Scale, the School Climate Bullying Survey and the Personal Experiences Checklist.

Results: 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.

Conclusion: The present study contributes to the literature investigating factors contributing to cyberbullying perpetration and victimisation. Our findings demonstrate that psychopathic traits, moral disengagement, and perceived general school aggressive attitudes all have a significant impact on cyberbullying behaviours, yet this impact is essentially

differentiated based on gender and levels of self-reported psychopathy

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O40 - (OL) Ethnic Minority Youth's Perception of Violence

6. Risk or protective factors

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Introduction: Although ethnic minority youths living in poor and urban communities are disproportionately exposed to violence, there is little known about their perceptions toward violence. Individual youth perceives violence differently because violent behavior is the result of the multifaceted risk factors including community context and ethnic-cultural norms on violence. This study explores minority youth's perceptions, lived experiences, and perceived underlying risk and protective factors of violence that are associated with their cultural and community contexts.

Method: Using a focus group method, this study interviewed 27 ethnic minority youths (Asian=6, Hispanic=10, Black=11; Male=12, Female=15), ages from 12 to 15, in poor urban communities in Chicago, Illinois.

Results: The qualitative analysis identified five overarching themes: 1) minority youths perceived violence in a broader sense from emotional hurt and cyber bullying to murder and police brutality; 2) they perceived that exposure to violence is normal in their communities because violence occurs every day and everywhere in their life; 3) they perceived that violence is a way of keeping himself safe in a tough social environment; 4) they perceived that violence is caused by multifaceted ecological risk factors including individual's loss of emotional control, parent's lack of supervision, peer pressure to join a gang, unsafe school, and disadvantaged community environments; and 5) they perceived that a community-based youth program including a safe space is the most needed and beneficial to prevent youth violence.

Conclusion: Service providers and policy makers tend to treat youth as immature, and consequently, they neglect youth's perception and voices. However, given greater recognition and knowledge that youth perceived underlying risk and protective factors of violence, it is important to involve youth in designing a community-based violence prevention program. In addition, a violence prevention program should consider socio-cultural norms that impact on youth violent behaviors in their communities.

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O41 - (OS) Examining the psychological well-being of refugee children and the role of friendship and bullying

6. Risk or protective factors

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Introduction: Refugee children might have experienced violent and traumatic events before settling into a new country. In the United Kingdom, the number of refugee children is increasing; however, little is known about their psycho-social and physical well-being. This study aims to investigate the psychological well-being and behaviour of refugee children compared to British-born children on a number of psychological, social, behavioural, and health-related issues and to investigate the role of friendship as a protective factor.

Method: This study investigates the psycho-social well-being of refugee children compared to non-refugee British-born children. The study explored emotional and behavioural problems, self-esteem, friendships and popularity, bullying and victimization, physical health, and psychosomatic problems. The sample included 149 refugee children recruited from two charities,79 of which are children aged 6–10 years and 70 older refugee children aged 11– 16 years. The study also included 120 non-refugee children recruited from primary schools aged 6–10 years.

Results: Young refugee children reported more peer problems, functional impairment, physical health, and psychosomatic problems compared to the control children and older refugee children groups. On the other hand, older refugee children had lower self-esteem (academic and social self-peers) compared to the younger refugee children group. The differences between the groups were explained by friendship quality, number of friends, peer bullying/victimization, or sibling bullying/victimization except for physical health and psychosomatic problems.

Conclusion: While refugee children were found to be at risk on various levels, the findings also point to the fact that social relationships including friendship quality and the number of friends played an essential protective role. Conversely, bullying was a risk factor that explained many of the refugees' problems. These

findings pave the way for future research to further probe into the well-being of refugee children in the United Kingdom while also targeting relevant intervention schemes specifically tailored to address their needs.

O42 - (OL) Untangling the Complexities of School-based Musician Social Interactions

6. Risk or protective factors

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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 and prosocial behaviors within an instrumental music classroom.

Method: Using an explanatory mixed-methods design, I studied youth enrolled in a secondary instrumental music program (N = 117) 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.

Results: 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.

Conclusion: 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.

7. Outcomes of bullying

O43 - (OS) Bullying and its relationship with mental health in school children – with a special focus on children with disabilities

7. Outcomes of bullying

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Introduction: Having a disability increases the risk of being bullied and this, in turn, increases the risk of poorer psychological functioning, which can affect healthy psychosocial development. What is less known is how being bullied and having a disability affects the development of different domains of psychological functioning. The overall aim of the current research project was to increase knowledge about bullying by describing and analysing bullying among school children, with a special focus on mental health and children with disabilities.

Method: The project included three studies on the topic of bullying, disability, and mental health: 1) a systematic review, 2) a population-based cross-sectional study and, 3) a longitudinal study with Swedish adolescents. Empirical data came from the Swedish Health Behaviour in School-aged Children (HBSC) survey, conducted in winter 2013/14 and 2017/18 on Swedish 11-15-year-olds (n=11,831) and from the Longitudinal Research on Development in Adolescence (LoRDIA) research programme, where approximately 1,500 Swedish youth were followed from age 12/13 to age 17 during 2013-2019.

Results: The project's results explored differences between children who were either bullied, had a disability, had both a disability and were bullied, and those who were neither bullied nor had a disability. Children with a disability were at higher risk of both being bullied and of having emotional difficulties. There were differences in terms of psychological functioning and the 'double exposed' group – children with both a disability and who were bullied – had the most negative outcomes on a range of measures.

Conclusion: This project contributes to a better understanding of the interplay between the development of psychological functioning and bullying victimisation, in relation to having a disability. The results demonstrate that the

effects of bullying and of having a disability are strongest in early adolescence but continue late on in the teenage years.

O44 - (OL) Bullying and Victimization Trajectories in the First Years of Secondary Education: Implications for Status and Affection

7. Outcomes of bullying

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Introduction: Bullying is known to be associated with social status, but it remains unclear how bullying involvement over time relates to social position (status and affection), especially in the first years at a new school. The aim of this study was to investigate whether (the development of) bullying and victimization was related to the attainment of status (perceived popularity) and affection (friendships, acceptance, rejection) in the first years of secondary education (six waves).

Method: Using longitudinal data spanning the first- and second year of secondary education of 824 adolescents (51.5% girls; M_{age} T1 = 12.54, SD = 0.45) in the Social Network Analysis of Risk behavior in Early adolescence (SNARE) study, joint bullying and victimization trajectories were estimated using parallel Latent Class Growth Analysis (LCGA). The four trajectories (decreasing bully, stable high bully, decreasing victim, uninvolved) were related to adolescents' social position using multigroup analysis that examined differences in slope and intercepts (T1 and T6) of social positions.

Results: Results indicated that the relative social position of the different joint trajectories (decreasing bully, stable high bully, decreasing victim, uninvolved) was determined at the start of secondary education and did not change over time, with one exception: adolescents continuing bullying were besides being popular also increasingly rejected over time.

Conclusion: Although bullying is functional behavior that serves to optimize adolescents' social position, anti-bullying interventions may account for the increasing lack of affection that may hinder bullies' long-term social development.

O45 - (OS) Challenges in Emerging Adulthood Related to the Impact of Childhood Bullying Victimization

7. Outcomes of bullying

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Introduction: Despite knowledge of how consequences of bullying victimization during the school years persist and lead to problems with mental health and social relationships in adulthood (for reviews, see Wolke & Lereya, 2015; Arseneault, 2018) previous studies has not investigated the specific impact of these consequences on the developmental process of emerging adulthood. A period in life characterized by heightened instability (Arnett et al., 2014) new relationships, self-centredness, and identity exploration (Henin & Berman 2016) – aspects that could be affected by the impact of earlier victimization.

Method: Using a purposive sampling procedure 15 emerging adults, nine women and six men (*Mage*=29, *SD*=0,37), subjected to bullying victimization as children and suffering from poor psychological health as emerging adults were recruited from the longitudinal research project MoS (Mobbning och Skola [Bullying and School]). Semi structured interviews were analysed with thematic analysis.

Results: Findings indicat a long duration of victimization, experiences of bullying directed at one's appearance, and experiences of exclusion. Importantly, virtually all participants experienced a direct connection between the victimization they had suffered and their poor psychological health in emerging adulthood. Consequences of victimization into emerging adulthood found are: a constant feeling of insecurity; an identity formed into viewing oneself as worthless; body-image problems; actively avoiding social situations; and problems attending higher education.

Conclusion: A longitudinal and prospective design enabled insights into victims' experiences of both the childhood victimization as well as the long-term consequences on their emerging adulthood – and into how the victims experience that these aspects might be related. The findings of problems related to social situations, insecurity in relationships and problems attending higher education are alarming as they relates to the features of emerging adulthood as developmental phase, indicating that experiences of victimization can hinder

emerging adults from attending to the features of their developmental period and fully taking part in life.

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O46 - (OL) Experiences of Post-Traumatic Growth among Youth who Experience Bullying and Cyberbullying

7. Outcomes of bullying

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Introduction: Bullying is consistently identified as one of the most common traumas experienced by youth, and the negative consequences of bullying - including adverse social, academic, and physical and mental health outcomes - are well established. Moreover, prospective and longitudinal research has demonstrated that these adverse outcomes can be long lasting. However, like other traumatic experiences, not all youth who are bullied or cyberbullied experience negative outcomes across the life course. To date, research has largely focused on those who fare poorly after bullying; little is known about those who are able to move on from, or even grow as a result of, these traumatic experiences.

Method: Data for this study come from a larger retrospective study of youths' experiences with traditional bullying and cyberbullying and their perceptions of how they were impacted. Specifically, this paper explores experiences of post-traumatic growth among a qualitative sample of 129 young adults who were bullied or cyberbullied in elementary, middle, or high school.

Results: Focusing on youths' narratives of post-traumatic growth, or the lack thereof, the results demonstrate individual, social, and community resources that promote well-being after trauma exposure.

Conclusion: Bullying is a traumatic experience that no youth should experience; however, some youth report personal growth afterwards. Whether and how knowledge about post-traumatic growth among youth who have been bullied can be applied to those who experience long-term negative outcomes is discussed.

O47 - (OL) Investigating the relationship between adolescent's bullying behaviours, family conditions and mental health across 42 countries

7. Outcomes of bullying

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Introduction: Mental health is influenced by socio-environmental factors (e.g., classmates and family) during adolescence, has a role in adolescents' development and lays the formative foundations for adulthood. Furthermore, research consistently finds that youth mental health is negatively associated with bullying involvement. This study's purpose was to explore the associations between bullying involvement, family social support, and adolescent mental health in an international sample.

Method: This study used data from the 2013-2014 cycle of the Health Behaviours in School-aged Children. The sample included 219,811 adolescents (M_{Age} = 13.57) across 42 countries. Measures included students' bullying involvement (i.e., victim/perpetrator of bullying), family support, family structure, and life satisfaction. Associations were assessed via multilevel, linear and binary regression models controlling for age, gender, and socioeconomic position.

Results: Results revealed that the following factors are associated with victims of bullying (VoB), and bully perpetrators (BP): low family support (VoB: β= -0.40; BP: β= -0.20; p<.001), single-parent household (VoB: β= 0.046; BP: β= 0.10; p<.001), and lower life satisfaction, (VoB: β= -0.18; BP: β= -0.064; p<.001). The estimates indicated that these associations are more pronounced among VoB relative to BP. Furthermore, family social support positively moderated the association between life satisfaction and being a VoB (β= 0.17, p<.001).

Conclusion: Youth who are victims of bullying are at a higher risk of negative mental health; however, they are partially protected by perceived family support. Single-parent households also have particular implications for bullying involvement. Our results highlight the need for governments and communities to provide families with appropriate resources so they, in turn, can support and nurture their children towards healthy social interactions and well-being.

O48 - (OL) School bullying experience and current well-being among university students

7. Outcomes of bullying

Alexandra Bochaver

Introduction: School bullying leads to many negative consequences (Arseneault et al., 2010), and this study examines the relationship of actual well-being in students with their experience of participating in bullying at school age.

Method: The qualitative and quantitative analysis of the data obtained on the sample of 274 university students (average age M=19.2, 20% men) was carried out. The methods used were the Scale of Well-being, the Scale of Authenticity, the Scale of Depression, the Scale of Experiences in Close Relationships, as well as several questions about the experience of bullying in school.

Results: The frequency of school bullying is significantly associated with the current level of anxiety in close relationships ($F_{(4, 269)} = 4.32$, $p < .005$); the role, played in bullying situations in the past, is significantly associated with the current level of avoidance in close relationships ($F_{(3, 270)} = 4.13$, $p < .005$) and depression ($F_{(3, 170)} = 2.82$, $p < .005$). According to self-reports, the experience of bullying in school can be followed by delayed negative consequences, manifested in difficulties in self-attitude and relationships with other people, physical and mental disorders, as well as problems with social achievements.

Conclusion: There are different trajectories of experiencing one's well-being within an educational organizations: a university can become a resource environment after a difficult school experience, it can be perceived as a more formal space after close-knit communication in school, and a school and a university can be perceived as environments similar in friendliness or, conversely, in hostility.

O49 - (OS) Testing the Bidirectional Associations Between Peer Victimization and Empathy in Childhood and Adolescence

7. Outcomes of bullying

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Introduction: Many interventions that seek to raise empathy for bullied children appear to rely on the assumption that knowing how it feels to be bullied leads to greater empathy for victims. However, previous research on the association between *actual* experiences with victimization and empathy has been mostly cross-sectional, with mixed results (van Noorden et al., 2015). The current longitudinal study investigated whether within-person changes in victimization were associated with subsequent changes in empathy over time (or vice versa) using a random-intercept cross-lagged panel design (RI-CLPM).

Method: Students in grades 4-9 (n=15,832, 42% elementary, 52% female) completed self-report measures of cognitive and affective empathy for victims of bullying (CE and AE) , as well as self- and peer-reported victimization (SV and PV) across 3 time points.

Results: Intraclass correlations revealed that a substantial amount of variance was located at the within-individual level (58% SV, 32% PV, 50% CE, 42% AE). Positive within-person associations were found between SV and both forms of empathy at T1 and T2, indicating that children who initially scored higher than expected in SV also scored higher in CE and AE at T1, and those who changed in SV from T1 to T2 also tended to change in CE/AE in the same direction. In addition, significant positive within-person cross-lagged effects indicated that youth who scored higher in SV at T1 also scored higher in both CE and AE at T2. In contrast, PV at T1 was only positively associated with CE at T1, and with higher levels of CE at T2. This pattern was consistent across gender and age groups.

Conclusion: These findings suggest that youth who have personally experienced victimization are more likely to report higher levels of empathy for other victims, particularly in terms of understanding how other victims feel. Other relevant findings and implications for interventions will be discussed.

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O50 – (OS) The Intergenerational Transmission of Peer Aggression

7. Outcomes of bullying

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Introduction: For a better understanding of the consequences of peer aggression and to break potential cycles of negative peer experiences across generations, it is important to explore if peer aggression may transmit to the next generation. Based on previous research on related constructs, this transmission seems plausible, yet, has hardly been explored and available evidence is inconclusive (Farrington, 1993; Kerr et al., 2018). We investigated if peer aggression is transmitted across generations and to what extent this transmission is specific to peer aggression or could be explained by parental harsh discipline.

Method: Data from the National Child Development Study (NCDS) and the British Cohort Study 1970 (BCS70) were used to test if parental peer aggression during childhood and adolescence predicted peer aggression in offspring during early childhood, middle childhood, and adolescence. Subsequently, we tested if parental harsh discipline explained the intergenerational transmission.

Results: For models based on NCDS data, we found no evidence that parental peer aggression predicted peer aggression in offspring, neither during childhood nor during adolescence. For models based on BCS70 data, we found support that parental peer aggression predicted early and middle childhood peer aggression in offspring. Parental harsh discipline did not explain this transmission in the two subsamples.

Conclusion: One possible explanation that we only found evidence for an intergenerational transmission of peer aggression for offspring in early and middle childhood might be that peer aggression in childhood is more visible to parents and teachers and therefore easier to capture, compared to adolescence where it may be more strategic and manipulative of nature. Our findings cannot be regarded as conclusive evidence of a transmission of peer aggression because of the different findings for the samples. Future studies should zoom in on the role genetic transmission may play.

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O51 - (OS) The role of the perceived impact of childhood and adolescent bullying victimization in young adults' well-being: A cross-national investigation

7. Outcomes of bullying

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Introduction: There is evidence that early traditional bullying victimization can have long-term mental health and well-being outcomes. Today's emerging adults grew up with digital technologies and, therefore, they could not only have been victimized offline, but also online. The main aim of the present study is to look at long-term impacts of bullying victimization, experienced by a generation that could have been victimized both offline and online. In contrast to previous research on traditional bullying that mainly focused on the frequency of past victimization to predict mental health and well-being during adulthood, the present study focused on the potential mediating role of the *perceived* long-term negative and positive impact of early victimization to understand relations between childhood and adolescent bullying victimization frequency and mental health and well-being problems during adulthood. Cognitive theorists (e.g., Allen, 2001) have indicated that the subjective experience of a traumatic event might be a better predictor of psychological outcomes instead of 'objective' indicators like frequencies.

Method: In order to investigate this, a retrospective study, consisting of closed-ended and open-ended questions, was conducted among 1,010 Flemish and 650 Dutch adults aged 18 to 26.

Results: Path analyses among adults that were victimized between the age of 10 to 18 ($N_{Flemish}$ = 644; N_{Dutch} = 217) demonstrated that the relations between bullying victimization frequency and today's self-esteem, social interaction anxiety, and life satisfaction were all mediated by the perceived negative long-term impact. Identical paths were found in both samples. The open-ended questions provided further insight on the perceived negative and positive impact. Three themes

were identified: Former victims experienced negative and positive impact on one's (1) social functioning, (2) personality and self-image, and (3) health.

Conclusion: The full results, including the quantitative and qualitative findings, and the theoretical and practical implications of the present study will be presented and discussed at the WABF

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O52 – (OS) Under the skin: Does psychiatric outcome of bullying victimization in school persist over time?

7. Outcomes of bullying

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Introduction: Research has shown a direct path between peer victimization and poor mental health outcomes (Moore et al., 2017). However, the impact of bullying prevention on mental health is a largely unexplored field. From 2015 to 2018, the Clinic of Child and Adolescent Psychiatry Heidelberg implemented and evaluated the Olweus Bullying Prevention Program. In the course of this study, the longitudinal association between bullying development and trajectories of psychiatric symptoms was examined.

Method: Data of 4,873 pupils (grade 5-13) was collected in 23 schools. Self-report questionnaires were administered at three annual assessment waves. Latent growth curve models (LGCMs) were used to examine the relation among bullying status and mental health outcome.

Results: LGCMs revealed an improvement of mental health and health-related quality of life (HRQL) through the termination of bullying for every outcome variable of interest (all p<.001). Correspondingly, an explicit increase in psychopathology as well as decrease in HRQL was found as a result of developing victimization (all p<.001). Interestingly, the growth of psychopathology associated with the onset of bullying was significantly steeper than its decline associated with the termination of bullying. The postulated cumulative effect of ongoing bullying could only be shown for HRQL (p=.025) and total difficulties (p=.034), but not for specific mental health problems (emotional problems, non-suicidal self-injury, and suicidality; all p>.117).

Conclusion: Data clearly showed that the adverse psychosocial consequences of bullying arise quickly but seem to reduce much slower and partly persist over time. Future long-term studies are necessary to clarify if mental health problems will return to baseline or if residual symptoms will remain. In the latter case, former victims of bullying represent an important target group for tailored

interventions to fully recover from their harmful experiences. Potential physiological and psychological mechanisms for explaining the endurance of mental health problems in former victims will be discussed.

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8. Measurement issues

O53 – (OL) On the use of the experience sampling method in bullying research: theoretical implications and practical considerations

8. Measurement issues

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Introduction: The experience sampling method (ESM) is an intensive longitudinal research design that has become economically feasible with the widespread use of smartphones and increasingly popular in studies on mental health and illness. The method holds promise to address several methodological limitations in traditional self-reports in terms of reliability and validity, not least in bullying research. However, only a few studies to date have used ESM in the field of social experiences and interactions.

Method: In december 2020, a systematic search for ESM-studies on social interactions in school was initiated. In addition, two separate one-week pilot studies were conducted in spring 2020 and 2021 with 7th grade students (N=80) and teachers from primary and secondary schools (N=tbd) respectively.

Results: Preliminary analysis from the student sample indicate that students day-to-day experiences and mood not only relate to daily victimization experiences but also to witnessing someone else being victimized. Further analysis on the student sample, as well a systematic review and data analysis on the teacher sample will be conducted in summer 2021.

Conclusion: The state-of-the-art and potential of ESM studies for bullying research and intervention will be presented. In addition, practical experiences, and considerations for both researchers and end-users will be discussed.

O54 - (OS) The association between school contribution to preventing bullying and student learning outcome

8. Measurement issues

Ole Henning Nyhus[1]

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Introduction: There is a gap in international research when it comes to linking school factors & processes promoting or preventing bullying (Bevilacqua et al., 2017). Some researchers shed light on the *individual* relationship between bullying and learning outcomes (e.g. Brown & Taylor, 2008; Eriksen et al., 2012), but less is known on the relationship between how *schools* contribute to learning and how they prevent bullying. Do the same schools that contribute positively to student outcomes also excel in preventing bullying? We utilize Norwegian register data from students in primary and lower secondary to evaluate how schools contribute to preventing bullying. The data is from a national compulsory student survey covering all schools. Our sample consists of more than 175,000 seventh graders between 2015-2019. We merge our estimates on schools' value-added measures on preventing bullying with similar value-added indicators for learning outcomes published by the Norwegian Directorate for Education and Training.

Method: The register data is used to estimate schools' contributions in preventing bullying in a value-added methodology. A value-added approach is a well-known approach used to construct indicators on teachers' or schools' contribution to student achievement on tests or exams. Koedel et al. (2015) contain a review of the literature and an extensive evaluation of applications of the approach in compulsory and secondary schooling and teacher effectiveness studies.

Results: The main findings suggest an absence of association between schools' contributions to preventing bullying and learning outcomes. We explore several mechanisms to shed light on what might explain the differences in schools' contributions.

Conclusion: The finding that school contribution to grades (value added) are not associated with school contribution to bullying is interesting, but perhaps not surprising in itself. However, describing factors that contribute to the differences

in schools' contribution in bullying prevention and learning outcome is of high practical relevance in preventing bullying in schools.

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9. School bullying

O56 - (OS) Achievements and challenges of the adaptation of The Peaceful Schools Project (CAPSLE)

9. School bullying

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Summary: Although Hungarian researchers have emphasized the importance of bullying prevention in schools for two decades, funds remained very limited for this express purpose in Hungary. Therefore, internationally recognized, but costly antibullying programs couldn't be widely implemented in the country's schools yet. Thus, professionals searched for solutions on their own initiative. This is how the adaptation of *The Peaceful Schools Project* (developed by Stuart W. Twemlow, Peter Fonagy and Frank C. Sacco) started in Hungary in 2006, based solely on volunteer work, without any financial support, albeit with the permission and help of the project developers. *The Hungarian Peaceful Schools Program* is the only whole-school antibullying program besides the *ENABLE Project* that is available for Hungarian schools to this date.

Purpose: The purpose of this presentations is to give an overall view of the program and the improvements of the last 15 years, as well as a clear perspective on both the successes and the limitations of this bottom-up initiative in order to propose a realistic model to professionals looking for similar options to implement in their own schools.

Research-based (optional): *The Peaceful Schools Project,* also known as CAPSLE (Creating a Peaceful School Learning Environment) was the first program to formally apply a mentalization-based approach to the systemic problem of bullying. The main focus of CAPSLE is to enhance mentalization skills in students and teachers alike and to foster healthier power dynamics in schools by

focusing more on the role of the bystanders than on that of the bully or the victim.

Expectations: Participants will get an insight into the practical steps of implementation including a short introduction to the special modules of the program. There will be opportunity to ask questions and it is our hope that we can offer useful advice based on our experiences and the lessons learned throughout the years.

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O58 – (OL) Building Out Bullying: The role of the school built environment on bullying behaviour in school students

9. School bullying

Jacinta Francis[1, 2]

Gina Trapp[1, 2], Natasha Pearce[1], Donna Cross[1, 2]

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Introduction: Bullying locations or "hotspots" within schools have been identified in the published literature and include locker areas, playgrounds, bathrooms, hallways and change rooms. However, few studies have investigated the physical or built characteristics of bullying locations that can facilitate bullying perpetration. This study explores built environment factors associated with bullying perpetration in primary and secondary schools.

Method: Seventy individual interviews were conducted between May and December 2020 with policy makers (n=22), school staff (n=12), parents (n=18) and students (n=18). Staff, parents and students were recruited from six primary and secondary schools in metropolitan Perth, Western Australia. Interviews were conducted online and in-person using semi-structured interview guides. A thematic analysis of the transcribed interviews was completed with the assistance of QSR NVivo.

Results: Bullying hotspots identified by study participants included locker areas, bathrooms, transition spaces (i.e., staircases, corridors), outdoor play spaces, cafeterias, change rooms, classrooms and school buses. Participants proposed three mechanisms through which the built environment may impact bullying perpetration: i) limiting visibility and supervision; ii) causing physical discomfort; and iii) causing psychological discomfort. Built environment factors associated with poor visibility and supervision included inadequate lighting and windows, obstructive building design, crowding, and security cameras. Factors associated with physical discomfort included poor ventilation, extreme temperatures, unpleasant noises, queues, uncomfortable furniture, and poorly maintained spaces. Factors associated with psychological discomfort included insufficient spaces and equipment to accommodate cooperative group activities, mood regulation, or marginalised students.

Conclusion: Altering the built environment may be a cost-effective strategy to support bullying prevention programs in primary and secondary schools.

O59 – (OS) Children's and students right to a safe school environment.

9. School bullying

Mårten Petersson[1]

[1] The Child and School Student Representative (BEO) is tasked with promoting the rights of children and pupils in accordance with the Education Act.

Introduction: A lecture on current observations that the The Child and School Student Representative and the Swedish Schools Inspectorate make about what we need to do to increase security and study peace and prevent violations from occurring in school environments.

Brief review of the Swedish school system, statistics, legislation and the room for maneuver a teacher has to safeguard a safe and calm school environment.

Method: xx

Results: xx

Conclusion: xx

Selected references

The Child and School Student Representative and the Swedish Schools Inspectorate

O60 - (OS) Did school closure during the Covid-19 pandemic affect the amount of bullying by peers? A Norwegian study.

9. School bullying

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Mona Elin Solberg[1], Cecilie Marie Fjellbakk[1], Mariann Eidsør[1], Jon Opsahl[1]

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Introduction: Norwegian schools were temporally closed from 13th of March to 11th of May 2020 as a measure to prevent the spread of the Covid-19 virus. Teaching was done by digital platforms with varying teacher-pupil contact. This study explores whether school closure affected exposure to bullying by peers.

Method: 4308 5-10 graders (33 schools) completed a 20-item survey 3 to 6 weeks after the schools reopened. The participating schools were enrolled in the Olweus program against bullying and antisocial behavior, most of which had been using the program for several years.

Results: Approximately half as many reported that they had been bullied 2-3 times a month during school closure as in the months preceding it (1.9% versus 4.0%). As many as thirty percent of the pupils felt safer at home home school than at school during the preceding months (4.4% felt less safe). Most who had been bullied at home school, reported that at least some of the bullying had been digital and that it happened relatively often during school hours.

Conclusion: This study indicates that less children were bullied by their peers during school closure than in the months preceding it. Bullying still occurred, however, and in this digital age, measures should be developed to prevent bullying also when children are learning from home.

O61 - (OL) Digital platform to support parents to promote positive behaviour and reduce cyber harms among primary school-age students

9. School bullying

Donna Cross[1]

Bec Nguyen[2], Heather McKee[2], Candice Brown[2], Melanie Epstein[3]

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Introduction: With children using digital technology from increasingly younger ages, urgent action is required to promote positive digital behaviours to reduce potential risks of harm including cyber bullying. Despite growing research on children's use of technology and the Internet, and the consequences of this increased engagement, little research has been conducted with parents to determine their needs or effective ways of enabling parents to guide their children's digital behaviour.

Method: This study worked with parents to identify their needs and concerns and how best to support them to guide their children's technology use. Policy makers and school staff were also consulted to identify the issues they felt were most pertinent to school policy and practice. Following these widespread consumer consultations, an app and web-based digital platform intervention was co-developed to build the confidence and skills of parents of upper primary school age students, to assist their children to use digital technology safely and positively. This intervention was tested in 15 Western Australian primary schools.

Results: The intervention contributed to increased parent awareness, self-efficacy to guide their children's positive digital technology use. It also enhanced the quality of parent-child communication regarding rules, responsibilities, and expectations of their child's when they are using digital technology; and the extent to which parents negotiated with their children to establish a digital technology family agreement. It also increased the capacity of schools and school-based parent associations to collaborate to foster positive digital technology use by the school community to reduce cyber bullying.

Conclusion: The active co-design and co-development of the digital intervention with parents, school staff and policy makers ensured the

applicability, impact, widespread dissemination, and sustained use of the developed resources.

O62 - (OS) Distance education during the pandemic – what happened to bullying?

9. School bullying

Juuso Repo[1]
Sanna Herkama[1], Christina Salmivalli[1]
[1] University of Turku, Finland

Introduction: The global school lockdowns were an unprecedented situation for pupils' social relations. This study surveyed pupils in Finnish primary education and explored what happened to bullying during the school lockdown, and how victimized students experienced the distance education.

Method: The survey data (n= 34 771) was gathered from 406 Finnish public primary education schools during distance education, from grade levels 4-9 (10 – 15-year-olds). The questionnaire included measures on bullying before and during the lockdown as well as on experiences of distance education, teacher, peer and family relations, and emotional well-being.

Results: The prevalence of bullying victimization decreased substantially in all grade levels in 98% of schools, comparing the situation before and during the distance education. Depending on grade level, the decrease was 56.3%–71.4%. However, still during the distance learning 2,1% of children were victimized at least several times a month and 1,0% on a weekly basis. Experiences on distance learning were more positive among pupils whose teachers engaged in one-to-one communication with their pupils. Some pupils reported receiving more support from teachers than normally; this was the case especially for victimized pupils.

Conclusion: Our results on distance education highlight the Janus-faced nature of the school system: whereas for many students, school represents supportive structure away from despair, for others they are the source of that despair. Distance learning may have offered new realms for teacher-student relations. Possible future directions for educational policy and research are discussed.

O63 – (OS) Downward Spiral of Bullying: Victimization Timeline From Former Victims' Perspective

9. School bullying

Małgorzata Wójcik[1]

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Introduction: There is evidence suggesting that although being bullied is generally a transitory experience, for a small but worrying number of students, it becomes chronic and is linked to harmful and long-term consequences (DeLara, 2019).

The present study aimed to investigate how those who had been chronic victims of bullying perceive their experience from initial attacks to bullying exit, how they understood processes and actions causing a situation to become progressively worse, and how they interpreted their own coping behaviors.

Method: Grounded theory approach was employed to guide data collection and analysis. Nine individuals who were victimized for at least 6 years were interviewed. All data were collected via semistructured face-to-face, in-depth interviews. The interview transcripts were analyzed based on a constructivist grounded theory approach (Charmaz, 2017).

Results: The analysis generated a grounded theory of downward spiral of bullying. It demonstrates hidden aspects of bullying—the victim's inner process as a response to external victimizing. The interdependence of those processes is presented in a timeline to show their cumulative nature as new vicious circles of bullying involving maladaptive coping strategies (e.g., self-blame, isolation, expected hostility) form an overriding pattern of behavior that thwarts victims from breaking it even if they enter a new group. Our study results present turning points that exacerbate victimization, namely first attacks, primary isolation, departure of friends and allies, and secondary isolation.

Conclusion: The findings suggest the need to introduce school transition programs supporting school adaptation, identify chronic victims, and take every victimhood narrative seriously. We suggest an attributional approach to intervention, which states that a change in causal thoughts of victims will result in a change in emotions and behaviors. If intervening teachers can change

maladaptive thoughts about the causes of victimization, this could enable the victims to leverage the chance of school transition in halting the bullying.

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O64 - (OL) Evaluating the Effectiveness of an Integrated Bullying Prevention and Positive Behavior Support Program

9. School bullying

Susan Limber[1]

Mathew Hudson Flege[2], Martie Thompson[1], Jeffrey Sprague[3], Jane Riese[1]

[1] Clemson University

[2] Furman University

[3] University of Oregon

Introduction: Although many schools have successfully implemented specific programs to address bullying, such as the Olweus Bullying Prevention Program (OBPP), or broader school behavioral issues, such as the Positive Behavioral Interventions and Supports (PBIS), there have been calls to integrate school interventions in order to address the limitations of each "stand alone" program. This presentation will describe the experimental implementation of an integrated OBPP/PBIS Program launched in a rural school district in the southeastern United States.

Method:

All elementary, middle, and high schools within the school district were divided into three attendance areas, which were randomly assigned to one of three groups: (a) a control group, which did not implement any new bullying or behavioral intervention programs; (b) an intervention group that implemented a standard OBPP program; and (c) an intervention group that implemented an integrated OBPP/PBIS program developed for the study. Participants in grades 3-12 (n = 4,494) and school staff members (n = 469) in the three conditions completed surveys at baseline and annually for three years after the launch of interventions to assess experiences with and perceptions of bullying, school safety, and school climate. Teachers in the intervention conditions also completed regular surveys to assess program satisfaction, self-efficacy, and fidelity of program implementation.

Results: Positive program effects were observed based on student reports. Compared with students in the control condition, those in the intervention conditions reported reductions in bullying victimization, bullying perpetration, and fear of bullying. Results also indicated high satisfaction and self-efficacy

among teachers in intervention conditions and good fidelity of implementation. Compared with participants in the control condition, teachers in treatment conditions reported greater clarity about school rules and policies and more activity by staff members to address bullying.

Conclusion: The OBPP and an integrated OBPP/PBIS intervention were implemented with fidelity and were found to reduce bullying behaviors.

Selected references

Note: Jane Riese and Sue Limber will be presenters.

O65 - (OL) Healing from Bullying in Early Adolescent Boys: The Positive Impact of Both Forgiveness and Revenge Fantasies

9. School bullying

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Introduction: The aim of this study was to determine the effects of imagery re-scripting terminating in images of either forgiveness or revenge of a bullying victimization scenario on affect and evaluative responses in bullied early adolescent boys. This study furthers research in restorative approaches to school violence, and explores emotional processing tools to effectively halt cycles of bullying.

Method: Participants were recruited from two private boys' schools in Sydney, Australia. Forty-three boys aged 12 to 14 who had been bullied in the past six months participated in this study. Participants engaged in two visualizations. The first involved visualizing their victimization as it occurred and the next involved changing the ending to one involving either revenge or forgiveness.

Results: Results showed immediate significant positive impacts in participants following both imagery exercises. The level of self-esteem that participants felt in relation to the event, the amount of power participants felt they possessed in the situation, the amount of control that participants felt in relation to this incident, and the positive affect they reported all increased following both revenge and forgiveness imagery rescriptions. Negative affect of participants also decreased following both revenge and forgiveness imagery rescriptions.

Conclusion: It was surprising that there was no significant difference according to whether the imagery re-scripting ended in revenge or forgiveness, and that both of these re-scripting exercises resulted in positive impacts for the participants in this study. Assisting boys in exploring the full range of emotions following bullying victimization may be a crucial step enabling the perspective needed to move past the event. Given the emotional relief that results from imagined revenge, perhaps this demographic of early adolescent boys requires the most in-depth processing after bullying experiences in order to assist them

in making choices that result in effective long-term coping and pro-social behavior.

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O66 - (OL) How do school teachers perceive and respond to bullying in schools?

9. School bullying

Carmel Cefai[1]

Iselin Berg Mulvik[2], Loes van der Graaf[2], Rimantas Dumcius[2], Christophe Cornu[3], Yongfeng Liu[3], Parviz Abduvahobov[3], Sylvain Seguy[3]

[1] University of Malta

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Introduction: Teachers are instrumental in creating safe learning environments that stimulate academic and personal achievement. However, one-third of students experience bullying, which has negative educational and health consequences (UNESCO, 2019). This study investigates how teachers perceive school bullying and perceive their role and ability to prevent and address it.

Method: The study follows the framework of Gittins (2006), focusing on individual, classroom, and whole-school approaches to school violence including bullying. We conducted an online survey of 34,877 teachers from over 140 countries, and 16 focus group discussions with schoolteachers in Nepal, Tanzania, Thailand, and Zambia.

Results: One in five teachers are unable to recognize various forms of bullying behaviours as violence, and even fewer feel competent to address it. Most teachers believe that it is their responsibility to ensure that learners feel safe, though 20% do not think so. Almost half of teachers think their teacher training inadequately prepared them to handle school violence.

Conclusion: Teachers from different parts of the world report an acute need for greater attention and support to teachers and schools in their efforts to recognize certain bullying behaviours as violence, as well as effectively prevent and address them through positive disciplinary measures. Teachers need systematic education at pre- and in-service levels and continued support and mentoring in their practice covering psychological strategies, mediation skills and cyber safety awareness to support victims of bullying and create safe learning environments

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O67 – (OS) How positive thinking can reinforce bullying

9. School bullying

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Introduction: The paper is focusing on a case of *Appreciative Inquiry* (AI) *conversations used in a 3th grade*, where a well-meaning consultant tries to combat ongoing bullying. The analysis take a close look at a "circle game" where the children have to give each other compliments and criticism (the criticism is translated and delivered as "presents"). The analysis of the case shows how the method is appropriated by the children to continue the bullying, but in ways that are adjusted to the dominant principles - from AI – that the circle-game is led by.

Method: The study is based on qualitative methods using audio recordings of the circle game, observations and interviews with the children involved. The theoretical approach is rooted within a poststructuralist understanding of bullying (connected to eXbus) and positioning theory (referring to Bronwyn Davies and Rom Harré), that is used to analyze the empirical data.

Results: The analysis illustrates, among other things:

- how positively phrased speech acts can easily accommodate devaluating positionings
- how harmful speech acts that are disguised within a positive framework, makes them difficult to spot
- how the AI principles provide the group with new tools used in the bullying acts taking place both during and after the meeting.

Conclusion: The paper proposes that the AI conversations, rather than reducing bullying patterns, seem to potentially strengthen them. One of the important insights is thus that group conversations contain the potential to serve as a paradoxical force which exacerbates instead of improves the social conditions of the children involved.

In order to avoid doing more harm through the use of wellmeaning methods, we need to strengthen our analytical gaze on the more hidden micropolitics and

negotiations taking place among the children during group meetings that are meant to reduce or stop bullying.

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O68 - (OS) Individual and Classroom Collective Moral Disengagement in Offline and Online Bullying

9. School bullying

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Introduction: Moral disengagement is suggested to play an important role in both offline and online bullying. However, a majority of research examining this link has focused on the role of individual moral processes. Given that bullying may vary as a function of processes at higher levels of the child's ecology the present paper aimed to examine whether classroom collective moral disengagement, in addition to individual moral disengagement, was associated with offline and online bullying. Furthermore, the paper examined whether changes in individual and classroom moral disengagement were associated with changes in self-reported offline and online bullying.

Method: In this paper multilevel growth modeling was used to analyze self-reported data from a sample of 1048 Swedish students in 68 classrooms. Students attended grade five (age 11) at the first time point and grade six (age 12) at the second time point.

Results: The results showed that individual moral disengagement and classroom collective moral disengagement were positively associated with both forms of bullying. Also, the effects of changes in individual moral disengagement on offline and online bullying were positive, whereas changes in classroom collective moral disengagement were not significantly associated with changes in offline or online bullying.

Conclusion: The findings underscore the importance of addressing both individual and classroom moral processes when tackling offline and online bullying. However, a focus on classroom moral disengagement may be more beneficial early in the formation of a class or a group.

O69 – (OL) Minority Within Minority: Examining the Effects of Multiple Discriminations and Protective Factors

9. School bullying

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Introduction: Racial/ethnic minorities and sexual minorities are frequent targets of stigmatization through racism and homophobia and there is no question that such discrimination is pervasive in our schools (e.g., Thijs & Verkuyten, 2017), and associated with a number of physical and mental health problems (e.g., Blodorn et al., 2016; Mayer et al., 2014). However, limited attention has been given to how these forces together might affect youth. This study investigated the relationship between students' experience of multiple discriminations at school (i.e., racism *and* homophobia) and school-related outcomes. Another goal was to explore whether having support from adults at home and/or at school served as protective factors against the negative outcomes among students experiencing multiple discriminations.

Method: Participants included 46,481 students (49.6% girls) in grades 8-12 from diverse school districts in Western Canada. Measures included students' reports of experiences of racial and homophobic discriminations and school-related outcomes, as well as reports of available support from adults at home and at school.

Results: Results from a latent class analysis (LCA) distinguished four classes of discrimination (low-, racial-, homophobic-, and multiple-discrimination). Adolescents in the multiple discrimination class were at greatest risk for all school-related problems, with higher levels of skipping school (OR 3.00, 95% CI 2.84-3.16) and lower levels of self-

esteem (OR .24, 95% CI .22-.26), perceived school safety (OR .21, 95% CI .20-.23), and school belongingness (OR .16, 95% CI .15-.18). Our results also showed that having support from adults at school (but not at home) significantly contributed to promoting the likelihood of students' sense of safety and belonging at school and self-esteem among adolescents in all groups.

Conclusion: The findings highlight the pernicious impact of discrimination on adolescents' school life. Findings also underscore the importance of adult support, and it urges us, as adults, to better address the issue of discrimination in schools.

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O70 - (OL) Novice and veteran teachers' attitudes towards help seeking when Bullied by their students

9. School bullying

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Introduction: Many previous studies deal with the way students deal with school violence and their utilization of school's support systems, however, very little is known about school violence against teachers and the way teachers utilize school's support systems for coping with the violence. Focusing on veteran and novice teachers, the main aim of the current study was to investigate the way in which they cope with different forms of violence in school and, more specifically, their willingness to seek help from teacher colleagues and management.

Method: The research sample consisted of 166 teachers (86.7% woman) who were sampled from a list of teachers provided by a university teacher training alumni unit. participants were divided into two groups – novice (21.7%) and veteran (78.3%) – with novice being defined as having five years or less of teaching experience. Data was collected using online questionnaires, during a one-month period at the end of the school year.

Results: One of the main findings of the present study was that teachers' victimization was negatively related to their attitude towards willingness to seek help from colleagues and management for coping with violence perpetrated against them by students. Also, veteran teachers were less likely to seek for help from management and colleagues than were their novice counterparts if they were exposed to a higher level of violence.

Conclusion: Teachers' reluctance to seek help may be attributed to the negative psychological effects attached to help-seeking behavior. Specifically, when it comes to teachers dealing with bullying committed against them in school, it is possible that fears of public stigma and insecurities around professional identity make an even greater contribution to the reluctance to seek help than they would in other fields.

 The effect of bullying on teachers as well as for teacher training and design of intervention programs will be discussed.

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O71 - (OS) Our School Strength - Bullying prevention in primary and secondary schools

9. School bullying

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Summary: In recent years, thriving and anti-bullying has been a key focus area in danish schools. However, a recent study shows that bullying is still a problem as around five students in each class experience bullying either frequently, sometimes, or rarely. Since the consequences of bullying can be fatal and cause depression, poor self-esteem, anxiety, detachment, inadequate academic achievement, and even suicidal attempts, it is pertinent to constantly address and handle bullying at school.

Purpose: The purpose of **Our School Strength** is to reduce bullying in Danish schools for the age group 6-15 years. The program is based on a whole-school approach working with four core areas: equality, student voices, safe communities and bullying. The program offers new research-based knowledge on bullying and specially designed tools on how to handle bullying effectively as well as how to ensure a conducive environment for all children regardless of their gender, ethnicity, sexuality, and religion. The program is designed to meet the needs of the individual school, and thereby each school have specific processes that suit their unique school culture. The design is based on students' voices, a survey among school staff and interviews with the school management. The unique process means that the program is relevant for each school to a greater extent than a *one size fits all* type of program.A midway evaluation of the program testified that both school staff, school management and school children experience positive improvements on several parameters.

Expectations: This presentation will provide a detailed account of **Our School Strength** and how a whole-school approach, and a program uniquely designed for each school, can successfully help prevent and handle bullying at schools.

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O72 - (OS) Pupils' perspectives on playground disputes, harassment and bullying

9. School bullying

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Introduction: Bullying can be understood as a complex phenomenon emerging from a number of complex factors. While many school factors such as peers, teachers and school climate are found to influence bullying processes, there are still few studies investigating what school factors are of importance for understanding bullying processes. One important area is the physical environment and how different spaces connect to bullying processes. In this study we want to contribute to this body of research by exploring pupils' perspectives on school spaces, school factors and bullying.

Method: This study is part of an ethnographic study combining observations and semi-structured interviews focusing on the relations between school bullying and the institutional context of schooling. Findings in this study stem from three comprehensive schools in Sweden. While we have conducted both participant observations and interviews, we focus on the pupil interviews in this particular study. However, the participant observations informed the pupil interviews. In total, 31 group interviews and one individual interview were conducted with 121 pupils. Participants came from preschool class to sixth grade in Sweden. Constructivist grounded theory guided both data analysis and data collection.

Results: Findings reveal the playground as a space where unsafe incidents such as disputes, harassment and bullying might take place. However, pupils also point at how spatial aspects influence the occurrence of these unsafe incidents. This includes use of space, scheduling, supervision and school design. These spatial aspects are understood from a social-ecological perspective where school spaces and social processes such as bullying are understood as emerging through the interaction of various systems. Our study therefore contributes with reveling how various systems interact in producing bullying and associated processes.

Conclusion: Based on our findings, the study highlights the importance of considering how various school factors such as spatiality, school design and scheduling influence bullying and preventive work.

O73 - (OL) Repositioning Pupils as Active Agents who Combat Bullying

9. School bullying

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Introduction: The purpose of this presentation is to discuss a pupil-led anti-bullying intervention which aimed to support pupils to deal with their own specific experiences of bullying.

Method: Action research was used in order to design, implement and evaluate a pupil-led intervention with children and school staff. Data are drawn from individual interviews, focus groups and playground observations with Muslim children aged 9 – 11, and school staff.

Results: Children progressed from focusing on their own experiences of maltreatment to reflecting on how they had subjected their peers to bullying. They started to include those who were ostracised more and enhanced their empathy towards them. The intervention significantly reduced reports of bullying to teachers, and children developed their skills in resolving conflict and formed more respectful relationships with their peers. However, there was some reluctance from staff to encourage children to transform their behaviour which limited the effectiveness of this intervention.

Conclusion: Findings demonstrate the positive impact that this pupil-led intervention had in reducing bullying and improving peer relationships. Children became active agents who repositioned themselves from feeling victimised to feeling more empowered to deal with bullying. They developed strategies to resolve their own experiences of bullying and collectively challenged normalised practices in their class which subjected others to bullying. However, staff were reluctant to support pupils to improve which highlights further areas in the teacher-pupil relationship which needs to be addressed to enable a pupil-led intervention to have maximum impact on the pupils, school staff and school environment.

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O74 – (OL) School Bullying among Russian Adolescents: Prevalence, Role Structure, Associations with Academic Performance and School Climate

9. School bullying

Maria Novikova[1]

[1] Maria Novikova

Introduction: Not only do bullying prevalence rates vary among different countries, its social and psychological correlates have significant cross-cultural differences as well. Unfortunately, minimal scientific research on bullying prevalence has been conducted in Russia. The current investigation sought to: report the prevalence of bullying among Russian high-school students; examine sex and socio-economic differences in bullying victimization; and examine the correlations of school bullying with several aspects of school climate.

Method: The study is based on the data procured from an online-survey of adolescents (N=890) that come from 20 schools in different regions of Russia. A Russian School Bullying Questionnaire was designed based on the original English-language questionnaires. Different kinds of bullying were measured: social aggression, physical bullying, verbal bullying, and cyber-bullying. Items depicting different bullying types were presented to the subjects 3 times with different instructions: victim, perpetrator and witness.

Results: We found that 68% of Russian high-school students get victimized once or twice monthly and 59.5% of them become perpetrators, respectively. It was also found that verbal bullying is the most popular form of bullying. Bullying victimization is positively associated with low income and parents' unemployment; both acts in victimization, perpetration and the witnessing of bullying, are negatively correlated with good teacher-student relationship and the subjective perception of school safety.

Conclusion: The main findings of current research are as follows: bullying has high prevalence in Russian high school, with witnessing score being the highest in comparison to victimization or perpetration and all of them being high positively intercorrelation. Students who were more involved in all types of bullying estimated the relational and safety components of the school climate to be lower.

In comparison to results obtained earlier on Russian sample and to the mean

prevalence rate of bullying worldwide figures gained in a current research were twice as high (PISA, 2015, HBSC, 2014).

O75 - (OL) Support group to a bullied schoolchild

9. School bullying

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[1] Professor

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Introduction: Bullying among schoolchildren is a significant public health problem. By using a solution-focused approach, children will be given the opportunity to focus on what will be helpful to improve the situation, rather than focus on a specific problem. This approach provides opportunity for the children to feel that they are important contributors in their own lives and in their social circle in a systemic perspective. Children who are bullied finding it difficult to make friends. The bullied child selects peers to join in a Support group. The Support group helps the bullied child to be included in school in collaboration with teacher and school nurse in a systematic approach.

The main aim of this study was to explore the children's, mothers and school nurse experience with Support group and to ensure that the bullied child is included in school.

Method: Qualitative method with individual, and focus group interviews were used. Individual interviews of the bullied child, mothers and school nurse and focus group interviews with the Support group were performed. The study is approved by Regional Ethical Comity.

Results: The interviews were performed in March 2021. One boy, 10 years old that was bullied and six boys in Support-group at the same age were interviewed. The main theme was: From unsafe to safe, bullying affects the whole family, from being sad to be happier and systemic efforts as help from the Support group and school nurse.

Conclusion: The bullied boy reported that he felt more happy and safer at school after help from Support-group. The school nurse had collaborated with his parents and teacher and he had changed his attitude towards the bully. The mother of the bullied boy reported that it affects their family that he had got help from the school nurse.

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O76 - (OS) The Dynamic Associations between Social Dominance Goals and Bullying from Middle to Late Childhood: The Roles of Classroom Bystanders' Behaviors

9. School bullying

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Introduction: Social dominance goals have been conceptualized as orientations towards powerful and prominent positions in the peer group. Although previous studies have identified social dominance goals as one of the main motivations behind bullying, few studies disentangle the time-invariant (average level) and the time-varying (year-to-year) effects of social dominance goals. The present longitudinal study simultaneously examined the time-invariant and time-varying associations between social dominance goals and bullying, along with the moderating effects of classroom bystanders' behaviors (reinforcing the bully vs. defending the victim).

Method: A Chinese sample from grade 3 (n = 615, 46.5% girls, M_{age}= 9.29 years, SD = 0.40) and grade 4 (n = 559, 44.9% girls, M_{age}= 10.31 years, SD = 0.40) in 4 schools was surveyed three times. Classroom bystanders' behaviors were assessed by peer nomination. Social dominance goals and bullying were obtained through self-reports.

Results: Three-level multilevel models revealed significant time-variant and time-invariant effects of social dominance goals on bullying in classrooms with relatively low levels of defending behavior.

Conclusion: These results suggest that both persistent and temporary social dominance goals might motivate children to engage in bullying, but peers' defending behaviors could mitigate this tendency.

O77 - (OL) Using a targeted social and communication skills intervention to reduce bullying involvement

9. School bullying

Chad Rose[1]

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Introduction: Bullying has become a pervasive problem among school-aged youth. While a majority of implemented and evaluated programs focus on school-wide prevention (Rose & Monda-Amaya, 2012; Ttofi & Farrington, 2011), a pressing concern for targeted interventions have emerged, which may be more beneficial for those at escalated risk (Bradshaw, 2015; Espelage, Rose et al., 2015, 2016). Given the promise of universal programs on youth at greatest risk for involvement, it is conceivable that targeted instruction will result in greater reductions in bullying involvement.

Method: *Cool School* (The Language Express, Inc., 2016), a targeted SEL program, was implemented in a pre/post format for 439 students, with 4% in Kindergarten, 20% in 1st grade, 19% in 2nd grade, 29% in 3rd grade, 15% in 4th grade and 13% in 5th grade, including a gender distribution of 44% female and 56% male, 49% on free or reduce priced lunch, and 14% with an IEP or 504 plan. The race and ethnic distribution included 74% European American, 15% African American, 5% multi-race, 4% Latino/a, and 2% identified as other. In this evaluation, students received at least 7 weeks of instruction in *Cool School*.

Results: Results of initial implementation, based on a repeated measures MANOVA, revealed increases in prosocial behaviors (ΔMean -.06, $t_{(202)} = -2.17$, $p = .031$), decreases in victimization (ΔMean .12, $t_{(205)} = 2.92$, $p = .004$), and increases in academic self-efficacy (ΔMean -.15, $t_{(206)} = -2.80$, $p = .006$) on student self-report measures (3rd through 5th). Additionally, teacher-report measures (K through 5th) revealed increases in prosocial behaviors (ΔMean -.20, $t_{(253)} = -5.02$, $p = .000$), emotional regulation (ΔMean -.26, $t_{(254)} = -6.29$, $p = .000$), and academic competence (ΔMean -.07, $t_{(255)} = -1.99$, $p = .0471$).

Conclusion: Based on these results, it can be argued that a targeted social and communication skills curriculum can improve skill acquisition and reduce victimization among those most at risk for bullying involvement.

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O78 - (OL) Victimization groups with different perceptions and their associations with internalizing and externalizing problems

9. School bullying

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Introduction: Bullying victims experience adverse psychosocial consequences. However, some victims' self-perceptions of victimization are not congruent with others' perceptions. Based on diathesis-stress model posit, both negative life events and one's cognitions about those events contribute to the development of internalizing and externalizing psychopathology. Victimization, as a stressful life event, places youth in different groups at different risks for internalizing and externalizing psychopathology. Thus, the current study aims to explore the different victimization groups and their association with internalizing and externalizing problems.

Method: The sample included 2,576 students (52.4% boys) form public middle schools in China, with a mean age of 12.9 (SD = 0.6). Peer victimization was assessed via peer nominations and self-reports. Internalizing problems (depression, loneliness and social anxiety) and externalizing problems (deviant behavior) were assessed by self-reports. Latent Class Analyses (LCA) were used to identify diffirent victimization groups depending on whether youth are identified as victims through self-reports, peer-reports, or both. And ANOVA's were performed to investigate difference in internalizing problems and externalizing problems among diffirent groups.

Results: Based on the convergence of self- and peer-reports, results from LCA indicated 4 victimization groups: convergent victims (high peer- and self-reports, 10%), self-identified victims (low peer-, high self- reports, 20%), peer-identified victims (high peer-, low self- reports, 10%), and nonvictims (low peer- and self-reports, 59%). Convergent victims reports the highest level of depression, loneliness and deviant behavior, followed by self-identified victims, peer-identified victims and nonvictims. Self-identified victims report the highest level of social anxiety, followed by Convergent victims, peer- nonvictims and identified victims.

Conclusion: Some individuals have different perceptions of bullying between others' perceptions and self-perceptions, which associate with their internalizing problems and externalizing problems. Compared to peer-identified victims, self-identified victims are more likely to experience more internalizing problems and externalizing problems.

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O79 – (OS) Why is it so hard? Qualitative analysis of challenging bullying cases

9. School bullying

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Introduction: To date, research on bullying has focused on the overall effects produced by different policies or programs, largely ignoring the variability that exists across individual cases of bullying. Although meta-analyses show that antibullying programs can reduce the prevalence of bullying by 15-20% on average (Gaffney et al. 2019), it is evident that some cases remain unsolved. However, there is limited information about the specific qualities that make certain cases of bullying challenging for teachers to address. This study explores specifically teacher's experiences of tackling such cases.

Method: Data were written descriptions of real-life challenging bullying cases (*n* =133) collected in autumn 2018 in the beginning of a one-year training course for Finnish basic education teachers. Cases were analyzed using thematic analysis to provide a synthesis of the characteristics of challenging bullying cases as perceived by teachers.

Results: Preliminary results indicated that many characteristics jointly contribute to a bullying case being perceived as challenging by teachers. Specific features connected to 1) the bullied student (e.g., socio-cognitive skills, diagnosed behavioral problems), 2) the student bullying others (e.g., reluctance to change own behavior) and 3) problems in peer relationships and group dynamics made some cases extremely difficult to solve. Furthermore, the nature of the bullying case itself (e.g., covert forms of bullying, conflicting narratives between the parties) and co-operation with parents (e.g., accusations, denial, unhelpful attitudes and behavior) were seen to further complicate the situation. In these cases, teachers often felt they did not have enough skills, tools, or resources to handle the situation.

Conclusion: These results offer a unique perspective into teacher experiences of challenging bullying cases and the explanations they provide for these cases. Limitations of current intervention practices and suggestions to improve existing bullying interventions will be discussed.

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O80 - (OS) 'I'm often alone': Social marginalisation, loneliness, and the question of bullying in a Swedish elementary school

9. School bullying

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Introduction: Research suggests that teachers tend to explain school bullying in terms of the traits of individual pupils, and to consider relational bullying less serious than direct bullying. In addition, teachers are said to be less likely to intervene in relational bullying, and to take less action against indirect bullying than direct bullying. This means that preventive work against bullying in schools often does not take sufficient account of the social ecology of bullying. The aim of this study is to explore three pupils' experiences of social marginalisation, loneliness, and bullying within the social context of a Swedish elementary school.

Method: The findings are based on ethnographic fieldwork with 34 pupils and 7 teachers in two sixth-grade classes (i.e., ages 11-12) at one Swedish elementary school. The findings were analysed using methods from constructivist grounded theory and through the lens of Bronfenbrenner's ecological theory of human development as well as critical bullying studies.

Results: The findings underline that pupils may experience a range of bullying interactions, both "direct" and "indirect", and demonstrate that pupils draw from a range of differential points of reference so as to socially evaluate both themselves, their classmates, and their peers. Pupils might thus be socially devalued, cut off, and forced to find themselves socially marginalised, left out, and bullied.

Conclusion: The findings have important implications for teachers and other school personnel, who need to look beyond the forms of "direct" bullying, and to consider the interdependent processes of the bullying ecology more thoroughly.

O81 – (OS) "We don´t need to play rough, right?" Pupils' perspectives on the football court, bullying and gender

9. School bullying

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Introduction: While bullying can be viewed as a complex phenomenon, addressing how various school factors such as teacher-pupil relationship, schools' efforts to prevent bullying and various school spaces influence bullying processes, there are still few studies investigating what school factors relate to bullying processes. In this study we contribute to this research by exploring how a particular space at the playground, the football court, relates to school factors and bullying, as it turned out to be a hot spot for various incidents in our analysis.

Method: The present findings are based on ethnographic research in which participant observations and semi-structured interviews have been collected from three comprehensive schools in Sweden. The research project focus on the relations between school bullying and the institutional context of schooling. We began with conducting participant observations and these informed the interviews. In total, 31 group interviews and one individual interview were conducted with 121 pupils. Participants came from preschool class to sixth grade. The data were collected and analyzed with constructivist grounded theory.

Results: Our findings reveal how the football court appears to be a conflictual space where disputes, fights and exclusions take place. The football court was also a gendered space in terms of who could play or not, pointing to issues related to use of space. In addition to this, scheduling, school design and teacher's involvement were found to influence these processes. To conceptualize our findings, we utilized a social-ecological perspective that emphasizes how spaces and social processes such as bullying are understood as emerging through the interaction of various systems.

Conclusion: By putting attention on one particular school space, the football court, and how various school factors are involved in shaping the processes taking place there, our study highlights the complexity in school bullying processes.

10. Preschool and infant school

O82 - (OS) Fostering early socio-emotional skills at pre-school for the prevention of bullying

10. Preschool and infant school

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Introduction: This work aims to explore the nature and extent of bullying behavior among preschool and early grades of primary school pupils and to evaluate the effect of a Socioemotional training programme in preventing bullying, implemented by class teachers through cooperative learning.

Method: Participants were 362 children (187 boys and 175 girls): 113 pupils from kindergarten (age range 4-5) and 249 from primary schools (age range 7-10) from a convenience sample in Italy. Teachers rated children pre and post intervention using STRS, (Pianta & Nimetz, 1991) and 5 items scale for Belonging; trained researchers administered a peer nomination for bullying behaviours represented on 4 cartoon scenarios (Monks et al., 2011). The intervention programme (SEED) aimed at developing socio-emotional skills through 8 Learning Units delivered by class teachers through collaborative learning among peers.

Results: Hierarchical regressions were run separately for the experimental group and the control group; gender, age and school level were entered as covariates.

Among preschoolers, the nominations for *direct relational bullying*, (β = 0.240, p = .020) *indirect relational bullying*, (β = 0.303, p = .015) and *total nominations as bully* (β = 0.255, p < .001) increased only in the control group. The same happened for primary school children for *relational bullying*, (β = 0.24, p= 0.020) and *indirect relational* (β = 0.030, p = .014) and *total nominations for bullying* (β =

0.26, p < .001); *physical bullying* did not change in both groups. Nominations for victimization increased only in the experimental group after the intervention in both school levels. Pre and post intervention evaluation by teachers showed an effect only for preschoolers in the experimental group: *Closeness* (β = 0.42, p < .001*) Relational adjustment* (β = 0.19, p < .001) and *belonging* (β = 0.35, p < .001) increased.

Conclusion: The SEED socio-emotional intervention programme proved to be effective, especially in preschool, in contrasting bullying and in fostering a protective relationship with teachers.

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11. Cyberbullying and online safety

O83 – (OL) Adolescent Social Media Use: Pitfalls and Promises in Relation to Cybervictimization, Friend Support, and Depression

11. Cyberbullying and online safety

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Introduction: The ubiquitous presence of social media in adolescents' lives has raised questions about its impact on peer relationships and mental health. Although there are benefits to social media use (friend social support; Liu et al., 2018), there are also risks (cybervictimization). Longitudinal research is needed that examines active social media use (posting/commenting, as opposed to passive scrolling; Escobar-Viera et al., 2018) in relation to positive (friend support) and negative (depression, cybervictimization) outcomes for adolescents. Our study had two aims: 1) What are the longitudinal associations among active social media use and depression for males and females? 2) What is the role of friend support and cybervictimization in these relations?

Method: A community sample of adolescents (N = 801, 57% female, 81% White) between 13-15-years (at baseline) completed electronic surveys on social media use, cybervictimization, friend support, and depression in 6-month intervals over two years.

Results: Data were fit to a structural model which included autoregressive and cross-lagged paths for four latent variables (active social media use, cybervictimization, friend support, depressive symptoms) across four waves. Significant sex differences were evident. For females, active social media use negatively predicted depression and there was a reciprocal positive relation between cybervictimization and active social media use. For both males and females, friend support positively predicted active social media use. Cybervictimization predicted depression for males; a reciprocal relation was found for females.

Conclusion: The relation between social media use, peer relationships, and mental health is complex and differs for males and females. Males' cybervictimization predicting later depression is consistent with previous

research. Interestingly, friend support predicted social media use. Females who actively used social media predicted less depression, suggesting some benefits. The reciprocal relations between cybervictimization and social media use and depression, respectively, indicated the complex functions of social media and the predictors and negative outcomes of cybervictimization.

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O84 - (OS) Adolescents' Experiences of Cybervictimization and Body-related Concerns

11. Cyberbullying and online safety

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Introduction: Research so far indicate that adolescent's that are victims of cyberbullying also struggle with poor body image. However, since previous research on the connection between cyberbullying and body concerns has focused solely on body image little is known about the relationship between cyberbullying and other body concerns. The aim of this study was therefore to examine the relationships between cybervictimization and three body-related concerns: body-esteem, self-objectification, and internalization of body ideals (Frisén & Berne, 2020). The aim was also to examine these relationships not only to cybervictimization in general but also to appearance-related cybervictimization more specifically.

Method: The sample comprised 482 adolescents (233 girls and 247 boys; aged 13-15) from four Swedish schools.

Results: The results showed that 20.5% of the participants reported being the victim of cyberbullying directed at their appearance. Victims of appearance-related cyberbullying suffered from more body-related concerns: they had a poorer view of their general appearance and of their weight. They also reported more body shame, thin-ideal internalization, and appearance-related pressure from the media. A novel finding was also that body-related concerns were not related to cyberbullying in general, as has been implied in earlier research, but specifically related to cyberbullying directed at the victim's appearance.

Conclusion: The findings from this study can be used when developing preventions and interventions since it shows that victims of appearance-related cyberbullying suffer from the double burden of both struggling with victimization and also struggling with a range of body concerns.

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O85 – (OL) An exploration of emerging adults' perceptions of humorous cyberbullying using hypothetical vignettes

11. Cyberbullying and online safety

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Introduction: Previous research suggests that some online social behaviours can be interpreted as both humorous banter and cyberbullying (Huang & Chou, 2010). Limited research has considered the problematic nature of interpreting these online behaviours, with some literature indicating that humorous cyberbullying as generally ambiguous to perceive (Baas, de Jong, & Drossaert, 2013). The aim of this research was to investigate factors of humorous cyberbullying which may impact the severity perception of this potentially harmful online behaviour.

Method: 417 participant, 16-21 years old, took part in a self-report vignette study (110 male and 307 female, M_{age} =17.14, SD = 1.11) via an online survey. Participants were randomly assigned a set of 12 hypothetical, humoristic cyberbullying vignettes which were experimentally manipulated. Each vignette consisted of 4 conditions relating to severity of humour, differing cyberbullying behaviours, a present audience, and repeated experience. Vignettes were rated 0-7 for two outcome variables; a) perceived offensiveness and b) perceived as cyberbullying.

Results: Overall findings from multi-level modelling indicate participants were significantly more likely to rate the vignettes higher for perceived offensiveness rather than cyberbullying behaviour across all factors. In terms of gender differences, males significantly gave lower ratings than females across all factors suggesting males perceive humoristic cyberbullying as less severe than females. Interaction effects indicate a mediating role of audience in relation to the severity of humour scenarios, gender, and repetition suggesting that the cooccurrence of publicity with other factors may enhance the severity perception of humorous cyberbullying.

Conclusion: These results suggest that banter can be perceived as highly offensive and as cyberbullying. The degree of how severe a humorous interaction is perceived by a victim may depend on a combination of factors,

which can lead to a clearer interpretation of the event as cyberbullying. All findings are discussed with consideration given to potential implications.

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O86 - (OL) Assessing and Understanding Bystander Behavior in the Cyber Context

11. Cyberbullying and online safety

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Introduction: The role of cyberbystanders is not well understood. The current study utilized the bystander intervention theoretical framework (Latané & Darley, 1970) to better understand cyberbullying bystander intervention. We aimed to 1) modify the Bystander Intervention in Bullying measure (Nickerson et al., 2014) to assess cyberbystander behavior (RQ1), 2) assess the degree to which each bystander step predicts the subsequent step (RQ2), and 3) investigate predictors of cyberbystander behavior (RQ3).

Method: The current study included 950 adolescents from the United States. Students completed self-report measures on cyberbullying, bystander intervention, empathy, and social support.

Results: RQ1: Results from factor analysis, measurement invariance testing, internal consistency, and convergent and divergent validity will be presented. Preliminary ANOVAs demonstrate that girls engage in all steps of the model more than boys and significant mean differences across the 6th-12th graders.

RQ2: A preliminary path model was conducted in AMOS. Each step of the model was positively and significantly related to the subsequent step in the model.

RQ3: A preliminary path model was conducted in AMOS; only significant paths are reported here. Previous experience as a cyber victim was positively related to all steps except Act. Previous experience as a cyber bully was negatively related to all steps except Know. Social support was positively related to all steps except Notice. Affective empathy was positively related to all steps. Cognitive empathy was positively related to Know and Act.

Conclusion: Preliminary analyses indicate there is support for the application of the five-step bystander intervention model for cyberbullying, with significant gender differences. An interesting pattern of predictors to engaging in each step

of the model emerged in the preliminary model. Full results and discussion will be presented at the conference, with a focus on how results will inform cyberbystander intervention programs.

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O88 - (OS) Children´s experiences of having nude images or videos shared without consent

11. Cyberbullying and online safety
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Introduction: Facing the risk of having one's images shared without consent has a negative effect on the physiological health of the victim. For some time, ECPAT Sweden (ECPAT), a child rights organisation specifically working against child sexual exploitation, through our web-based internet tipline (ECPAT Hotline), has seen a growing number of self-generated material involving children, and felt a prompt need to provide direct help and support to children.

Method: In the spring of 2020, ECPAT Sweden launched a digital platform and helpline for children and youth called Ditt ECPAT (Your ECPAT), specifically dedicated to providing support to children in issues related to sexual abuse and exploitation. In November 2020, the platform was complemented with a new service to and for children to help them remove images from the internet. The initiative is a collaboration between ECPAT, Canadian Centre for Child protection and the Swedish Police among others.

Results: Today, we are contacted daily by children who have had their nude images or videos shared without consent, often by other children. Often, the images were produced voluntarily as a way of exploring one's sexuality, but somewhere along the line the images spread without the child's consent. Many of the children are familiar with the person who is sharing their images and/or threatening them and might be forced to meet their assaulters in school the next day.

Conclusion: The amount of self-generated child sexual exploitation material is growing rapidly and so is the number of children reaching out to Your ECPAT for support. In this lecture, ECPAT will share the experiences and views of the children reaching out to Your ECPAT and the difficulties they face and the fear of communicating with their caretakers when their images are shared without consent. We will also share the results of our initiative on removing those images.

O89 - (OL) Cyber Aggression in Youth Dating Relationships: Frequency, Type and Perpetrator's Motives.

11. Cyberbullying and online safety

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Introduction: Little is known about the prevalence, motives or nature of the perpetration of cyber aggression in youth dating relationships. Two types of on-line cyber aggression were examined: direct cyber acts (e.g. threatening to spread embarrassing information about my partner on-line) and excessive monitoring (e.g. used social media to control where my partner was) (Borrajo, Gámez-Guadix, & Calvete, 2015). The frequency and nature of these behaviours as well as the underlying motivations for their perpetration were examined.

Method: The sample included 1,500 students ages 17-21. All completed the Cyber Dating Abuse Questionnaire (CDAQ; Borrajo, E., Gamez-Guadix, M., Pereda, N., & Calvete, E., 2015). Semi-structured interviews were conducted with a small sample who self-identified as perpetrating high levels of cyber dating aggression (at least one act a week). Based on these interviews the Motivation for Intimate Partner Cyber Aggression Scale was developed and completed by 425 youth. Psychometric properties were analysed and the relationship between CDAQ perpetration and motivations examined.

Results: Many youth reported perpetrating cyber aggressive acts directed towards their dating partner. Excessive monitoring with the intent to control was reported more frequently than direct acts. Four motivations were identified: Relationship Insecurity, Anger, Concern & Caring and Boredom. Anger motives predicted direct cyber aggression (Beta = .384, p < .001), accounting for 19% of the variance while Relationship Insecurity and Anger predicted control monitoring (Beta = .329, p < .001) accounting for 10.2 % & 4.6% of the variance, respectively.

Conclusion: Youth who are angry and insecure in their dating relationships are participating in both direct perpetration and excessive monitoring with the intent to control. Efforts should be increased to discuss healthy on-line relationship behaviours with youth. In the times of COVID the risk of being victimized on-line,

within a relationship, has increased and youth in the early stages of dating are most vulnerable.

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O91 - (OL) Cyberbullying in the COVID Era: Implications for Youth with Disabilities

11. Cyberbullying and online safety

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Summary: "As access to technology and electronic communication increases, and the social media landscape evolves, the environments in which an individual can experience bullying expands. Therefore, bullying no longer begins and ends with school bells; it is now entrenched within one's physical and electronic boundaries" (Rose, 2021). This statement becomes even more germane for youth in the wake of the COVID era, where they were forced to learn and socialize though electronic means. The IEP is designed to support the educational, behavioral, and functional needs of youth with disabilities (Yell, 2016). However, schools continue to struggle with providing youth with disabilities with appropriate educational, social, and behavioral supports in the COVID era, which poses additional risk for cyberbullying.

Purpose: This session will outline issues related to cyberbullying within the context of new and evolving technology as a result of increased reliance on electronic devices for learning and socialization, including the differences between cyberbullying and traditional forms of bullying, specific cyberbullying risk factors associated with students with disabilities, outcomes associated with prolonged exposure to cyberbullying, and warning signs of cyberbullying inivolvement.

Research-based (optional): In recent studies, students with disabilities experience higher rates of cyberbullying than their peers without disabilities (Rose et al., 2015), which makes addressing cyberbullying an issue among students with disabilities more germane during the COVID Era.

Expectations: This session will outline prevention and intervention approaches to cyberbullying among youth with LD. This includes understanding risks associated with current social media apps, recognizing the nexus between virtual and school-based experiences, establishing electronic school-wide expectations,

teaching digital citizenship, crafting IEP goals and objectives specific to cyberbully prevention, and forming and embedding an action plan in face-to-face, online, and hybrid environments. Participants will leave this session with an outline for developing a cyberbullying prevention plan to initiate the development and implemenation within their schools.

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O92 – (OL) Cyberbullying, Individual Protective Factors, and Depression among Chilean Adolescents During the Pandemic

11. Cyberbullying and online safety

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Introduction: Cyberbullying among adolescents has negative consequences for their mental health. Several studies show how cyber victimization is associated with both internalizing and externalizing problems during adolescence.[1] More specifically, adolescents experiencing cyber victimization show moderate to severe depressive symptoms, substance use, and an increasingly stable link with suicide. [2-3]
Previous studies highlight individual protective factors, such as coping mechanisms, as significant predictors. Yet, there are no studies that examined the harmful effects of cyberbullying in the context of Pandemic while considering individual coping mechanisms.
Method: The study used "StatKnows" [4] sampling methodology for online surveys. In a stratified and random way, people reflecting the required diversity were invited to participate in an online survey during August 2020. The ethical committee from Universidad del Desarrollo approved this study. We used a sample of 463 adolescents (73.43% women, 15 - 19 years old) from the Metropolitan Region of Chile who declared at least one incident of cyberbullying in the last three months.
Results: We found that victims of cyberbullying have higher levels of depression. Moreover, turning off the phone and disconnecting from social media is associated with mental health problems when the frequency of cyberbullying is low. Ignoring the situation is associated with lower depressive symptoms when the cyberbullying frequency is low, but with increased depressive symptoms with high cyberbullying frequency.
Conclusion: Our result highlights the importance of two coping mechanisms which can buffer the adverse effects of cyberbullying on depression, consistent with previous studies. [1-3] Coping mechanisms are essential assets to be

developed in adolescents considering the importance of social media for their lives. Adolescents that experience cyberbullying can manage this situation better by managing these social skills. Moreover, families and schools can promote and teach them to face cyberbullying. In addition, if we consider the Pandemic context, learning how to navigate safely online is vital.

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O93 - (OL) Examining the Effectiveness of Artificial Intelligence-based Moderation of Cyberbullying on Social Media

11. Cyberbullying and online safety

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Introduction: Cyberbullying is a persistent problem for social media and gaming platforms, especially when children are involved (Milosevic, 2018). It is particularly challenging to design effective reactive let alone proactive moderation of such behaviours (Gorwa et al., 2020; Gillespie et al., 2020; Roberts, 2019). Reactive moderation is based on children's reports, whereas proactive moderation involves the application of various artifical intelligence-based tools (AI) to address cyberbullying before it is reported. Very little is known about this process, which is important for children's online safety and the balance of their rights to privacy and freedom of expression too (O'Higgins Norman, 2020). In order to be able to evaluate whether these proactive tools employed by platforms are able to assist children, it is important to understand how they work. It is also essential, from the perspective of children's rights, to have these tools evaluated by children. However, companies provide little information about it and there is a lack of research on this topic.

Method: We conducted a qualitative content analysis of the 15 most popular social media and online gaming platforms for children under 18 in Ireland; as well as a web search of news items, company statements and relevant policy documents in order to provide a description of the AI-based tools used by the companies. Focus groups and in-depth interviews with 40 children age 11-17 in Ireland are leveraged towards soliciting their views on the effectiveness of the tools provided by companies.

Results: Types of cyberbullying behaviours that can be detected by AI on these platforms are detailed; and the available data on the effectiveness of

associated interventions. This is compared against feedback solicited from children and their views on rights to safety, privacy and freedom of expression. **Conclusion:** We highlight the need to embed children's views into the evaluation of company AI moderation.

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O94 - (OL) Exploring comparative optimism and cyberbullying: The role of experience and technology

11. Cyberbullying and online safety

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Introduction: Individuals hold optimistic beliefs about the likelihood that they will experience cyberbullying compared to others (Betts et al., 2019). However, it is unclear whether these beliefs are influenced by previous experiences of cyberbullying or the underlying motives of technology use. The current research aimed to explore these issues.

Method: Data was collected from 444 (371 female, 71 male, 2 non-disclosed) students (M_{age} = 20.38, SD_{age} = 3.51) from two Universities in the UK. Participants completed questionnaires assessing their problematic internet use, fear of missing out (FOMO), and previous experiences of cyberbullying (as a victim, bully, and witness). Participants also reported the likelihood with which they and eight comparator groups that varied in social distance would experience cyberbullying. Following, Joshi and Carter (2013), a comparative optimism differential score was created.

Results: Process (Hayes, 2018) model 81 was used to examine the indirect effects of problematic internet use as a serial mediator and experiences as a victim, bully, and witness as parallel mediators in the relationship between FOMO and comparative optimism. Indirect effects were found; problematic internet use and being a victim (negatively) and witness (positively) mediated the relationship between FOMO and comparative optimism. Greater FOMO predicted greater problematic internet use which predicted elevated levels of experiencing cyberbullying as victim and witness. Experiencing cyberbullying as a: (a) victim predicted reduced comparative optimism and (b) witness predicted increased comparative optimism.

Conclusion: Previous experiences as a victim and witness of cyberbullying and motives and experiences of using technology are important factors in predicting optimistic beliefs about the likelihood of experiencing cyberbullying. Together, the results suggest that those who have experienced cyberbullying previously

hold less optimistic views about experiencing similar behaviour in the future whereas those who witness cyberbullying continue to hold optimistic views that they will not experience cyberbullying.

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O95 – (OL) How adolescents report empathy in virtual contexts and moral disengagement in cyberbullying

11. Cyberbullying and online safety

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Introduction: Empathy and moral disengagement play an important role in cyberbullying situations. However, to understand how these constructs operate, new instruments adapted to the specificities of virtual and cyberbullying contexts need to be created. Thus, the purpose of this study is to understand how adolescents experience empathy in online conditions, as well as, moral disengagement in cyberbullying situations.

Method: Necessary approvals were granted before initiating the study. A sample of 234 7th to 9th graders were asked to fill an online inventory in class. Data from this sample was considered for Exploratory Factor Analysis of two questionnaires from the inventory. The objectives, as well as all of the ethical guidelines of the study were explained to all students.

Results: Empathy was primarily revealed in the difficulty to understand why some things hurt other people online, and in the self-efficacy belief to understand how other people may feel online and when others are repressed. As for moral disengagement, not all mechanisms emerged with the same prominence in bystanders of cyberbullying. Thus, euphemistic language, diffusion of responsibility, devaluation of intentions and dehumanization were the most important mechanisms, in their respective locus of the disengagement process.

Conclusion: Empathy experienced in online contexts seems to be distinct when compared to empathy in face-to-face interactions. That is, it is mainly perceived as a bipolar construct (i.e., self-efficacy/difficulty) of the beliefs individuals have in their capacity to empathize or in their difficulty to do so. With respect to moral disengagement, each specific mechanism must be considered distinctively as they do not seem to be used with as much frequency in cyberbullying situations. Understanding empathy and moral disengagement is one of the main

challenges in tackling cyberbullying, considering their major importance in adolescent behavior and in their willingness to intervene.

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O96 – (OL) How teachers' morally (dis)engage from cyberbullying incidents

11. Cyberbullying and online safety

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Introduction: New technologies are increasingly accessible to children and adolescents and with the COVID-19 pandemic, recent studies have highlighted a rise in the incidence of cyberbullying, since most social interaction occurs online. Thus, it is necessary to focus on those who can help in these situations. Teachers can be a key element to prevent and intervene in this phenomenon. Nonetheless, cyberbullying often occurs outside the school space, therefore, teachers may not feel involved in the resolution of these situations. Thus, this study aims to understand teachers' perceptions of the phenomenon and how they define it. Moreover, this study proposes to understand whether being aware of real cyberbullying cases influences teachers' moral (dis)engagement, perceived gravity of the situation and perceived performance to solve cyberbullying cases. Lastly, this study proposes to understand whether teachers' acquired knowledge about the cyberbullying phenomenon determines how they perceive their performance, the gravity of the situation and morally (dis)engage from it.

Method: An online inventory with qualitative and quantitative items was delivered to middle and high school teachers (*Mage* = 50, *SD* = 7), to which 541 responded. Content analysis was performed with the qualitative data, whereas structural equation modeling was used for the quantitative items.

Results: Teachers defined cyberbullying with basic characteristics and did not demonstrate a deeper understanding of the phenomenon. Results also revealed that teachers' awareness of real cyberbullying cases predicted their moral disengagement positively and significantly, but that their acquired knowledge of

the phenomenon mediated this relationship negatively. This acquired knowledge also determined their perceived gravity of the situation and perceived performance to solve cyberbullying cases.

Conclusion: This study contributes by providing insights for teacher training programs, specifically with regards to their moral engagement with cyberbullying, how they perceive it and how they can improve their performance to prevent and intervene in this phenomenon.

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O97 – (OL) How young people respond to cyberbullying: the role of publicity, anonymity, type of cyberbullying, and victim response

11. Cyberbullying and online safety

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Introduction: Cyberbullying often occurs in group-based situations, and therefore, how young people respond when they witness cyberbullying is important in the process of combating the issue. Bystanders of cyberbullying can either respond positively by supporting the victim (e.g., comforting the victim, challenging the bully etc.), or negatively by supporting the perpetrator (encouraging the perpetrator, joining in, ignoring the situation etc.). This study aimed to examine how young people perceive the severity of cyberbullying, and to examine how young people respond as a bystander according to different cyberbullying situations.

Method: Data was collected from 990 (545 female, 403 male, 42 non-disclosed) students aged between 11 – 20 years (M_{age} = 13.16, SD_{age} = 2.14) from two schools and one college in the UK. Participants responded to 24 hypothetical vignettes which were experimentally manipulated to measure publicity, anonymity, type of incident, and victim response. Participants responded to two items after each vignette looking at: a. perceived severity, and b. bystander responses. The bystander responses examined were: ignore, encourage the bully, adult help, friend help, victim support, and challenge the bully.

Results: Seven 3 X 2 X 2 X 2 (Publicity [public, semi-public, private] Anonymity [anonymous, not anonymous] Type of cyberbullying [written-verbal, visual], Victim response [upset, not upset]) within-subjects ANOVAs were performed to examine the role of perceived severity and bystander responses to cyberbullying. Perceived severity was higher in public scenarios, when the bully was anonymous, and when the victim was upset. Victim response was the most influential factor across all response strategies on how young people respond to cyberbullying, followed by the publicity of the incident, the anonymity of the bully, and to a limited extent, the type of cyberbullying.

Conclusion: The results suggest that bystanders do respond differently to cyberbullying according to the publicity, anonymity, type of incident, and victim response.

O98 - (OS) Lajka - practical value-based platform in schools for a safer internet

11. Cyberbullying and online safety

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Summary: The free education platform Lajka has been created by the Princecouples Foundation to make it easier for Swedish schools to talk about and work with issues that affect everyday life online. At Lajka you will find lessons from preschool class to year nine as well as a module that is also suitable for upper secondary school. Lajka also offers materials for the after-school center, student health, school management and parents and is based on the importance of solid work on basic values, the school's governing documents, the global goals and the UN Convention on the Rights of the Child. With Lajka, the whole school can coordinate its work to promote good online health. Lajka offers concrete proposals and a ready-made layout that you can take straight with you or adapt to start constructive conversations about life online, its impact and consequences.

Purpose: The purpose of the presentation is to introduce Lajka and all its materials and also the importance of having a strong value-based preventive work for a safer online everyday life in schools. Open communication and good conversations between children and adults are an important protective factor against vulnerability, together with increased knowledge and information about concrete tools and strategies.

Research-based (optional): Lajka has quality-assured modules and has been created inclose cooperation with experts and researchers. The approach is based on and strengthened by research from, among others, the Swedish Media Council. University of Gothenburg, and international research on cyber bullying and online safety.

Expectations: We hope to be able to offer concrete tools and ways forward so that schools can more easily work for a safer online everyday life and better online health, without having to implement activities that are outside the curriculum. With preventive efforts and continuous conversations, you can create positive results in both the short and long term.

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www.prinsparetsstiftelse.se

https://lajka.prinsparetsstiftelse.se/

O99 - (OL) Predictors of cyberaggression: an ecological study

11. Cyberbullying and online safety

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Introduction: The objective of this research is to determine the relationship of the cybernetic individual, family, school, community and, community variables that best explain cyber-aggression behaviors in adolescents from an ecological perspective.

Method: A representative and random sample was selected by conglomerates, which included 2,033 high school adolescents of both sexes, aged between 12 and 17 years from the Bahía de Banderas region, Nayarit, Mexico; data processing was divided into two stages: MANOVA with three contrast groups of null, moderate and severe incurrence in cyber-aggression; in the second stage multiple linear regression was used taking cyber-aggression behaviors as a reference.

Results: The results reveal that the most characteristic variables of the group with severe cyberbullying incurrence are psychological distress, suicidal ideation, offensive parent-adolescent communication, school aggression behaviors, positive attitude towards the transgression of social norms, and problematic internet use; For their part, groups with no involvement in cyber-aggression incurrence are characterized by having a higher level of satisfaction with life, family functioning, open parent-adolescent communication, positive attitude towards authority, community integration, and positive use of virtual social networks. The multiple linear regression revealed the presence and weight of the explanatory factors of each system involved in the ecological analysis of cyber-aggression. The variables that best predict the presence of cyber-aggression behaviors are school aggression, problematic internet use, offensive parent-adolescent communication, positive attitude towards the transgression of social norms, and psychological distress.

Conclusion: The results show the importance of the role of cyberbullying aggressors and the inclusion of an ecological perspective in cyberbullying prevention and mitigation programs.

O100 – (OL) Risky online behavior in children: Child disclosure as a protective factor

11. Cyberbullying and online safety

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Introduction: Communication technology provides a setting where children from an early age often engage with peers by sharing their identity, images or private information, etc (Livingstone & Smith, 2014). Sometimes the disruptive technology use may lead to aggressive behavior towards others whether parents are not involved in such practices (Buelga et al., 2017).

The present study aims to analyze the protective role of child disclosure, understood as the child's spontaneous reliance on its parents in the use of the Internet, in the involvement of cyberaggression, and the mediating role of problematic Internet use and cybergossip.

Method: For this purpose, 886 elementary school children (53% girls; M_{age} = 11.21; SD = .90) completed self-report questionnaires. The mediation analysis was performed through a "Process" macro in SPSS. The possible moderating role of gender and age was also analyzed.

Results: The results show the negative association of child disclosure on cyberaggression. The mediating effects of problematic Internet use and cybergossip were also found. These associations were not significantly different between boys and girls. In terms of age, the associations were stronger for early adolescents than for late childhood.

Conclusion: The present study contributes to the literature on the evidence of the mediating role of children's use of the Internet and cyberbullying on the effects of child disclosure on cyberaggression. Building a positive cyber convivencia is vital to establish opportunities for confidence between children and parents and thus avoid involvement in online aggressive behavior. This requires the promotion of a common use of digital experiences where the responsible Internet use leads to a learning process on how to manage social relationships. Special attention should be focused on the transition to the

adolescent stage as a key developmental period in supporting healthy Internet use (Smahel et al., 2020).

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O101 – (OL) Selfies, Snapchat and Keeping Safe: How do looked after children engage online?

11. Cyberbullying and online safety

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Introduction: While there is extensive international research on cyberbullying and social media usage among young people, little is known about the online lives of looked after children. It is reasonable to assume that they would be engaging as much as their peers. However, care orders, a lack of financial means and changes in placements may influence their rates of internet and social media access.

Method: This study employs a mixed methods approach to investigation. The first phase will involve quantitative data analysis to identify differences in how looked after children experience bullying, cyberbullying and related mental health outcomes as related to their peers. The second phase will explore the online lives of looked after children, through interviews.

Results: Data collection and analysis is ongoing at the time of this writing. Findings will be presented on the following themes:

1. Understanding how looked after children engage online.
2. Ascertaining the breadth of cyberbullying behaviours that looked after children experience as compared with their peers.
3. Determining the potential risk factors that social media might have on looked after children.
4. Determining the advantages that social media and online activities provide for looked after children.

Conclusion: Increased understanding is needed regarding the online lives of looked after children, how they engage with social media and what challenges they face. The findings from this study will have far-reaching potential benefits, including better support for young people in care around social media, how they socialise online and how they interact with friends, peers and family in the digital world. In addition, this research will benefit foster carers, social workers,

educators and young people themselves in how those who are looked after engage in online spaces.

O102 - (OL) Understanding Cyberbullying as a Security and Online Safety Issue

11. Cyberbullying and online safety

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Introduction: The present paper is concerned with how social media conceptualised bullying and the internal governance mechanisms surrounding bullying. We examine the ways in which bullying is understood and acted upon in social media, and explores to what extent social media rationale is influencing bullying defintions and understandings.

Method: This paper looks at specific policies made by Facebook, Twitter, Snapchat, and Tik Tok. The analysis relies on discursive content analysis of aforementioned platforms and Sociology of Knowledge (SKAD) (Keller 2011, 2018) which serves the purpose of understanding how social media is contributing to conceptualised bullying and transformed bullying conceptualisation intervention practices.

Results: The paper acknowledges that few platforms have tried to innovate by facilitating research about the design of interventions that would sustain empathy and social-emotional learning on their platforms. However, the empirical analysis of platforms structures and policies reveals that they have emplaced bullying as security as it facilitates managerial duties for general content removal.

Conclusion: While the experience of cyberbullying can make a victim feel unsafe, and removing content should be considered, the cause of the problem itself is a behavioral and relational one and safety is merely a symptom of the broader underlying problem. The range of solutions offered by platforms are limited to removing the symptoms of bullying behaviors namely in the form of content removal. This practice remains insufficient and problematic. The finding aligns with previous research which shows that removals, blocking and muting might be a good start but are not sufficient and are sometimes even counter-productive, as they do little to repair a relationship or address the online culture where such abuse is deemed to be acceptable; if the underlying relational issue persists it can continue offline too (Milosevic & Vladisavljevic, 2020)

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12. Bullying in sports

O103 – (OL) Bullying in Extracurricular Activities: Impact on Youth with Disabilities

12. Bullying in sports

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Introduction: Bullying remains a public health concern for all youth, especially for youth with disabilities (Rose & Gage, 2017). While prevention practices are necessary for reducing bullying, these prevention practices are rarely embedded within the extracurricular environment (Rose & Monda-Amaya, 2012). While students with disabitlies are encouraged to participate in such activities (NASEM, 2016), little is know about bullying within these environments.

Method: The sample consisted of 14,508 students, including 1,183 with disabilities. All students completed a climate assessment that measured bully perpetration, victimization, fighting, and social exclusion. Students were asked if they were involved in extracurricular activities and to name the activities in which they were involved. Overall, 58% of the student population affirmed involvement. In total, 292 different activities were coded, representing 5 domains (i.e., sports, art clubs, academic clubs, multiple domains, no involvement).

Results: Preliminary analyses suggested that students with disabilities engaged in significantly higher rates of fighting ($F_{(1, 14089)}$ = 6.61, p < .05), experienced higher rates of victimization ($F_{(1, 14089)}$ = 44.26, p < .001), and social exclusion ($F_{(1, 14089)}$ = 35.12, p < .001). Post Hoc analyses revealed that students who participated in sports only engaged in significantly higher rates of bullying and fighting than other student groups, with the exception of fighting for those not involved in extracurricular activities. Students who participated in art clubs only experienced higher rates of victimization and social exclusion than any other student group. Interaction analyses revealed that students with disabilities, including those with LD, were victimized and socially excluded more, even within their selected activity more than their peers without disabilities.

Conclusion: Students with disabilities continue to be disproportinately involved in bullying (Rose & Gage, 2017), even in extracurricular activities. Therefore, sponsors, coaches, mentors, and advisors of afterschool activities, including

athletic teams should receive bully prevention training to mitigagte involvement, especially among those most at risk.

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O104 - (OL) Empowering youth leaders

12. Bullying in sports

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Summary: The Friends Foundation and the Swedish Equestrian Federation (SEF) collaborate in the project "Empowering Youth Leaders" (2019-2021). The overall aim is to create a safe and inclusive environment for youths within the equestrian sport. Equestrian is Sweden's second largest youth sport (7-25 years) and the sixth largest sport in Sweden in total and gives half a million Swedes an area for leisure and competition. The Swedish Equestrian Federation (SEF) are educating 500 youth leaders every year and horse riding schools are places where many children gets their first leaderships experience. More than 900 horse riding schools with 125'000 athletes around Sweden are, besides the compulsory school, one of the largest contributor to young people's social development. But horse riding schools and stables, as any social arena, also have a backside where hierarchy can lead to bullying, fear and violations.

Purpose: The purpose of the project is to promote equal rights, non-discrimination and a safe environment that prevents bullying, harassments and other sorts of violence among youth's at horse riding schools. The project aims to develop a comprehensive model for mentorship for adults that focuses on how to create a positive social climate by mentoring, empowering and supporting youth leaders in equestrian sport.

Expectations: To share the findings, learnings, methods and results from the project, with hopes to inspire other sport organizations or federations and other youth organizations to work actively to promote a safe environment for youths.

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Centrum för idrottsforskning

O105 – (OS) How the Swedish Football Association work with Child Safeguarding

12. Bullying in sports

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Summary: The aim of this presentation is to give a brief overview of how The Swedish Football Association work with Child Safeguarding in general and how they work with it in their Football Summer Camps specifically.

Purpose: The Swedish Football Association has during 2020 and 2021 worked on creating a clearer structure of how to work and create a safer environment for children taking part in football at national, regional and club level. Part of that has been to clarify expectations but also provide tools for both the preventive and reactive work.

One way that is done is through the Football Summer Camps, a concept the Swedish Football Association provides for affiliated clubs. The children participating are mainly in the ages 6 to 12. Coaches at these camps are mainly youths in their late teens who also play football in the club. In cooperation with the Swedish antibullying organisation Friends have we reviewed the education and training the coaches receive to make sure they get better support how to work with the children and create a safe environment. During training they receive information and they are also provided with material that the coach can use during activities that consists of a folder and a pdf-file for deeper knowledge.

Expectations: The Swedish Football Association think this work is very important and many of the young coaches who participate will in the future have a bigger role within coaching so it is important to raise awareness and give them this knowledge so we can together create a safe environment for our children. It could also be so that the material used can become a more integrated part of the regular coaching education received through the Swedish Football Association.

14. Bullying and other forms of violence

O106 - (OL) Building Capacity and Sustainability for Student Voice in Violence Prevention in Secondary Schools:The Mentors in Violence PreventionProgramModel

14. Bullying and other forms of violence

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Summary: The Mentors in Violence Prevention (MVP) program is based on a peer leadership model that targets not only potential perpetrators of bullying and violence and associated behaviors but the role of the "bystander" as well. It employs a 'train the trainer' model whereby staff train 'peer educators' or 'mentors' who then facilitate discussions with their peers. Contexual issues in which the program is implemented can have significant impact on the results. This proposal presents work on the MVP model as it has been implemented in secondary schools. Utilizing a school multi-level readiness assessment for building foundational support, the model is implemented in a manner that builds school capacity and sustainability while facilitating leadership and social emotional learning of MVP Mentors as they engage younger peers in bullying and violence prevention.

Purpose: The proposal will share results from ongoing mixed method, multi-level evaluations of secondary schools implementation of the model (N=20 approx.) Methodology includes pre, post surveys of MVP Mentors (N=300 approx) and recepients of the program (N = 2500 approx.) using standardized instruments and project specific measures. Findings shared will include student outcomes, the views and experiences of school personnel (N=120 approx) in contextual issues influencing the implementation of the MVP program as well as their own personal and professional experiences with the model.

Expectations: Participants will gain insight into:

How school personnel report significant changes between pre/post surveys in rape myth beliefs and associated attitudes; increases in abilities to implement bystander training; and greater willingness to intervene in personal and professional contexts of harassment, bullying, and violence;
How Mentors, and students, report increases in their willingness to intervene in

situations of bullying and forms of violence; increases in the steps of bystander model when encountering situations of bullying, and violence as well as emergent themes associated with growth in social emotional learning.

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O107 - (OS) Downwards bullying transmission: How do bullying by teachers relate to bullying by peers?

14. Bullying and other forms of violence

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Introduction: In the last two decades there has been much research on bullying, thus much is known about causes, actions and consequences of bullying. However, the research has mainly focused on bullying between peers. The Norwegian annual pupil survey shows that around two percent of the pupils experience bullying from teachers or other school staff. To date, research has paid little attention to this type of bullying conceptualized as "downwards bullying transmission". This paper aims to contribute to more knowledge on how bullying between peers is related to being bullied by teachers. The study also examines whether the proportion of students who report bullying from peers differ from students who report bullying from teachers, and paper discusses the possible influence of bullying from teachers on bullying between peers.

Method: The annual pupil survey from 2018 was used as the data source. The sample consisted of 174.525 pupils in grades 7 (57.991), 10 (27.134) and 11 (29.535), which were approximately 12, 15 and 16 years old, respectively.

Results: Results shows that the correlation between being bullied by teacher and pupils is not very strong, but slightly stronger for boys than for girls. However, the results shows that the risk for being bullied by peers, as reported by the pupils, appear to be dramatically higher if bullied by teachers.

Conclusion: Based on the results, the paper discusses what may be possible explanations for the relation between peer bullying and bullying from teachers. More specifically the concept of downward transmission of bullying is discussed, and whether such a mechanism is supported by previous research on bullying, classroom management and relationship quality between teachers and students.

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O108 - (OS) Four years of antibullying legislation - what do the numbers tell us

14. Bullying and other forms of violence

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Introduction: Since 2017 Denmark has had an anti-bullying legislation. The law says that schools should view bullying as a social phenomenon, they should act in a specific way if becoming aware of bullying or similar dynamics and parents and students have a right to complain to a complaints board based in The Danish Centre for Educational Environment if they are not satisfied with the school's way of handling it. The community-oriented way of understanding bullying is an important part of the legislation and in this workshop this understanding is explored both from a pedagogical and a legal point of view.

Method: All the complaints and inquiries made to the Danish Centre for Educational Environment make up a data set that gives a deep insight into bullying in Danish schools. In this session data from the last four years is presented.

Results: The participants will learn about the complaints received by the Danish Centre for Educational Environment since 2017, and some of the interesting data from the cases.

Conclusion: There will be data from the bullying cases handled in the complaints board, and topics like age, gender, types of bullying, types of solutions from the school and types of legal decisions made will be presented.

O109 - (OL) Peer Victimization and Adolescent Mental and Physical Health During the COVID-19 Pandemic

14. Bullying and other forms of violence

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Introduction: In the United States (U.S.), the COVID-19 pandemic has prompted widespread school closures and altered the nature of adolescents' peer interactions. These significant shifts in adolescents' daily physical and social environments may be particularly stressful when paired with other disruptive transitions, such as shifting from middle to high school (Benner, 2011), or experiencing peer adversity, such as bullying (Juvonen & Graham, 2014). Therefore, this study explored adolescents' experiences with peer victimization, psychological distress, and physical health problems following the transition to high school amidst the pandemic.

Method: In Fall 2020, an online survey was conducted with a diverse sample of 388 U.S.-based adolescents (M_{age}=14.05; 61% female; 46% White, 19% Black, 17% Asian, 6% AMENA, 6% Biracial/Multiethnic, 3% Latinx, and 3% other ethnicities). Participants were ninth-graders recruited from 38 schools in the Midwestern U.S and, at the time of data collection, most (86%) were enrolled in virtual schooling. Participants reported their frequency of recent peer victimization as well as mental and physical health symptoms.

Results: Average peer victimization rates were relatively low (M = 1.38, SD = .52), but the majority (59%) of participants reported experiencing some form of peer victimization at least once or twice in the past two months. Relational (e.g., exclusion; M = 1.62) and reputational (e.g., rumor-spreading; M = 1.35) victimization were more common than overt victimization (e.g., pushing, yelling; M = 1.15), $F(1.83, 706.05) = 99.79$, $p < .001$. After controlling for participant gender, ethnicity, and peer victimization history, recent peer victimization was associated with heightened depressive (β = .19, $p<.001$), anxiety (β = .17, $p<.001$), and somatic symptoms (β = .19, $p<.001$).

Conclusion: Although social distancing mandates have triggered dramatic changes in adolescents' social and educational contexts, peer victimization

continues to function as a significant stressor. Adolescents who experience peer victimization following the high school transition are likely at risk for psychological and physical distress during the COVID-19 pandemic.

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O110 - (OS) Poly-victimization as predictor of bullying victimization among youth in care? The mediating role of internalising problem behaviour

14. Bullying and other forms of violence

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Introduction: Youth in care (e.g., living in foster or adoptive families) have a higher probability to experience bullying victimization in comparison to peers living with their biological parents. Moreover, youth in care have often experienced one or more forms of violence such as abuse or neglect previously in their lifetime. Several studies found that experiences of child maltreatment increase the risk of (re-)victimization. As poly-victimization has also been identified as a high-risk factor for maladaptive functioning as well as internalising problem behaviour and because bullying victimization was also associated with internalising problem behaviour, this study aimed at examining the mediating effect of internalising problem behaviour for the association between poly-victimization and bullying victimization.

Method: Foster and adoptive families as well as a control group of biological families with children aged between 8 and 21 years (approximately $n = 100$ per group) participated in a quantitative online survey to assess lifetime poly-victimization (e.g., child maltreatment, sexual victimization, conventional crimes), experiences of bullying victimization in the past six months, as well as internalising problem behaviour in child and parent report.

Results: The study will be completed by summer 2021 and first results will be presented. Preliminary results indicate that the expected associations can be supported by findings from this study.

Conclusion: Understanding possible risk factors for bullying victimization as well as the underlying mechanisms of it can help to improve intervention programs that provide especially for the needs of youth in care.

15. Bullying prevention

O111 - (OL) "Contra el Bullying" program of the Barça Foundation. Evaluation of the effectiveness after two years of application.

15. Bullying prevention

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Introduction: Bullying is probably one of the biggest concerns in schools. For this reason, having an efficient and effective prevention program is a necessity for schools. The "Contra el Bullying" (Against Bullying) program of the Barca Foundation showed very positive results in its first year of application in schools, when it had only been applied to half of the courses.

Method: 5250 participants of Catalonia's schools from 1º to 6º grades (6 years old to 12 years old) from 26 schools, took part in the study. Of those schools, 12 pertain to the experimental group, whereas 14 of them pertain to the control group. The postest recollection was two months after the last session of the program. The program is composed by 7 one-hour sessions in each course (3 physical education sessions, 3 tutorial session and 1 artistic session) (42 session in total) besides 4-6 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: The data show a very important reduction in the involvement as a victim and as an aggressor in the experimental groups compared to the control groups. Related to cyberbullying, in 5th and 6th grade, the only levels in which the intervention against cyberbullying was applied, the reduction rates compared to the control group were even higher.

Conclusion: "Contra el bullying" program of the Barça Foundation has shown its effectiveness through a rigorous evaluation. The program has become a free tool available to all schools in Catalonia. It is very important to have adequate resources to deal with bullying from an early age (6 years old)

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O112 - (OS) Breaking a rock drop by drop. The experience of Friends bullying prevention program in Lithuania.

15. Bullying prevention

Eglė Tamulionytė[1]

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Summary: According to HBSC 2017/2018 study, among 45 countries that took part in the research Lithuania has the largest rate of adolescents that experienced bullying - 29% in boys and 26% in girls. Despite the alarming situation there were few options available for Lithuanian schools as regards programs specifically designed to prevent bullying, especially having in mind the diversity of schools' types and capacities. Thus in 2018 in cooperation with Friends organization in Sweden Child Line introduced the Friends bullying prevention program in Lithuania. The program offered a set of principles and tools that schools were free to choose how to adapt to their specific contexts. By the end of 2020, 20 schools had completed the 3 annual surveys each (2281 adults working in schools and 12306 school pupils took part) and undergone a variety of trainings that hosted 3574 participants in total. The survey data suggests some positive changes: the number of pupils that reported having been subjected to degrading treatment decreased from 23,3% at the beginning of the 1st year of the program to 16,7% at the beginning of the 2nd year. Among the experiences brought about by implementing the program the most challenging yet rewarding were working with diverse schools, introducing norms critical approach to Lithuanian discourse and communication and motivation among different stakeholders.

Purpose: The purpose of this presentation is to share the experience and insight on the process of adaptation of Swedish Friends bullying prevention program in Lithuania: the path it took, the challenges it brought and lessons it taught us.

Expectations: The presentation invites its audience to explore the adaptation process of Friends program in Lithuanian schools and raise questions about what lessons learned can be taken to the future endevour of breaking the rock of bullying in Lithuania.

O113 - (OS) Bully-proofing a learning environment

15. Bullying prevention

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Introduction: The seven principles for good education practice by Chickering and Gamson provide a robust framework to strengthen the learning process but lack in securing a safe learning environment. Norwegian legislation has made the requirement for a safe learning environment a law. Thus, behaviours such as bullying are considered illegal. The goal of this paper is to introduce additional principles to the seven principles and apply them to our case study course, an online course, making the course more "bullying-proofed".

Method: We have evaluated the course using the seven principles and have introduced two new principles: inclusion and openness to knowledge. The new principles build on the premise that bullying is highly associated with inclusion-exclusion dynamics. The way teachers behave sets a model of interactions for students. Establishing an open relationship to knowledge is crucial to setting inclusion norms and questioning exclusion norms.

Results: Our course scored well with regards to the original seven principles, but it is not sufficiently equipped with regards to the two additional principles. In addition to the evaluation, we propose solutions to make our course more inclusive and open, thereby meeting the new principles.

Conclusion: Because the learning environment determines a lot of the learning process, it must be considered in good education practice. We propose the extension of the seven principles by two new principles for a more inclusive learning condition as a starting point for a discussion of the learning environment.

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O114 - (OL) Catch Bullying Behavior Before It Begins in Early Childhood Education

15. Bullying prevention

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[5] Heart Math Institute

Summary: This presentation will address the basic principles of self-identity in early childhood education and how these social and emotional learning skills directly impact bullying behavior by using methods to increase resilience and other coping mechanisms in children. Participants will leave with specific educational strategies that can be used within their own home and school environments. This is especially relevant as children are returning to school after an extended time with minimal social contact.

Purpose: Social and Emotional Learning,(SEL), has been proven to have a positive effect on a child's academic success, heart coherence, and preventing bullying behavior. Self-Identity is the foundational skill of SEL and increases the child's resilience, emotional regulation, feelings of compassion, and socialization skills. This presentation will address the basic principles of self-identity in early childhood education and how these educational strategies impact bullying behavior. "When the heart speaks, bullying cannot exist."

Research-based (optional): Many aspects of the methodology used presently are based on the results of several applied research grants through U.S. Federal programs, which were designed and directed by this author. One was to increase academic success, decrease severe behavior problems, and to behaviorally define self-esteem. This program had measurable results within a significant range.

Expectations: Participants will:

- Learn new aspects of bullying behavior after Covid isolation.

- Understand the significance of SEL, especially as children have been without physical peer interactions and play activities for an extended time, and how this has impacted academic learning and relationship building skills.
- Become aware of the correlation between developing resilience and self-identity in children and how this positively impacts bullying behavior, both for the bully and the child being bullied.
- Leave with specific educational strategies to follow the concepts discussed in this presentation.

Selected references

Heart Math Institute

Zero Bullies for All Kids

O116 – (OL) Effects of Cooperative Learning on Peer Relations, Empathy, and Bullying in Middle School

15. Bullying prevention

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Introduction: Although many bullying prevention programs have been developed, the results have been underwhelming, particularly in the upper grades (Langford et al., 2015; Ttofi & Farrington, 2011; Yeager et al., 2015). These programs share an emphasis on ***empathy*** as a student attribute that can be enhanced through the application of anti-bullying curricula that will, in turn, reduce bullying. However, the link between empathy and bullying is unclear, as is the ability of bullying prevention programs to actually impact student empathy. In this study, we evaluated the ability of small-group instruction (***cooperative learning***; Roseth et al., 2008) to impact positive peer relations and cognitive/affective empathy, and whether these effects would reduce bullying. We also evaluated the direction of effects among empathy and peer relations over time.

Method: This project used a cluster randomized trial (N = 15 middle schools, 1,890 students, 47.1% female, 75.2% White) in Oregon. Teachers in intervention schools were given training in cooperative learning, and data was collected twice per year for two years via student surveys.

Results: Our results indicated that cooperative learning significantly enhanced peer relations, which contributed to higher levels of both cognitive and affective empathy. In turn, affective (but not cognitive) empathy contributed to reductions in bullying. We also found that the effects of positive peer relations and affective empathy were reciprocal, such that increases in one led to increases in the other over time.

Conclusion: Cooperative learning has been demonstrated to enhance academic achievement (Roseth et al., 2008), and can be employed in any subject at any grade level. These findings demonstrate that cooperative learning can also be seen as a whole-school approach to reduce bullying. In addition, cooperative learning appears to create a feedback loop in which positive change in empathy leads to more positive peer relations and vice versa, both of which contribute to reductions in bullying.

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O117 - (OL) Friendly Floorball (Schysst Innebandy) Knowledge, inspiration and tools to help floorball clubs become safer and friendlier.

15. Bullying prevention

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Introduction: Since 2019 The Swedish Floorball Association, our partner PANTAMERA and the Friends Foundation have been working on a project that we call Schysst Innebandy (Friendly Floorball) concerning fair play and safe sports environment. The purpose of this project is to provide floorball clubs with knowledge, inspiration and tools that can help them create a friendlier, safer and more positive sports environment.

Method: Regarding the content of this project we have used Swedish Floorball Associations staff with great experience and competence, a psychologist who works wtih our national team and an expert from the Foundation. All three chapters have been printed as folders and then been distributed to all floorball clubs with children and adolescent activities. We also have a website where all chapters are published, you can download the folders as PDF´s, order more folders and find some extra material such as printable exercises, quizzes and questionaries. Soon we are hoping to be able to use our Swedish Floorball app as well. Our partner PANTAMERA is responsible for creating material, printing, distribution and the website.

Results: The project has resulted in three chapters where each chapter has its own main focus. Chapter 1 is called Schysst Lag (Friendly Team) focusing on creating a friendly, safe and positive climate within the sports team. Chapter 2 is called Schysst Match (Friendly Game) and enlightens important elements of matches and competitions such as how we treat opponents, being respectful towards the referee and responsibilities of the audience. Our third and latest chapter is called Schysst Förebild (Friendly Role Model), the purpose of this chapter is to talk about, and reflect upon behavior, support and involvement among the grown ups surrounding the children within the sport.

Conclusion: It is clear to us that this work is needed and much appriciated by our regional districts and floorball clubs.

O118 – (OL) From Red Slips to Conversations: One School's Journey of Implementation of a Bullying Prevention Program

15. Bullying prevention

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Summary: ACS Cobham Middle School had a bullying issue that needed to be addressed. It wasn't endemic, it wasn't rife, but it was present and we didn't manage it well. In 2017, we embarked on our journey to address bullying behaviours in our school, to support those on the receiving end of those behaviours, and to change the dialogue within our school community. This meant changing our approach from "You're getting a red slip" to real conversations about behaviours and actions, and the impact those behaviours and actions were having on others. It moved us from using only sanctions as a tool for change to utilising dialogue, education and reflection.

Our journey took us from training in the Olweus Bullying Prevention Program, identifying key personnel, training faculty and all support staff, to engagement with all stakeholder groups in our community as we launched our Courage Program - and we even commissioned a song for the launch!

4 years on, we have learned many lessons and adapted to changing conditions and as we became more informed. But we have succeeded in positively changing the culture within our school through students and parents trusting the program. The journey isn't over, but we have a map, we have a structure in place and we have a plan.

Purpose: The purpose of this workshop is to take participants through our journey from acknowledgement of a problem through to the implementation of a successful bullying prevention program. We will share our experiences of implementation, student and parent education, the ongoing role played by our teachers and what we wish we had known 4 years ago!

Individuals and schools considering, or partway through the same journey, are invited to join us.

Expectations: This is essentially a school-based action research project designed to assist schools embarking on a similar journey.

O119 - (OS) Hej Kommunen - Whole Community Approach against bullying

15. Bullying prevention

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Introduction: Since the end of 2017, Friends in collaboration with Örebro Universty and Hugo Stenbecksstiftelsen have been conducting a project called *Hej Kommunen*. During the project's first three years, we worked with the two Swedish municipalities Nynäshamn and Båstad to reduce bullying among children and youth. Predominantly, the work was conducted with the schools, but we also had the opportunity to work with other parts of the local guiding chain from local politicians to guardians and students. During this fourth expansion year of the project, we are taking the learnings from the project to create meaningful change in policy on a national level.

Method: The aim of the project is to explore the possibilities of expanding from a *whole school approach* to a *whole community approach*, and in so doing, seeing what works for whom, and in what . Along the way, our two collaborating researchers from Örebro University have been able to closely examine our interventions to be able to make out which efforts have had the greatest amount of impact.

Results: The results of the research is at this point yet to be published, but will be ready for the conference.

Conclusion: We hope to be able to use the learnings from the project to vastly influence our approach when it comes to bullying-prevention by seeing what our most fruitful interventions seem to be. We also hope to have greater insight when it comes to what kinds of contextual factors need to be considered to better understand the context that we are working in.

O120 - (OS) Implications of prevalence, ceiling-effects and gender differences for an on-going anti-bullying model in a Swedish municipality

15. Bullying prevention

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Summary: An anti-bullying model has achieved a reduction of prevalence of bullying in 36 compulsory schools, attended by about 10,000 pupils in a Swedish municipality. From a bi-annual school-safety questionnaire, summary data is shared with school principals and is used to inform policy and implementation strategy. Survey data reveals that in some schools/classes, ceiling-effects are becoming manifest. When prevalence reduces to 4% strategies require differentiated classroom targeting. The paper will explore evolving, differentiated best-practice, where school, classroom, gender and bullying-method variations present different intervention challenges. Schools where 30% of classes report no victims of bullying present a very different intervention challenge compared to schools with one or more victims in every class, or in schools where self-reported victimization reveals gender specific clusters of victims at classroom level. Consequences of varying prevalence rates, reported from a number of international studies, will be explored in the light of ceiling-effects, gender differences and bullying methods found in the municipality. Using the bullying prevalence strategy developed at the Swedish National Agency for Education (2011), the number of pupils experiencing bullying at any one time in the Swedish municipality is about 5%, meaning that there are about 500 victims in about 300 classrooms, in 36 schools. If prevalence was 20% it would correspond to 2000 victims. This would be an entirely different challenge (8 victims in each classroom of 25 pupils). The data at hand, in the municipality, indicates up to 30% of classes where no pupil reports being bullied. How ought prevention programs be adapted to deal with these different realities?
Purpose: To improve research based implementation of a flexible municipal-wide anti-bullying program.

Expectations: Improved preparation of school staff to meet the nuanced pedagogical and didactical challenges presented by critical variation in the prevalence of targeted bullying behaviours within an ongoing anti-bully intervention in 36 municipal schools.

O121 – (OS) Interdisciplinary perspectives on bullying prevention: A dialectic association between research, policy design and implementation

15. Bullying prevention

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Introduction: Recent approaches to bullying prevention support the interconnectedness of the school with the wider community. Whole-education approach aims to provide holistic, multi-faced and comprehensive response to bullying. However, gaps are traced in research and implementation, which include the participation of the school community and/or other parties in research, in policies and actual practice. Questions emerge around the way that the policy makers inflict specific theories and research on bullying, and the way that these theories and research are interpreted and followed by the policy's implementers.

Method: This presentation illustrates the findings of my Doctorate Thesis, which responds to an Action Research conducted in Cyprus, exploring interdisciplinary perspectives on bullying prevention. A teacher, an educational psychologist, a social worker, a theatre practitioner and a music therapist, were selected through purposeful sampling. The professionals took part in a narrative-based professional learning process, completing vignettes and participating in individual interviews, based on the vignettes. These were followed by three focus groups, when the participants met with an aim to reflect on their practice and explore each other's perspectives and work with children concerning bullying prevention.

Results: The participants entered an increased critical reflective process, giving new information and making meaning about the efficacy of theirs and others' prevention practice, developing their professional identity and role around bullying prevention. They explored their understanding of bullying definition and bullying prevention policy and identified similarities, nuances and boundaries of their practice revealing the dynamics of an interdisciplinary collaboration.

Conclusion: The findings explore the dialectic and dynamic association between the professionals' understanding of bullying theories, bullying prevention

research and policy and their actual practice. They reveal that holistic and multifaced approaches to bullying prevention have yet to reach their full potential and illustrate the gap between theories on bullying, anti-bullying policy design and implementation and professional practice in educational settings.

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O122 - (OL) Norms and Bystander Intervention Training (NABIT!) for Bullying and Sexual Harassment: Development and Initial Testing

15. Bullying prevention

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Introduction: Bullying and sexual harassment are prevalent in high school, although there is a dearth of effective prevention programs (Yeager et al., 2015). The Norms and Bystander Intervention Training (NABIT!) was developed to change the perceptions of peer norms to be more realistic through a social norms campaign and to teach influential peers how to engage in bystander intervention.

Method: This mixed method study was designed to develop NAB IT! through an iterative process. 303 students (58.8% female; 62.2% White) completed the Bullying Participant Behaviors Questionnaire (Demaray et al., 2014), AAUW Sexual Harassment (Hill & Kearl, 2011), Bystander Intervention in Bullying and Sexual Harassment (Nickerson et al, 2014), and Personal and Perceived Peer Norms scales, (b) 31 students participated in focus groups to develop the social norms campaign, (c) 50 students completed measures from (a) at post-test (following the social norms campaign), (d) 25 students and 12 faculty/staff participated in focus groups after the campaign.

Results: Students perceived themselves to hold more prosocial (e.g., anti-bullying/anti-harassment) personal normative attitudes than they perceived the typical student in their school (i.e., peers) to hold. Both personal normative attitudes and perceived peer norms predicted self-reported perpetration and bystander intervention, although results were moderated by sex. Pre-post campaign surveys indicated that students perceived several peer norms to be more positive after the campaign, although there were no changes in bullying or sexual harassment prevalence. Themes from the focus group revealed positive impressions of campaign, reactions to statistics, and suggestions for improvement.

Conclusion: The iterative development process revealed the importance of targeting perceived peer norms, teaching explicit bystander intervention skills to

prevent bullying and sexual harassment, and including student and faculty perspectives in prevention programs with high school students.

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O123 - (OS) NoTrap! antibullying program: scaling-up and implementation effects

15. Bullying prevention
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Introduction: NoTrap! is a peer-led program effective in reducing bullying and cyberbullying in high schools (Palladino, et al., 2016; Zambuto et al., 2020) but its effect at the scaling-up level has not been demonstrated yet. A recent systematic review (Rojas-Andrade and Bahamondes, 2018) found that in school-based mental health programs, the extent to which participants are engaged by the activities, defined as receptiveness, is one of the most important components for attaining the expected results and reach a high level of implementation fidelity.

The present study aims (1) to evaluate the effectiveness of NoTrap! on victimization when implemented at the regional level, with middle and high school students, and (2) to test the impact of individual's, peer educators' and classmates' receptiveness on the effectiveness of the program.

Method: 3210 students nested in 152 classes of 53 schools have been involved: 1413 attended middle school (49% females, age M=12.08; SD=0.34), and 1797 high school (49% females, age M=14.27; SD=0.67).

Results: Results of two mixed linear models confirmed that NoTrap! is effective in reducing victimization both in middle (B= .038, p<.001; d=.20) and high schools (B= .023, p<.001; d=.16). Furthermore, multilevel models showed a between level significant interaction for high school students (B= 0.001; p=.003): classmates' receptiveness was significantly associated with the reduction of victimization (B= -0.010; p=.006) when there was a low level of peer educators' receptiveness.

Conclusion: NoTrap! program confirmed its effectiveness at the regional roll out. Results are also discussed highlighting the importance of the peer group involvement in the implementation of a program.

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O124 - (OL) Promoting Junior School Students' Anti-Bullying Beliefs with the Cross-Age Teaching Zone Intervention

15. Bullying prevention

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Introduction: In tacking the widespread problem of bullying victimisation, researchers have acknowledged the value of focusing on changing bullying-related beliefs and using peer-based interventions. Given the positive *but separate* results for co-operative group work and cross-age teaching, the first author developed an approach that combined them to target social outcomes, the Cross-age Teaching Zone (CATZ) (Boulton et al., 2016). The primary aim, therefore, was to conduct three linked studies that examined the effect of CATZ on beliefs that: (i) non-physical forms of bullying are unacceptable (Study 1), (ii) disclosing bullying to adults and getting the right kind of help have value and importance (Study 2), and (iii) victims can be assisted in safe ways (Study 3).
Method: In three studies (N = 419, 237 intervention and 182 controls) we tested the effectiveness of the CATZ cross-age teaching programme by inviting small groups of 11-year-olds to incorporate information supporting positive beliefs (concerning non-physical forms of bullying, the value of disclosing being bullied to adults, and helping victims) into a lesson they devised for themselves and to deliver that to small groups of 9-year-olds. Self-reports of nine specific aspects of these beliefs were collected from CATZ tutors and age-matched controls prior to and following the intervention, and at five-week follow-up in one study, using both open and closed questions.
Results: To determine if CATZ did or did not have statistically significant effects on each variable, and to assess if gender was a moderator, a 2 (Condition) x 2 (or 3 where appropriate) (Time, repeated measures) x 2 (Gender) mixed analysis of variance (ANOVA) tests were employed. Results indicated CATZ did have a positive effect on promoting anti-bullying beliefs. CATZ participants had significantly more desirable scores than controls post intervention.
Conclusion: These findings support the use of CATZ to foster positive anti-bullying beliefs.

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O125 - (OS) Psychological and legal perspectives: Practitioners' perceptions, attitudes, and challenges around bullying and cyberbullying

15. Bullying prevention

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Introduction: Practitioners' perceptions and understanding of bullying in schools is vital and can help to tackle bullying. In addition, it is unclear how or even if the previous experience of bullying and cyberbullying are considered in mental health assessments. The aims of the study are first to investigate the psychological and legal components of bullying and cyberbullying and secondly to investigate perceptions, attitudes, and challenges towards bullying.

Method: To answer the first aim we conducted a qualitative research study that includes interviews with five experienced practitioner psychologists and psychiatrists and four lawyers in the UK, all of whom work with young children and adolescents. In addition, a study among 25 representatives of 20 charities took part in a semi-structured interview. For the second aim of the study, 135 practitioners (e.g., psychologists) in Qatar took part in the study by filling a self-report questionnaire.

Results: A thematic analysis revealed three main themes. One theme is related to the definition, characteristics, and impact of bullying and cyberbullying and the need for more discussion among the psychological and legal professions. Another theme is related to current professional procedures and the inclusion of questions about bullying and cyberbullying in psychological risk assessments and the importance of intervention through education.
In addition, it was found that practitioners have a clear understanding of the definition, causes, and consequences of bullying and recognise bullying and cyberbullying as a problem. Higher bullying knowledge and experience were

related to a higher perception of bullying as problematic behaviour, and better identification of bullying characteristics.

Conclusion: The study recommends the necessity of performing revisions in the clinical psychological practices and assessments and the legal policies regarding bullying and cyberbullying. In addition to improving legal success, this will reduce bullying prevalence rates, psychological distress, and psychopathology. Practitioner training is also needed to be integrated into anti-bullying-interventions.

O126 - (OS)Racial/Ethnic and Sex Differences in Adolescent Bullying Victimization and Psychosomatic Symptoms:Can Fathers Involvement Buffer this Association?

15. Bullying prevention

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Introduction: Bullying and cyberbullying victimization are serious concerns for students at school. Although studies have largely focused on mothers, a limited number of studies also suggest that father involvement and communication may have a positive impact on bullying and cyberbullying and associated outcomes. This study examines racial/ethnic and sex differences in fathers' involvement (i.e., perceived father's awareness and perceived ease of talking to a father) as a buffer in the association between bullying and cyberbullying victimization and psychosomatic symptoms.

Method: Data were derived from the 2009-2010 Health Behavior in School-Aged Children study in the United States. The sample consists of 5,903 White, 2,164 African American, and 2,392 Hispanic adolescents in grades 5 to 10. A series of multilevel models were performed to determine the associations between father awareness and ease of talking with fathers on bullying, cyberbullying, and psychosomatic outcomes. Interaction terms were entered into the models to test whether father awareness and ease of talking with fathers moderated the relationship between bullying/cyberbullying victimization and psychosomatic symptoms.

Results: For all three racial/ethnic groups, bullying victimization was positively associated with psychosomatic symptoms. Fathers' awareness was negatively related to bullying victimization for Whites and Hispanics. Ease of talking with fathers was negatively associated with bullying victimization for Whites. Ease of

talking to a father moderated the association between cyberbullying victimization and psychosomatic symptoms for African Americans. Father awareness was related to lower bullying and cyberbullying victimization for both sexes. Perceived ease of talking with fathers buffered the association between bullying victimization and psychosomatic symptoms for both sexes.

Conclusion: Father-child communication can buffer the association between bullying and cyberbullying and psychosomatic symptoms across racial/ethnic and sex groups. This study highlights the critical role of fathers in protecting their adolescent children against bullying, cyberbullying, and adverse psychosocial outcomes associated with bullying/cyberbullying.

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O127 - (OL) School bus drivers perceptions of peer aggression: Preliminary results from anti-bullying training sessions

15. Bullying prevention

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Introduction: While bullying in school and on school property receives significant attention, bullying on school buses is inadequately addressed by comparison. The purpose of this research is to gather information from bus drivers during anti-bullying training sessions about their perceptions and experiences regarding how bullying is addressed on their buses. Also, it will evaluate the bus drivers' perceived effectiveness of the bullying training they are receiving.

Method: The overriding, central question is: What are bus drivers' perceptions and experiences of bullying on their school bus? Sub-questions will consider bus driver demographics, reactions to bullying, satisfaction with supports and their job, as well as their perceptions of the training they receive. To collect data, a questionnaire was distributed to school bus drivers in seminars across Canada, conducted by Brave Education, who specialize training bus drivers on conflict management and bullying prevention. Data analysis will consist of mixed methods, with descriptive statistics, factor analysis, and linear regression to predict how various factors interact with bus drivers' perceptions of bullying (coded with thematic analysis).

Results: Data collection was paused due to COVID-19 disruptions, but are set to resume in the summer. Preliminary results from at least n=100 participants are expected to be analyzed and presented by October 2021.

Conclusion: Canadian school bus drivers are often the only adult supervisor on the bus, so it is crucial for school bus drivers to have skills and experience in bullying prevention. They also have the unique ability to routinely interact with school staff and students' parents to glean insights into both home and school life; they ought to be included into whole-school interventions targeting bullying in multiple school contexts. Results from this study will reveal school bus drivers' perceptions and experiences with bullying, as well as uncover opportunities to increase their capacity to create a safer school bus climate.

O128 - (OS) Teachers' Efforts to Prevent Bullying and their Previous Experiences of Bullying: A Comparative Study

15. Bullying prevention

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Introduction: Teachers play an important role in the bullying prevention. A number of recent studies have investigated the associations between teachers' bullying interventions and their knowledge, gained through teacher training (Bauman et al., 2008), beliefs about bullying (Troop-Gordon & Ladd, 2015), and teachers' self-efficacy (Fischer & Bilz, 2019). However, there is little evidence that reveals whether teachers' factors, related to Bronfenbrenner's (1979) EST chronosystem, affect their efforts to prevent bullying.

The aim of the study is to indicate whether teachers' experience of school bullying in their childhood, experience of bullying at the workplace, and experience of school bullying among their family members affect teachers' efforts to prevent bullying.

Method: The study is carried out using a quantitative survey approach. In total, 1576 teachers from 99 Lithuanian and 82 teachers from 13 Norwegian schools, running the Olweus Bullying Prevention Programme took part in the study.

Results: The Kruskal-Wallis H Test revealed no statistically significant differences in Lithuanian teachers' efforts to prevent bullying and (1) experience of school bullying in their childhood; (2) experience of school bullying among their family members but revealed a statistically significant difference in they efforts to prevent bullying and (3) experience of bullying at the workplace.

No statistically significant difference was obtained neither in the Norwegian teachers' efforts to prevent bullying and (1) experience of bullying at the workplace; (2) school bullying experience in their childhood, by conducting the same test. However, a statistically significant difference in teachers' efforts to prevent bullying and (3) experience of school bullying among their family members was obtained.

Conclusion: The study provided controversial results for Lithuanian and Norwegian teachers. The more seldom the Lithuanian teachers experienced bullying at the workplace and the more often school bullying have been

experienced among Norwegian teachers' family members, the more efforts Lithuanian and Norwegian teachers put in bullying prevention.

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O129 - (OL) The economic value of the Mentors in violence prevention program

15. Bullying prevention

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Introduction: Preventive measures to reduce bullying and violence can have lifelong consequences, both on an individual level but also for the society. Botkyrka municipality in Sweden implemented the universal program Mentors in Violence Prevention (MVP) which aims to explore and challenge student's attitudes, beliefs and cultural norms that underpin bullying and violence. The aim was to carry out an economic evaluation of the MVP program in Botkyrka municipality.

Method: We employed a longitudinal cross-sectional study (2015-2019) design based on national and local data from Botkyrka municipality. Annual costs for the MVP program were estimated based on training and running costs. Calculation of the economic impact was based on two outcome variables; changes in the number of young people suspected of violent crimes and changes in the proportion eligible for upper secondary school (comparison between schools using MVP and other schools). Cost per suspected crime as well as differences in lifetime income of those eligible for upper secondary school compared to those without eligibility were obtained from scientific studies and public reports.

Results: Annual costs for the MVP program were estimated at SEK 252,165. During 2015-2019, the number of young people suspected of violent crimes decreased by 125 individuals, which corresponds to societal savings up to SEK 8.15 million. The proportion of students eligible for upper secondary school in MVP schools increased by 2.6% in comparison with other schools. This augments to savings of SEK 566,652 or a cost/benefit ratio of 2.2.

Conclusion: The results indicate that the violence prevention in Botkyrka municipality may generate societal savings. Amount of suspects of violent crime has decreased, while more students have become eligible for high school. These results are of great importance for promoting the wellbeing of children and

young people and reducing the risk of future individual and societal problems, including unemployment and crime.

O130 - (OS) The Effectiveness and Mediating Roles of Moral Disengagement and Class Norms as Anti-Bullying Components: A Randomized Controlled Trial

15. Bullying prevention

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Introduction: Because most intervention studies assess anti-bullying program components in combination and omit to test the hypothesized mediators, our understanding and knowledge of the causal mechanisms of these programs remain limited. Accurately testing hypotheses and theories underlying anti-bullying programs is, however, crucial for the improvement of bullying prevention (Menesini & Salmivalli, 2017; Saarento et al., 2015). Both moral disengagement and class norms have been suggested as promising directions for anti-bullying prevention, notably because they have been found to influence both bystanders and bullies' behaviors (e.g., Menesini et al., 2015; Pozzoli et al., 2012). This study aimed to assess and compare the effects and mediating role of these two anti-bullying program components.

Method: A three-armed Randomized Controlled Trial was conducted in a 1,200 elementary students sample (grade 4-6) from 57 classrooms in nine Belgian schools. The pre-test and post-test data collection took place five months apart. Students' moral disengagement, perception of their classmates' attitudes towards bullying, bullying, outsider, and defending behaviors were assessed through self-reports. The interventions were inspired by the Bullying Literature Project-Moral Disengagement Version (Wang & Goldberg, 2017) and the Survey of Bullying at Your School (Perkins et al., 2011). A mediation path analysis using Latent Change scores was performed to examine the distinct effects of the two interventions on bullying, outsider, and defending behaviors through the hypothesized mediators.

Results: The moral disengagement intervention successfully reduced students' moral disengagement, which, in turn, decreased both bullying and outsider behaviors, and increased defending behaviors. The class norms intervention, on the other hand, had a direct decreasing effect on bullying but did not influence

the intended mediator (students' perception of their classmates' anti-bullying attitudes).

Conclusion: This intervention study provides additional evidence supporting the causal role of moral disengagement in bullying and bystander behaviors. Findings strongly support the use of a moral disengagement component in anti-bullying programs.

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O131 - (OL) The Power of the Peer - Tackling bullying at UK schools using a peer-led approach

15. Bullying prevention

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Summary: Bullying at schools in the UK is rife: Headteachers report the second highest rate of bullying behaviour of all EU nations (UK House of Commons, 2020; OECD, TALIS, 2018). This has a detrimental effect on teenagers' mental well-being: More than 60% of young people who were bullied in the last year report a moderate to extreme impact on their self-esteem, confidence, positivity and social life.

The Diana Award's Anti-Bullying Ambassador programme tackles bullying behaviour right where it happens – at schools. Our programme philosophy is simple: We rely on the power of the peer by strategically training ambassadors to effectuate change in their peers. Research justifies this approach: Students at our participating schools say that 6 out of 10 would rather discuss bullying with a fellow student than with a teacher.

In 2019/2020 we trained 10,323 Anti-Bullying ambassadors. Our data shows that encouraging peers to stand up to bullying behaviour, achieves behavioural change in bullies.

Comparing data on awareness of bullying behaviour pre and post training – we observed that among all the skills learned, the ability to support to reduce online and offline bullying behaviour at schools showed the biggest increase.

Anti-Bullying Ambassadors who have the skills and knowledge necessary to tackle bullying behaviour often effect change by acting as a role model: On average every trained Anti-Bullying ambassador directly effects change in one student at each school. This ripple effect promotes a cultural shift towards more kindness at schools.
Purpose: The purpose of this presentation is to showcase data from our 10,323 Anti-Bullying Ambassadors on how they effectuated change in schools,

promoting interventions to stand up to bullying, by offering a practitioner's perspective on tackling bullying through a peer-led approach.

Expectations: Our expectation is to promote knowledge gained from our Anti-Bullying Ambassador Programme to inspire other Anti-Bullying researchers, practitioners and activists.

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O132 - (OS) Using VR to enable learning of effective bystander behaviour

15. Bullying prevention

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Introduction: Several anti-bullying programs encourage and train bystanders to intervene. These programs rely on pedagogical tools and techniques to build empathy and awareness of the perspectives of those who are bullyed, and to suggest positive, effective ways for peers to intervene. The VR-based technology of 360°-video has the potential to create detailed, highly immersive digital environments, where the user can experience a sense of presence and taking part. To begin to explore the value of VR in training positive bystander behaviour, we conducted a pilot study where we engaged secondary school students in participatory design of anti-bullying scenarios in VR.

Method: To prototype realistic anti-bullying scenarios we organised a 2-day design workshop with 10 secondary school students. We provided them with background knowledge on bystander behaviour, iterative and participatory ICT-design and design of VR environments, and tasked them to create a scenario portraying an aspect of bystander-to-bullying behaviour in school. Afterwards, the students were interviewed on their experience with the design work; the workshop method and organisation, their experience with the technology, and bystander behaviour.

Results: The students self-organised in three groups. They used discussions, presentations of ideas with feedback, design tools and live-action roleplay based on their own experiences of bystander behaviour in school, to collaboratively design three scenarios. The scenarios were each focused on different aspects of bystander behaviour; physical bullying, bullying using tacit bodily ques and language, and cyberbullying using mobile phones and instant messaging services.

Conclusion: The design workshop resulted in highly realistic VR scenarios from the perspective of the bystander, anchored in the lived experience of students in school. Future work entails how to take VR scenarios into use with anti-bullying work in school, and assessing their value in for example how they affect student attitudes towards bullying and intentions to intervene.

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16. Reactive strategies

O134 – (OL) Integrating behavioral psychology into reactive strategies to end bullying.

16. Reactive strategies

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[1] Humanist Learning Systems

Summary: There are many scientific lenses through which to view and examine bullying behavior. All of them yield interesting insights. But so far, those insights have not helped us create reliable scientifically validated protocols and strategies that work to make bullying stop.

Purpose: Existing programs, like Olweus Bullying Prevention Program (OBPP) are effective at raising awareness and reducing some bullying, they do not eliminate the bullying problems. While any reduction in bullying is welcome, what people really want and need to learn are science based reactive strategies they can implement that will help them make the bullying they are experiencing stop. To help us create these strategies we should be integrating what science teaches us about behavioral extinction and apply it to our strategies and research.

Behavioral extinction has been studied for over 70 years. Not only has behavioral extinction been extensively studied, protocols and techniques for how to trigger and manage behavioral extinction have been developed. We not only know why these techniques work, we know what behavioral based techniques and protocols trigger the extinction process and how to reinforce the process effectively until the unwanted behavior stops. There are no counter examples of how behaviors extinguish anywhere in the literature. This information is established science on par with the science of evolution.

Expectations: Integrating behavioral psychology into reactive strategies to end bullying creates opportunities for future research and collaboration between researchers and practitioners. Does the promise of using the science of behavioral extinction yields the predicted results in application? How should we teach the behavioral protocol known as "extinguishing a behavior" in the context of bullying and for different audiences (children and adults and within organizations to stop harassment in the workplace). Our goal? Create validated best practices that are grounded in the science of behavioral extinction.

17. Children's rights

O135 – (OL) "Make the bullying disappear"

17. Children's rights

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Introduction: Bris, Children's Rights in Society, is Sweden's national helpline for children, with phone and chat support always open. In 2021, Bris recieved over 31 000 contacts with children who needed help and support.

The latest years, the contacts regarding bullying has increased drastically. Many children do not feel safe at school and they think adults should do more – and start by listening to children's stories on what it is like to be a student in school today.

In 2021, Bris published a new working material for professionals in school, teachers, student health – as well as decision makers. The material is based on an online survey, Bris collected knowledge of bullying and violations, and the rights of the child.

This presentation will focus on the voices of children and their experiences, the collected knowledge of Bris and children's rights and methods for how to see children, listen to them and make a difference for them.

Method: Almost 900 children particiated in an online survey at bris.se, with questions about what the need in order to feel safe at school.

In 2020, Bris had over 2000 contacts with children concerning bullying.

Results: The material focuses on how professionals in schools can discuss the issue of safety in school, and how they can include children and what expectations children have on adults in school.

Conclusion: The children who participated in making this material describe a serious situation where the do not feel safe in school, and where adults are not acting in order to change their situation. Over 50 percent of the respondents answer that they do not feel safe at school. But the children also tell us how they would want it to be. How they would want adults to act.

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18. Victim support

O136 - (OS) An Examination of the Patterns of Bullying among Users of a Chat Support Service in Norway

18. Victim support

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Introduction: Adolescent victims of bullying often believe that seeking help from adults can lead to negative outcomes (Boulton et al., 2017). With this in mind, a national chat support service was established in Norway by Blue Cross Kristiansand. This service offers the opportunity for young people to anonymously receive advice on how to deal with bullying and other issues from qualified counsellors.

Method: Counsellors completed registration protocols based on chat-dialogues with 2113 users of the service from January to December 2018. Registered data included demographic information, such as age, gender, and region; duration and types of bullying (e.g., verbal, physical, relational); and the chat-user's role in the situation (e.g., victim, bully, bystander). Data were analysed using descriptive and non-parametric statistics.

Results: Results indicate that 93% of users were between the ages of 12 and 17, and 80% were female. While only 52% of chat-dialogues were related to bullying, 40% of users had previously sought help from the service. Significant differences were found between male and female users, with males reporting higher incidence of verbal (70% vs. 61%) and physical (28% vs. 13%) abuse, and females reporting higher levels of relational bullying (40% vs. 23%). Females were also nearly twice as likely to have reported the experience to someone else prior to contacting the service.

Conclusion: Findings are consistent with previous research regarding the help-seeking behaviour of adolescents (e.g., Gonzales et al., 2005) and gender differences in bullying (e.g., Ledwell & King, 2015). However, this novel approach to providing support appears to have strong appeal among adolescents. While it is impossible to assess the long-term impact of the help provided, it is promising that repeat help-seeking behaviour is high. Anonymous approaches to

supporting victims of bullying may remove a number of perceived risks, such as peer disapproval and loss of autonomy (Boulton et al., 2017).

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O137 - (OL) "I'm sorry you were left out": Using virtual reality to study the impacts of witnessing social exclusion and peer defending behaviours in the lab

18. Victim support

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Introduction: Research on peer defending in school bullying often relies on self- or peer-report data, making it challenging to understand the social-emotional processes that predict defending as it unfolds in the moment. Creative in-lab paradigms, however, may provide researchers with novel tools to study peer defending in real-time.

Method: The current research adapted Cyberball (Williams & Jarvis, 2006), a social exclusion paradigm, to a virtual reality environment (Cyberball-VR) while also creating an opportunity for participants to engage in peer defending behavior. In Study 1, we validated and compared Cyberball-VR to the original 2-dimensional game using a sample of 118 undergraduate students. In Study 2, data were collected from 120 early adolescents (11-14 years old) to examine the social-emotional processes that predict enacted defending. Multimethod data were collected, including self-reported peer defending and victimization, state affect, and qualitative messages that were coded for enacted defending behaviors.

Results: In study 1, witnessing social exclusion in Cyberball-VR elicited similar changes in state affect, but was significantly more effective in eliciting feelings of anxiety, increased need-threat, and was perceived as more realistic than the standard game (all ps < .05). Moreover, participants in Cyberball-VR were more likely to enact a defending behavior. In study 2, witnessing social exclusion in Cyberball-VR significantly predicted increased feelings of anger (b = .23, p < .001) as well as both comforting (b = .29, p < .001) and solution-focused defending (b = .54, p <.01. Links between anger and enacted defending were moderated by trait empathy (e.g., when empathic concern was high, anger significantly predicted comforting).

Conclusion: Novel paradigms like Cyberball-VR are an effective way to study peer defending behaviors in the lab. Results indicate that both feelings of anger

as well as high levels of empathy are associated with comforting and solution-focused defending behaviors.

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19. Loneliness

O138 - (OS) Silent suffering: grief as a relevant concept in (cyber)bullying research?

19. Loneliness
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Introduction: (Cyber)bullying research over time has rightly addressed acute questions of vulnerability. In this paper we speculate how understandings of vulnerability can be deepened by also attending to grief as part of school life. Through analysis of how long term shaming is affectively charged, we suggest that grief is an overlooked concept in bullying research.

Method: We take off from a particular fieldwork among young people who look back at their school life. Here we find that long-term victims are often positioned as 'social dead' and become objectified public property. Such extreme exclusionary practices in schooling can lead to silent suffering and loss. School life without access to safe belonging assign those who do not belong with porous vulnerability in manners that create grief, we argue.

Results: Inspired by Judith Butler's perspectives on grief, we suggest an adjusted concept of 'grieving schooling'. This can help us grasp the particularity of long-term silent suffering. In school, students are given over to a world of others and of *possible* community. The community of comfortable belonging passively witness the suffering of the victim. This might, in turn, accelerate fear of such possible porous suffering. Bullying operates from a longing for belonging, yet exaggerates the very same, as our research group, eXbus, has argued over the years (Schott and Søndergaard, 2013, Kofoed and Søndergaard, 2013, Kofoed and Søndergaard, 2009, Hansen, 2012).

Conclusion: We take 'grieving schooling' to mean sentiments of powerlessness, random and injust vulnerability and betrayal of 'we-ness'. A concept of 'grieving schooling' thus allows us to unpack how some victims hold the effects of long time shaming.

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O139 - (OS) Various types of social exclusion in school-age educare

19. Loneliness

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Introduction: During the early school years (ages 6 to 9) Swedish pupils in addition to primary school also attend school-age educare (SAEC). SAEC is a non-compulsory type of schooling, but most pupils in these ages attend SAEC on a regular basis before and after school. In addition to its teaching mission, SAEC is characterized by a clear social mission where group-oriented learning and pupils' relationship are central values. In SAEC, pupils often have possibilities to engage in their own activities, which makes SAEC an important arena for friendship, and play. The downside of pupils' space for own activities is that SAEC can be a place were pupils can experience loneliness and exclusion. This study focuses on processes for social exclusion among pupils in SAEC. The aim is to understand how the conditions of SAEC contributes to various forms of exclusion.

Method: The data consist of field-observations of everyday situations in SAEC at three different schools in Sweden. The data is analysed by a grounded theory approach (Charmaz, 2014).

Results: The result of the study shows three different types of actions to exclude – conditional participation, invisibility, and rejection – which is reinforced by the SAEC's conditions and methods, e.g., large group of pupils or a high degree of informal situations. The result of the study also show that loneliness and exclusion practices is difficult to recognize for the SAEC teachers in the fluid everyday interactions in SAEC. Further that pupils rarely get support from teachers in the exclusion situations.

Conclusion: The result of the study indicates that the space for certain actions of exclusion might be larger in the SAEC context. This can lead to an increased risk for vulnerable pupils to experience loneliness and exclusion for a long time or repeatedly.

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20. Migration and racism

O140 - (OL) Cross-National Legal Frameworks Relating to School Bullying and Migration: An Empirical Analysis of Seven European Countries

20. Migration and racism

Amer Osmic[1]

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[3] University of Agder, Norway

[4] University of Duisburg-Essen, Germany

[5] Italian Council of Research, Rome, Italy

[6] University "St. Kliment Ohridski" Bitola, Macedonia

[7] Mediterranean University of Albania

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[9] KISA – Action for Equality, Support, Antiracism, Cyprus

Introduction: Although school bullying related to diversity based on migration and associated factors (e.g., ethnicity, nationality, language) have received increased attention lately, there is little research on what antibullying laws and policies which also address migration exist across Europe and how they are enforced by different institutional actors. However, as Europe has a diverse and ethnically mixed population, with migration movements being part of its geopolitical make-up, understanding whether and how laws and policies consider bullying in the context of migration is key.

Since 2019, an international research group within the European COST Action "Transnational Collaboration on bullying, Migration, and Integration at School Level" has focused on researching antibullying policies and procedures in seven European countries (Albania, Bosnia and Herzegovina; Germany, Italy, Northern Macedonia, Norway).

The aim of our cross-country comparative study is threefold:

- Map different laws, policies and procedures against school bullying in target countries with different historical, socio-cultural, political and development backgrounds and explore whether there are antibullying policies specifically designed for immigrant pupil populations;
- Understand the main similarities and differences of school antibullying and migration laws and policies for investigating and responding to violence among the target countries;
- Examine the opportunities and challenges for the implementation of the identified legislation and policies to address bullying and migration issues in schools settings among the target countries.

Our main research questions are:

- What are the main antibullying and migration policies and procedures that exist in the targeted countries?
- What are the main similarities and differences between antibullying and migration policies and procedures among targeted countries?

Method: A total of 33 legal and policy documents are currently being content analysed.

Results: Results will be used to contextualise and compare national antibullying initiatives.

Conclusion: Results will further our understanding of whether and how diversity based on migration and associated factors is considered.

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O141 - (OL) Perception of School Climate Among First and Second-Generation Migrant Students, Parents and School Staff: A qualitative Study

20. Migration and racism

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Introduction: School should constitute a safe base offering stability, and a sense of belonging that could promote the integration of migrant students in the host country (Svensson & Syed, 2019). Alongside the benefits of inclusive schools, research has shown that migrant children experience bullying and discrimination through interactions with peers and school staff (Mazzone et al., 2019).

Method: To better understand migrant children's experiences of bullying at school, a series of semi-structured interviews were conducted with first and second-generation migrant students (N= 5, aged 10-18), parents and school staff (N= 10, aged 24-59) in four countries (Hungary, Ireland, Israel, and Italy). The interviews inquired about students' sense of school belonging, tolerance and inclusion, violence, bullying and sense of safety. School staff's challenges in relation to working with migrant students were also explored.

Results: Although schools were perceived as safe and tolerant, yet migrant students reported some bullying experiences, including teasing and peers using racial slurs. First generation migrant students believed that the motives for having been teased were to be found in their shyness and difficulty to integrate in the local community.

From the perspective of parents and school staff, native and migrant students

tend to affiliate with segregated peer groups within the school. Peer segregation is somehow tolerated by teachers and parents. Some parents and all members of the school staff downplayed episodes of bullying and perceived the school as a safe place. The main challenges outlined by the school staff were related to the communication problems with students and their parents (i.e., language barrier) and to the lack of adequate training to work with multicultural classrooms.

Conclusion: The preliminary findings of this study offer important suggestions both in terms of anti-bullying intervention programmes aimed to foster inclusion and diversity and in terms of multi-cultural teacher training.

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O142 - (OS) Reinforcers and Passive Bystanders of Ethnic Victimization: The Role of Moral Disengagement and Class Climate

20. Migration and racism

Sevgi Bayram Özdemir

Takuya Yanagida, Metin Özdemir

Introduction: Today's youth are growing up in increasingly "super-diverse" societies, and witness discrimination or victimization incidents targeting their peers' ethnic, cultural, or religious background. They vary from one another regarding how they act in such situations. Some youth may take action to support victims, whereas others may prefer to stay passive or may provide support to the perpetrator explicitly or implicitly. The action (or lack of action) taken by bystanders gives an implicit message to perpetrators about the acceptability of their behaviors. Thus, the reactions of bystanders may be a key to understanding the prevalence and changes in ethnic victimization. Relatedly, the current study examined the extent to which adolescents' attitudinal and cognitive processes (openness to diversity and moral disengagement) and their class climate (positive inter-ethnic contact norms in class and teacher's non-tolerance approach to ethnic victimization) contribute to their bystander behaviors.

Method: The sample included 1065 adolescents residing in Sweden (M_{age}=13.12, SD=.42; 55% males).

Results: The results of multilevel analysis showed that male adolescents, adolescents with high moral disengagement, and adolescents with low openness to diversity had greater intentions to just watch the situation and laugh or to stay passive if they would have witnessed ethnic victimization incidents at school. Perceived positive inter-ethnic contact norms in class moderated the link between moral disengagement and reinforcing behaviors such that morally disengaged adolescents were less likely to watch the situation and laugh if they perceived that students in their classes were open to diverse views and respected each other's cultural values. Further, teacher's non-tolerance approach to ethnic victimization negatively predicted adolescents' intentions to watch the situation and laugh.

Conclusion: Together, the findings highlight the importance of class climate and teachers in intervening with adolescents' malfunctioning socio-cognitive

processes, which might result in development of reinforcing and passive behaviors among bystanders in ethnic victimization situations.

O143 - (OS) Who is the Bully? Who is the racist?

20. Migration and racism

Patrick Konde[1]

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Summary: Unesco concludes that "children who are perceived to be 'different' in any way are more at risk of bullying, with physical appearance, not conforming to gender norms, race and nationality being key drivers". In our surveys at Friends, we have seen that out of all of the ground of discrimination, ethnicity is the one that most students have been subjected to degrading treatment on the basis of for seven years running. While the problem is quite obviously widespread, many schools that we are in contact with are surprised at the presence of racism in their midst, often believing that racism is something that happens elsewhere. This calls for a great look into why we have yet to come to terms with racist bullying.

Purpose: Public discourse gravely influence how discussions around racism are held, and last summer's global acknowledgement of the Black Lives Matter-movement has emboldened many children who were victims of racist bullying to speak up on the matter. On the other hand, racial slurs and violent abuse towards people of Asian background has now seen a resurgence during the pandemic. As early as February of 2020 there were reports on students in schools being mistreated and given the blame for the pandemic due to their having Asian background.

Expectations: In this presentation, we will take a look at what impact derogatory terms and racial slurs might have in allowing for the escalation of violent practices direct towards a targeted groups and how the use of said terms creates a new norms for what is seen as acceptable or even expected social behaviors

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21. Sexual harassment

O144 - (OS) How the Gender Equality Agency as a policy maker can contribute to end violence against children and youth.

21. Sexual harassment
Eberhard Stüber[1]
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[1] Swedish Gender Equality Agency

Summary: The Gender Equality Agency's proposal is to make an oral presentation at the world Anti-Bullying Forum. We would like to show a couple of our produced films, that focus on sexual harassment and #metoo vs. children and youths, to explain in what way the agency as a policy maker can contribute to end violence against children and youth.

Purpose: Two of the films focus on, and explain how, an act of sexual harassment may involve different legal acts, such as the anti-discrimination act, the penal code, work environmental regulations, the school act, or the social act. Hence, the approach is to highlight the intersection of different acts involving in cases of sexual harassment. This approach makes a complement to information from other governmental agencies where, in general, the focus is more limited to separate pieces of legislation. One of these films takes place in a school environment. Other films that the Agency recently released discuss #metoo vs. children and youths and #metoo vs. honour-related violence and oppression. The main task of the Swedish Gender Equality Agency is to contribute to an effective implementation of the government's gender equality policy.

In order to increase the effectiveness, quality and sustainability of the gender equality work, the Swedish government has launched a national strategy. One of the main tasks for the Gender Equality Agency is to spread awareness about the strategy, to improve coordination, to contribute to knowledge- and methodological development, and to support the implementation. The strategy has an emphasis on preventive measures. This entails universal violence prevention with focus on children and young people, including youth intimate partner violence and sexual harassment.

Expectations: Highlight in what way the Gender Equality Agency as a policy maker can contribute to end violence against children and youth.

O145 - (OS) ICT tools to support victims of online sexual harassment: A systematic review

21. Sexual harassment

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Introduction: Information and communication technology (ICT) have exceptionally facilitated new forms of sexual harassment in the digital environment. Over half of the women in the world experienced abusive language, sexist, or misogynist comments online [1]. Above half of the female victims experience lower self-esteem, self-confidence, or feel emotionally stressed after being exposed to online harassment [2]. However, ICT also provides new opportunities to protect or empower online victims. For example, AI to automatically detect misogynist; reflective interfaces to assist victims coping with stressful situations online [3]; chatbot to provide real advice and resources from experts and activists [4]. However, automated ICT supportive tools are still a young field, and research on design and assessment methods offers a fragmented landscape. There has been no systematic review that includes various forms of digital tools, questioning whether the tools are capable of helping victims cope with online sexual harassment efficiently and effectively.

Method: We perform the search in databases for peer-reviewed studies. Each database is searched by combining terms from each of the following three conceptual categories: online sexual harassment (e.g. cyber sexual harassment*, cybervictimization*, etc.), ICT (e.g. AI*, system*, software*, etc.), intervention (e.g. detection*, coping*, tackling*, moderation*, etc.). We also examine the reference lists of selected articles to find studies that did not appear in our initial search. For each included study, we will extract dimensions, such as study population, interaction design, design strategy, supportive theoretical framework, empirical evaluation.

Results: We orient this review to provide an exhaustive panorama to offer a clear systematization of design strategies, theoretical frameworks behind the designs, the evaluation methods applied, and the empirical evaluation of these tools. This

systematic review will provide robust evidence to help practitioners, researchers, and educators design more effective tools.

Conclusion: We expect this systematic review will be finished at the time of the conference.

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O146 - (OS) In the footsteps of #metoo: Has sexual harassment against girls increased during the last decades?

21. Sexual harassment

Katja Gådin

Introduction: During the autumn 2017 sexual harassment suddenly got the attention it deserves through the #metoo movement. There is a vast amount of surveys on bullying in schools and at other arenas, but there has been a resistance to include questions on sexual harassment in national surveys, although there are some few prevalence studies showing that sexual harassment is a devastating problem in younger age groups.

One of the most common questions from journalists who called me during the autumn 2017 was if sexual harassment among pupils have increased. The lack of longitudinal or repeated studies makes it impossible to answer that question but it is nevertheless interesting, as an explanation for a potential increase could give us an indication of what it takes to reverse such a deleterious trend.

The aim of this presentation is to argue, at a theoretical level, that there are reasons to believe that sexual harassment against children, and particularly sexual harassment against girls, have increased in Sweden during the last decades. The presentation will focus on societal factors and develop seven assumptions which could be used to explain o potential increase.

The seven assumptions are: 1) An increase of sexual abuse among young women 2) An increase of sexualization of girls in media 3) An increase of accessible violent pornography 4) An increase of harassment in social media 5) An increase of social and economic inequalities 6) An increase of right-wing populism and fascism 7) Normalization processes of sexual harassment
Method:
Results:
Conclusion: It is important to develop interventions to prevent sexual harassment at all arenas where children are present, such as school, at leisure activities and in the digital world. But we also have to make structural factors

visible in order to identify forces in society that obstruct interventions at the individual and organizational level.

O147 - (OS) Preventing the next sext: Understanding the behavioral function of non-consensual nude photo forwarding.

21. Sexual harassment

Katherine Ingram[1]

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Introduction: Adolescents often face the choice to forward a sext (i.e. nude photo) to someone it was not intended for without consent from the originator (person depicted in the photo). This phenomenon holds numerous irreparable consequences. A small body of literature that suggests sexts can be conceptualized as "social currency" used to attain social status. The theory of social discounting posits that the extent to which individuals are willing to make an altruistic sacrifice for a person varies systematically as a function of perceived closeness to that person. These frameworks may illuminate behavioral functions of sexting. Pilot study aims: (1) Utilize quantitative and qualitative methods to understand prevalence, context, and motivations for sexting behavior, (2) Utilize the Social Discounting Task to test rates of preference and popularity discouting as ineracting processes to predict self-reported real world sexting choices. (3) Test the feasibility of a novel sexting-specific discounting task intended to test the systematicity of sexting choices as a function of discounting processes. (4) Identify merits and pitfalls of this pilot.
Method: (1) Quantitative measure of past real-wold self-reported sexting behavior, novel qualitative questions, demographic data. Quantitative analyses employ variable-centered and person-centered models. (2) An adapted version of the Social Discounting Task yields values $S_{preference}$ (rate of discounting across peers rank ordered by preference) and $S_{popularity}$ (rate of discounting across peers rank ordered by sociometric popularity). These values will be entered into a step-wise linear regression model predicting self-reported sexting. (3) Novel sexting discounting task. Data will be examined for orderliness as a marker of systematic behavior. (4) User experience and acceptability questions.

Results: Given that this project is part of a federally funded dissertation fellowship, data collection will be completed by August 2021.

Conclusion: This study responds to Van Ouystel and colleagues' (2018) call for varied methods to address limitations in sexting research.

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O148 - (OS) Sexual harassment=bullying?

21. Sexual harassment

Hanna Nordberg[1]

[1] Juventas Ungdomsjour

Summary: Unizon's young women- and youth empowerment centers are one of Sweden's largest actors in supporting children and young people online, with more than 45 000 support contact in 2020 alone. The most common reasons for contacting our support services were mental health, often connected to being victims of different kinds of violence. Many of the them report that schools are one of the most common places where these violations occur, alongside the home and online.

The young women- and youth empowerment centers base their work on a broad understanding of violence. By calling out acts of violence we make the perpetrator's actions visible and clearly side with the person subjected to the violence.

Unizon's member organizations work with feminist violence prevention, where understanding sex, gender, power and violence and how they connect are essential. How can we widen our understanding of bullying to include violence? What kinds of violence and bullying target girls and boys, respectively? Can violence and bullying be prevented and if so, how?

Welcome to a seminar about practical knowledge on calling out violence in bullying, supporting victims of violence and how violence prevention can help end bullying.

Unizon is a Swedish association of over 130 women's shelters, young women's empowerment centres and other support services working together for a gender equal society free from violence. Hanna Nordberg is Unizon's expert on violence prevention.

Purpose: Understanding that bullying is a form of violence and how it can be prevented.

Research-based (optional): We base the work on 40 years of experience with handling the consequences of men's violence against women. We also base our work on research on masculinity and its relation to violence, as well as gender studies and Response Based Practice.

Expectations: Broader the understanding of bullying as violence. To end bullying and men's violence against women and girls.

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Carol Hagemann-White

Jackson Katz

Alan Wade

O149 - (OL) Sexual violence: voiced and silenced by girls with multiple vulnerabilities

21. Sexual harassment

Helena Louhela[1]

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Introduction: My doctoral thesis (2019) focused on what the voices and silences about experiences of sexual violence tell us when voiced by adolescent girls who have been in residential care institutions. Previous research has indicated that this group of girls evidently experience more sexual violence compared to their peers.

Method: The main data of the thesis was generated in 2013 through semi-structured interviews with 11 Finnish girls aged 14–17 years old, and through interviews with one of these girls from 2013–2017. Qualitative content analysis and the Listening Guide method were used in data analysis.

Results: It was found out that the girls' multiple vulnerabilities affect on creating safe connections and voicing their experiences. The majority of the girls did not voice their sexual violence experiences as violence. Based on the data, it was interpreted that the impression and experiences of being cared for in an abusive relationship interrelate in how the abusive sexual experiences are voiced, named and recognised even after a long period of time. This phenomenon was named as 'an abusive illusion of care' and proposed to be included in Jenny Pearce's social model of abused consent. A new term 'as sexism-related internalised sexual violence' was also suggested for the area of girls' sexually risky behaviour.

Conclusion: Main results were re-read in the light of Carol Gilligan's theorisations. Those findings confirm that the girls' voices and silences about their sexual violence experiences are a complex and multidimensional combination of self-silence and being silenced, connection and resistance. Sexual violence experiences should be considered as contextual, relational, contradictory and situational phenomena. It is suggested that violence prevention programmes be organised in a gender-responsible way for all from an early age. Furthermore, professionals should be educated to recognise the hidden aspects in sexual harassment and violence.

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O150 - (OS) Social media and the unsolicited dicpic - constructions of masculinities and femininities among youth

21. Sexual harassment

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Introduction: The use of social media is a central part of young people's lives and problematic use, e.g., continuing usage despite evidence of harm is not uncommon. Social media offer young people opportunities to harness teenage discourses of social positioning. The dissemination of unsolicited images of the erect male sexual organ, or so called 'dicpics', is one way to engage in discursive practices that will position oneself within the context of power relations and enforcing of hegemonic masculinity. The specific aim of our study was to deepen the understanding of boys' and girls' experiences of unsolicited 'dicpics' and in particular how they construct masculinity and femininity in their understanding of senders and receivers of such images.
Method: We conducted ten group interviews separated by gender (3-7 participants each) with Swedish 12-19 years old adolescents in 2019. The interviews took place at Youth Community Centers. The interviews lasted about 60 minutes and were recorded and transcribed verbatim. Data was analyzed using latent thematic analysis.
Results: We found one main theme in the interviews; *Setting the stage – performed masculinity and the negotiation of gendered social positions.* The sender of the unsolicited 'dicpic' was a complex matter and was constructed in different ways generating five sub-themes. The construction of the receiving girl on the other hand, had less variation with two sub-themes.
Conclusion: There seems to be a discursive gap in boys' and girls' understanding of the unsolicited 'dicpic'. Girls seem to assume that there is some sort of romantic or sexual interest behind this behavior while boys also recognize this behavior as harassment. These findings can inform internet safety educators, legal guardians, and professionals working with young people. However, when addressing the phenomena of the unsolicited 'dicpic' it is important also to challenge mainstream constructions of masculinities and femininities.

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22. Whole-education approach

O152 - (OL) Preventing peer relationships difficulties and bullying through relationships education: Teaching about caring friendships in primary schools

22. Whole-education approach

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Summary: Research shows that bullying is embedded within the peer group. Preventative anti-bullying efforts therefore need to address the peer group holistically as part of educating children about nurturing good quality respectful relationships and building effective relationship skills.

This paper will report on the development and piloting of research-informed resources to use in primary schools (middle childhood – age 7-11 years) to teach peer relationship skills which have been developed in response to a new statutory curriculum for Relationships Education in England. It will give practitioners the opportunity to understand the background and rationale to the resources, learn about the feedback that has been received on their use, and access the materials for their own use.

Purpose: The purpose of the presentation is to introduce a set of resources that have been developed to teach children about peer relationships including bullying. The resources use a narrative structure including a series of fictional stories featuring characters within a primary school class. The characters face different peer relationship challenges, and the associated lesson plan and class activities encourage children to reflect on the scenarios and discuss ways forward. This enables children to consider difficult situations they may face and have the opportunity to rehearse possible actions in a safe, supported environment using hypothetical rather than real-life situations.

These materials were piloted with a range of educational professionals to review and test their suitability and effectiveness.

Expectations: We will provide the background to the resources and summarise the research findings on which they were developed. We will introduce the

resources and explain the rationale behind their content, style and format. We will also report on the pilot data collected from educational practitioners who have reviewed them. The resources will be available for attendees to access, use and disseminate.

O153 - (OL) Speak Out Stay Safe: An Evaluation of a Large-Scale Educational Programme about Abuse in Primary Schools

22. Whole-education approach

Claire Monks[1]

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Introduction: Speak Out Stay Safe (SOSS) is a large-scale programme designed by the National Society for the Prevention of Cruelty to Children (NSPCC) for primary school-aged children (4-11 years) which addresses a broad spectrum of abuse, including bullying, emotional, physical and sexual abuse, neglect and domestic abuse. It aims to help children to recognise abuse, to be able to identify trusted adults and to aid help-seeking. We present the findings of an evaluation of the SOSS programme with 9- and 10-year-old children.

Method: Children from schools in England, Wales, Scotland and Northern Ireland were recruited to take part in the study (N=1701). In total, 955 children were recruited from schools where SOSS was going to be delivered and 746 from comparison schools. Children were surveyed at baseline, post-intervention and then six months follow-up. Children completed the Children's Knowledge of Abuse Questionnaire – Revised (Tutty, 1995), the Authoritative School Climate Survey (Cornell, 2016) and a bespoke measure designed to elicit children's help-seeking.

Results: The majority of children had some knowledge of the different forms of abuse and that they should tell someone at baseline, although this varied in relation to the form of abuse. In particular, children demonstrated less awareness of certain types of abuse (neglect and sexual abuse). Immediately post-intervention there were increases for the intervention group in children's recognition of some forms of abuse and in their ability to identify whether they should tell. There were sustained improvements at the six-month follow-up, with significant differences between children in intervention and comparison schools

in some areas. School-level and individual-level factors were identified which contributed to the likelihood that children benefitted from the programme. **Conclusion:** The findings are discussed in relation to the benefits of programmes focussing on multiple aspects of abuse and harm, as well as the role of the school in sustaining this impact.

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O154 - (OL) Sustaining Anti-Bullying interventions in Schools: The Myth of the Whole School Approach and Complex Systems.

22. Whole-education approach

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Introduction: This research sought to address a substantial gap in both the anti-bullying literature and the developing field of restorative approaches in England. A review of the research literature showed a focus on the implementation of anti-bullying initiatives in general and restorative approaches in particular, with constant recommendations to use the Whole School Approach (WSA). Two areas of concern arose, firstly, to what extent have schools seeking to address bullying been successful with the WSA. Secondly, research in bullying is limited to three years on average. Whereas, organizational change models have suggested a longer period of time to implement change in schools. This led to the question of what happens to anti-bullying initiatives beyond three years in schools?

Method: The research design used phenomenological methodology to understanding bullying in four secondary schools in England. Focus groups were conducted with school staff who delivered restorative approaches to explore how they co-constructed their understanding of bullying, restorative approaches, and change in their school. An analytical framework drawing on Complexity Theory was developed to understand the system phenomenon that the staff described in their everyday experiences of using restorative approaches.

Results: The results of this research indicated that restorative approaches over time in schools became co-opted by the punitive processes present in the schools. The use of restorative approaches became a form of classroom integration rather than an intervention for addressing peer conflict and bullying.

Conclusion: The conclusion of this research suggests that the WSA is not successful in implementing restorative approaches. This research suggests that schools display features of complex adaptive systems, which are able to change anti-bullying initiatives towards pre-existing systems in subtle ways or interventions that will co-exist within a punitive ecosystem. Furthermore, there

are ethical concerns for researchers in understanding complex systems as they may collude with structural forms of violence.

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23. Other

O155 - (OS) E-learning platform for the prevention of school bullying

23. Other

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Summary: School bullying affects every country and school. The consequences are dramatic on the mental health of the victims, but also of the bullies and witnesses.

The main solution to effectively curb this problem is to provide education professional training. More specifically, train professionals in contact with children to provide them with the tools and skills necessary to deal and prevent bullying at school.

Purpose: In November 2020 we created an e-learning training platform dedicated to the prevention of bullying at school. The goal of this platform is to help education professionals define, detect signs, support children, and offer prevention against bullying and / or cyber bullying.

Specific purpose of the e-learning platform

- Provide professionals with the skills to intervene in the event of bullying at school.
- Anticipate situations of harassment between children.
- Improve the management of bullying through innovative pedagogical concepts.

Research-based (optional): One in two children is affected in primary schools, one in three adolescents in secondary schools, and one in four young people after 16 years old.

Expectations: Target audience

1. **Teachers** for action-prevention and solutions.

2. **Educators**and supervisors to understand the dynamics of bullying, which is often invisible to adults, and offer support to children.
3. **Health professionals**to prevent and support the reconstruction of children.
4. **Parents**to provide all of the solutions against school bullying.

The training path is 100% online and can be taken on a computer or smartphone. Each training is unique and aimed specifically for a category of professionals (see target audience below).The validation of courses is done through a multiple-choice quiz at the end of each chapter. After the validation, the learner has access to a network of professionals to discuss and continue progressing with an online community.

Selected references

Preliminary results

The platform is new (November 2020).

As such, its impact on the target audience is currently under review.

The first results are very positive in terms of understanding the problem, supporting children, and bullying prevention.

O156 - (OL) Establishing a model anti-bullying policy at the higher education level

23. Other

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Introduction: Bullying and cyberbullying enmeshes the everyday life of students worldwide and represent a widely spread issue nowadays. Even though there are several forms of bullying (e.g. school bullying, cyberbullying, etc.), most of the research focuses on the school context, especially public education. However, this phenomenon also represents a great problem in the higher education context as well. The fundamental legal controversy regarding bullying and cyberbullying is always the limits of freedom of speech. The protection of free speech has a different approach in the US and Europe. In Hungary and most of the EU countries, freedom of speech limitations are based upon the protection of human dignity. Therefore, a model anti-bullying policy shall take these two different perspectives into consideration, and must be adapted to the given state's legal traditions.

Method: Recently, I won the Eötvös Hungarian State Research Grant to the USA to conduct research regarding the possibility of adopting an anti-bullying policy for higher education institutions. Therefore, I spent four months in the USA (Penn State Law, University of Toledo Law School) to discuss this phenomenon with professors and practitioners. In the course of the desk research and these discussions, several hindering effects were revealed concerning policy-making in the field of bullying and cyberbullying in the US.

Results: As a result, I established a model anti-bullying policy for colleges and universities, with particular attention to the US and Hungarian context. In the course of the research, I was able to identify the crucial elements of an anti-bullying policy in the higher education context and established a model policy for any institution both in the US and Hungary.

Conclusion: Even though I am aware of the different free speech perspectives, this model policy may serve as a research-based guideline for universities worldwide.

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Poster

1. Theoretical perspectives

P1 – (OS) Demystifying the bullying experience: A Prototype techno-human collaborative support solution

1. Theoretical perspectives

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Summary:

INBP UVDBase Project introduced a prototype documentation and communication system (WABF2019) targeting key personal and systemic barriers inhibiting effective information preparation and reporting of school-based bullying experiences.

Documentation regrettably is often reduced to factual-snapshot 'incident' perceptions and definitions resulting in inadequate personal therapeutic and systemic-institutional service outcomes. Project research has identified the critical need for inclusion and full articulation of the nebulous complex interplay of both observer-caregiver and victim experience in the communication process.

Purpose:

Recognizing the researched advantages of statement preparation as evident in recent advances in therapeutic jurisprudence outcomes, the project is conceptualizing and designing a technical *palette of description* interface module referencing and ensuring comprehensive articulation and expression of the full embrace of the 'bullying experience'.

A technical-human collaborative support solution integrating a professional consultative framework of interdisciplinary social-therapeutic service models is recommended.

Research-based (optional):

Methods:

- Phenomenological case study analysis - development of thematic categories, flags and f/u codes – customized database development (MSACCESS) and applied qualitative data analytical tools (MAXQDA);

- Adaptive exploratory prototype thematic (vignette) case communication models preparation: an experimental process implementation employing technical incident scenario referential-replication tools.

- Expert resource and consultation channel research examining status quo service models.

Expectations:

Emerging outcomes discover gaps in…

- <u>Understandings</u> of situational environment – Other - systemic drivers of behaviour – sociocultural norms, institutional, religious, parental <u>authority</u>;

- Understanding of human-dispositional environment – Self – awareness, within the context of personal reflective data – moderating dichotomous interplay of experiential realities.

Project outcomes confirm the need for furthering development of:

<u>Articulation of Societal-sociocultural variables</u>, allowing an improved emerging vista of the "social, institutional, and societal contexts in which [bullying] occurs" (Horton);

<u>A Phenomenological approach</u> - recognizing the benefits of preparatory qualitative management of personal-human dispositional factors moderating maladaptive responses to experiential realities.

<u>Parent-caregivers as "first portal"</u> (O'Higgins) - Systemic-Institutional

interdisciplinary communication channels – the establishment of remedial standardized consultative roles and national policies.

2. Participant roles in bullying

P3 – (OL) A theoretical framework for defending strategies: Understanding the relationships between resource control strategies and defending strategies

2. Participant roles in bullying

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Introduction: Research has demonstrated that peer defending includes various strategies (e.g., Lambe & Craig, 2020), which have largely been studied atheoretically. Resource Control Theory (Hawley, 1999) argues that humans use two types of strategies to increase their ability to access resources: prosocial strategies (i.e., maintaining social bonds to promote cooperation) and coercive strategies (i.e., asserting social power for an advantage in competition). This theory provides a framework for understanding defending strategies, which may be more prosocial (i.e., comforting, reporting, and solution-focused defending; Lambe & Craig, 2020) or aggressive (i.e., aggressive defending). The current study therefore assessed how resource control strategies related to defending strategies, cross-sectionally and longitudinally.

Method: Data from 413 Canadian students in Grades 5-8 were used. In Fall 2019, participants completed a self-report scale assessing prosocial and coercive strategies (Hawley, 2003; Hawley et al., 2007; Hawley et al., 2009; Vaillancourt et al., 2003) and provided peer nominations of popularity and likeability. Participants also completed the Defending Behaviors Scale (Lambe & Craig, 2020) in Fall 2019 and Spring 2020.

Results: Path analysis revealed a good model fit for both cross-sectional ($X2(14) = 17.5$, $p = .229$; CFI = 0.996; TLI = 0.989; RMSEA = .022; SRMR = .024) and longitudinal models ($X2(14) = 15.2$, $p = .364$; CFI = 0.999; TLI = 0.998; RMSEA = .011; SRMR = .038). Cross-sectionally, frequent prosocial strategy use was positively associated with reporting ($b = 0.164$, $p < .001$), comforting ($b = 0.111$, $p < .05$), and solution-focused defending ($b = 0.111$, $p < .05$). Coercive strategies were positively associated with aggressive defending ($b = 0.205$, $p < .001$). Longitudinally, only coercive strategies in Fall 2019 predicted aggressive defending in Spring 2020.

Conclusion: Results indicate that resource control strategies are associated with concurrent use of defending strategies. Many relationships were no longer significant when examined longitudinally. These results may be understood by

considering the stability of defending strategy use and importance of social context in which strategies are used.

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P4 - (OS) Bullying-Related Tweets: A Qualitative Examination of Perpetrators, Targets, and Helpers

2. Participant roles in bullying

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Introduction: Bullying literature notes that aside from the dyadic relationship of target and perpetrator, there are other participant roles in the bullying process including those that reinforce the perpetrator and those that stand up for the target. Most examinations of bullying roles have relied on self-reported data which suffer from key limitations such as response and recall bias. Twitter data provides a way to overcome these limitations and extend our current understanding of bullying roles.

Method: The current study provides one of the first qualitative examinations of tweets to analyze the disclosure and sharing of bullying-related online and offline episodes. Through a qualitative content analysis, the study examines 780 tweets to analyze the descriptions and characteristics of three participant roles: the perpetrator, target, and helper.

Results: The results provide multidimensional insights into the context and relationships between bullying roles. The results reveal that each of the bullying role players tweet to share varying perspectives and the discussions transcend beyond just online exchanges. The results also confirm that Twitter is used not only as a channel for bullying but also as a tool for connection between the different role players.

Conclusion: Implications of how Twitter can be leveraged to promote anti-bullying initiatives to educate and inform users about bullying, while also helping build resilience and emotional regulation, will be discussed.

P5 – (OS) Bystander roles and motivation to defend victims in cyberbullying incidents

2. Participant roles in bullying

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Introduction: The importance of promoting defending behaviors and motivation to defend victims of bullying has been increasingly emphasized in recent bullying literature (e.g., Jungert et al., 2016; Salmivalli, 2010). In this study, we examined differences in early adolescents' cyberbullying bystander roles and motivation to defend victims.

Method: We selected 460 students (11-15 years) from six primary schools in Sweden, who filled out a survey composed of the Participant Role Scale and the Motivation to Defend Scale. Confirmatory Factor Analysis (CFA) assessed the goodness of the factor structure, and Structural Equation Modeling (SEM) was employed to test a model including gender and age as exogenous variables, autonomous and extrinsic motivation as mediators and passive, defender, and pro-bully behaviors as outcomes.

Results: Both the CFA and SEM showed acceptable fit. SEM analysis highlighted a positive association between autonomous motivation and defender behavior ($\beta = 0.782$, $p < .001$) and negative associations between autonomous motivation and pro-bully ($\beta = -0.377$, $p < .001$) and passive behavior ($\beta = -0.493$, $p < .001$). Extrinsic motivation was positively associated with pro-bully ($\beta = 0.249$, $p = .003$) and passive behavior ($\beta = 0.235$, $p = .003$). Older age was associated with increased passive behavior ($\beta = 0.196$, $p = .001$) and dampened defensive behavior ($\beta = -0.166$, $p = .008$). Girls were less extrinsically motivated ($\beta = -0.139$, $p = .015$) but no total effects of gender on pro-bully and passive behavior were highlighted.

Conclusion: Results confirmed the associations between motivation to defend and bystander behaviors in cyberbullying situations, similarly to face-to-face bullying. Autonomous motivation played a protective role, increasing defending

and decreasing pro-bully and passive behavior, while extrinsic motivation had opposite effects. This confirms the importance, for educational interventions, of focusing not only on the importance of defending cyberbullying victims, but also on fostering self-determined motivation to defend.

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P6 - (OL) Qualitative study about bullying: perspectives of victims, aggressors and the role of bystander

2. Participant roles in bullying

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Introduction: This research aims to contribute to deepen the knowledge of the phenomenon of childhood bullying at school and leisure settings. The objectives were to explore: how children spend their free time (to know if spontaneous bullying occurrences are described) and the knowledge that they have about bullying; to comprehend if they have been in the role of the victim, perpetrator, or observer, the emotions associated, and in what context (school, leisure); to identify the role of the bystanders (how and why they intervene or not) in face of bullying; to know how these situations happened and were solved, and how children understand the role of parents and teachers associated with it (as risk or protector factors).

Method: A qualitative approach was used. A semi-structured interview was elaborated for this research proposals, and conducted with 12 children, aged from 9 to 12 years old, attending a school at a rural village in the southeast of Portugal.

Results: The majority of children had difficulty to distinguishing aggression from bullying, and could not explain why bullying happens. Half experienced the role of victim-aggressor and two thirds observed bullying. Half of the bystanders admit they would help a peer in a bullying situation but half would not help a peer, being the fear of future retaliations the predominant reason for it. Parent's negligence and teacher's indifference and retaliatory acts were viewed as risk factors for aggressive behaviour.

Conclusion: Qualitative studies can contribute to highlight the bullying phenomena from the perspective of children and this research strength the idea that adults can be a serious protective or risk factor in the aggravation or stop of bullying and the need to use bystanders in bullying prevention

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3. Teachers

P7 - (OL) Bullying among Teachers and School Leaders: Implications for School Climate and Student Learning

3. Teachers

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Introduction: International survey data suggest that Education is one of the sectors reporting the highest levels of workplace bullying as compared to other business sectors (Eurofund, 2017). Nevertheless, little is known regarding the workplace bullying experiences of teachers and other school staff. The negative relationships among the school staff may reflect negatively on the school climate and culture (Charilaos, et al., 2015). Also, bullying among the school staff may have a negative effect on teaching and student learning (De Vos & Kirsten, 2015). Thus, it is paramount to investigate workplace bullying within the Education sector while implementing adequate prevention strategies.

Method: The present study investigated the experiences of workplace bullying among primary and post-primary school staff in Ireland. A sample of 630 teachers and members of Senior Management Teams (SMT) completed an online survey inquiring about their own experiences of bullying in the workplace as perpetrators, targets and bystanders. Distinct components of empathy, including perspective taking, empathic concern and personal distress were assessed through a validated self-report questionnaire.

Results: Results of the ordinal regression analysis showed negative associations between perspective taking and victimisation and bystander behaviour respectively, suggesting that individuals with high levels of perspective taking may be able to effectively prevent or stop episodes of bullying at work. A positive association was found between belonging to an SMT and reported experiences of victimisation, suggesting that school leaders might be the target of bullying at work.

Conclusion: The findings of this study offer important suggestions in terms of raising awareness around bullying and implementing empathy training programmes. The implications of bullying among school staff in relation to school climate and student learning will also be discussed.

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P8 - (OL) Bullying and social justice: Recommendations for teachers

3. Teachers

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Summary: Once considered a "rite of passage," in recent years bullying has begun to be re-conceptualized as an imbalance of power between the bully and the victim and to recognize the deleterious mental health outcomes that are often the result of having experienced or having participated in bullying. This phenomenon is also coming to be viewed more broadly as a human rights violation as it creates and perpetuates barriers for minority populations to equal access to education. Historically, among the most outspoken advocates of social justice issues have been teachers, who are on the front lines of addressing social inequality. However, psychology as a profession has also taken steps to advocate for human rights and has adopted the aspirational goal for the members of its professional association to act as agents of social change. Nevertheless, there continues to be a dearth of research into the relationship between promotion of social justice and bullying prevention, particularly as it relates to the role of psychologists within the school system, in a consultative capacity to teachers.
Purpose: The goal of the present study is to develop bullying prevention recommendations for educators incorporating academic literature-informed social justice considerations.

Expectations:

P10 - (OL) Parents and Teachers Perspectives Regarding the Prevalence and Preventions of Cyberbullying in Southern California

3. Teachers

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Introduction: Bullying has risen to an alarming frequency since the increase in social media usage. Worldwide, up to 45% of children have experienced some form of bullying, with cyberbullying escalating in recent years. Cyberbullying is harder to prevent than traditional bullying due to advances in technology and a lack of parental understanding in this area. School districts are required by law to provide anti-bullying policy; however very little teacher training has been afforded to teachers on how to handle bullying situations.

Method: The purpose of this explanatory mixed-methods study is to collect data on the phenomenon of cyberbullying and to investigate and compare the parent and teacher perspectives regarding the prevalence and preventions of cyberbullying in Southern California.

Results: Prevalence: Results of the *Cyberbullying Questionnaires for Parents and Teachers* determine there is little difference between parents' and teachers' opinions concerning the prevalence of cyberbullying, where and how often it occurs. The significant variation was in their personal exposure.

Preventions: When asked about school's increased involvement reducing cyberbullying, parents agreed, teachers were neutral/disagreed. When asked about parent's increased involvement reducing cyberbullying, parents completely disagreed/disagreed, teachers completely agreed/agreed. Parents and teachers both felt that it was the involvement of the other group of participants that would make a difference in cyberbullying.

Perception: Strong agreement among both groups that schools should be more proactive in addressing cyberbullying. A belief that victims stand as their own obstacles in seeking help. Main reasons cyberbullying occurs is the mental state of the perpetrator, anonymity of the internet, and family dynamics.

Conclusion: The relationship between the home and school needs to coexist and support one another. Creating an understanding of the problem, and school

districts providing education and resources, to parents, teachers, and students, would be the first steps to help children confront bullying, in any form.

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Craig et al., 2009; Ertesvag, 2016; Fousiani et al., 2016; Harcourt et al., 2014; Harel-Fisch et al., 2011; Kennedy et al., 2012; Swearer et al., 2009

P11 - (OS) Predictors of teachers' responses to bullying incidents among students

3. Teachers

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Introduction: Given the dramatic impact of school bullying and the key role of teachers in tackling bullying, it is crucial to get more insight into teachers' responses to bullying. Research has shown that teachers' responses to bullying vary extensively (e.g., Burger et al., 2015) among teachers. We aim to explain this variation by investigating characteristics that predict teachers' responses using the theory of planned behavior (TPB) of Ajzen (1991) as a framework. Based on this theory, it can be assumed that actual teachers' responses are predicted by intentions to intervene in bullying, which in turn are predicted by teachers' beliefs, attitudes, and perceived behavior control. Some cross-sectional studies have found (partial) evidence for predictors from the TPB (e.g., Strohmeier & Gradinger, 2021; Yoon et al., 2016). However, these studies investigated hypothetical responses to bullying vignettes reported by teachers. To contribute to the scarce existing research, this study longitudinally examines predictors of actual teachers' responses to bullying as perceived by students and teachers.
Method: We use data from the three-wave longitudinal Teachers4Victims project, including 1051 fourth to sixth grade students and their 61 teachers from Flanders (Belgium). Both student and teacher perceptions of actual teachers' responses to bullying were measured with the validated Teachers' Responses to Bullying questionnaire (Campaert et al., 2017; Nappa et al., 2020). Predictors, i.e., bullying attitudes, attributions and self-efficacy to intervene and background characteristics, e.g., teachers' gender and experience, were assessed by teacher reports. Instruments show adequate internal consistency. Multilevel regression analyses are conducted to investigate the temporal links, while taking into account the nested structure of the data.
Results: The results will be presented and discussed at the conference.
Conclusion: The findings of the study can contribute to evidence-based teacher training programs on teachers' responses to bullying, as the results give insight into the determinants of these responses.

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P12 - (OS) The role of affective teacher-student relationships in bullying and peer victimization: A multilevel meta-analysis

3. Teachers
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Introduction: Although teachers are considered key adults to tackle bullying at school, results of studies investigating the association between affective teacher-student relationships (TSRs) and bullying and peer victimization are not conclusive. Moreover, several student and methodological characteristics might affect the strength of associations. Our study aimed to provide an overview of all existing research in this field by means of a three-level meta-analysis.

Method: In total, 65 primary studies (k) with 185,881 students from preschool to high school were included. Separate analyses were conducted for the link between affective TSRs and bullying ($k = 25$, $N = 97,627$), and peer victimization ($k = 57$, $N = 151,653$).

Results: Results showed significant small to medium negative overall associations between TSR quality and bullying, and between TSR quality and peer victimization. In a subsample of longitudinal effect sizes, TSR quality was also related to less subsequent peer victimization. Moderation analyses demonstrated stronger links between TSRs and bullying for ethnic minority students, and when the same informant reported about both variables. Associations between TSR quality and peer victimization were stronger for negative TSR indicators (e.g., conflict), and when the same informant was used. However, associations did not vary depending on students' gender, socio-economic status, school type (primary vs. secondary), TSR level (dyadic vs. classroom), and time between measures.

Conclusion: These results suggest that teachers can contribute to tackling the persistent problems of bullying and peer victimization at school through their affective relationships with students. Teachers, school practitioners, and anti-

bullying interventions could benefit from an emphasis on building positive affective TSRs and reducing negative affective TRSs to decrease bullying and peer victimization. Especially for peer victimization, a focus on reducing negative affective TSRs seems important. Through more multi-informant, longitudinal and experimental studies (especially about bulling), the role of teachers in bullying and peer victimization can be further clarified.

5. Bias or identity-based bullying

P13 - (OL) Development of Bully Prevention Training for Special and General Education Teachers: The Importance of Centering Students with Disabilities

5. Bias or identity-based bullying

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Summary: This project developed four online professional development modules to build K-5 general and special educators' knowledge and skills for preventing, identifying, and mitigating bullying among students with and without disabilities. Pre-test and post-test surveys in the 2021-2022 academic year from students and teachers will be used to determine efficacy in improving teacher practices, and students' academic, social, and behavioral outcomes.

Purpose: Bullying is a substantial problem in the U.S among school-aged youth (Hektner & Swenson, 2012; Yoon & Bauman, 2014; Yoon et al., 2011), and students with disabilities engage in and are victimized at higher rates compared to their peers without disabilities (Rose & Gage, 2017). Current efforts to train teachers in bullying prevention consistently omit specific references to bullying involvement for students with disabilities (Ttofi & Farrington, 2011). Effectively educating elementary general and special education teachers on bullying prevention and intervention strategies can help them foster environments that promote healthy social skills, attitudes, and behaviors that support academic achievement for all students. This presentation will discuss the process of developing an evidence-based, interactive, and engaging bullying prevention online professional development program that centers students with disabilities. The training is separated into four online modules: Module 1: Understanding Bullying, Module 2: Examining Risk Characteristics, Module 3: Establishing School-Wide and Classroom Prevention and Module 4: Individual Prevention.

Research-based (optional): These modules include evidence-based practices for bullying prevention and intervention using a Multi-tiered System of Supports framework grounded in sound behavioral principles. Additionally, the professional development includes a live coaching model to assist teachers as they create and implement a tailored bullying prevention plan in their school.

Expectations: It is hypothesized that this professional development will yield significant improvements in student outcomes related to academic achievement, teacher-student relations, peer relations, student behavior, bully perpetration, peer victimization, and classroom climate.

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P14 - (OS) Exploring Peer and Romantic Victimization Experiences of Sexual Minority Adolescents and Mental Health: A Minority Stress Perspective

5. Bias or identity-based bullying

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Introduction: Youth who identify as LGBT2Q+ (lesbian, gay, bisexual, transgender, two-spirited, queer/questioning, etc.), also known as sexual minority youth, are at an increased risk of experiencing both peer and romantic victimization (Lee, 2013; Reuter, Sharp, & Temple, 2015), and are more likely to experience mental health problems (Fish & Pasley, 2015), compared to their sexual majority peers. Meyer's Minority Stress Theory (2003) provides a promising framework through which researchers may explain the relationship between sexual minority status and negative developmental outcomes. This theory posits that stressors specific to an individual's minority status mediate the relationship between sexual minority status and physical and mental health problems (Meyer, 2003).

Method: The current study used a Minority Stress Theory framework to understand how minority stress may mediate the relationship between peer and romantic victimization and mental health problems. Participants comprised 730 Canadian high school students in grades 9-12, who completed surveys about their dating status, minority stressors, victimization experiences, and mental health.

Results: Preliminary results indicated that sexual minority high school students in grades 9-12 were significantly more likely to experience verbal/emotional abuse, coercive/controlling behaviours, and sexual abuse, in the peer context, compared to their sexual majority peers. Additionally, minority stress mediated the relationship between romantic victimization and mental health.

Conclusion: This research may inform future intervention programs targeted at LGBT2Q+ youth and ensure their unique needs are being integrated into anti-bullying initiatives.

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P15 - (OS) LGBT Sensitivity in Vocational Education

5. Bias or identity-based bullying

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Summary: The European SENSE-project redeveloped a Dutch good practice to integrate attention to gender and sexual diversity in vocational education. Despite some practical and cultural challenges, useful tools were developed. However, full integration of gender sexual diversity in VET institutions is probably a longer-term effort and can be attained in a two-year project.

Purpose: The aim of the European SENSE-project was to integrate attention to gender and sexual diversity in VET curricula and institutions. The project was implemented in Greece, Italy, Spain and the Netherlands and follow a good practice there was already developed in the Netherlands. The tools were guide to develop a trigger for discussion among and by students, a teacher training, a manual for integration and a framework for LGBTI related VET qualifications.

Research-based (optional): In May 2021, an impact evaluation was done.

Expectations: Because the Dutch good practice already integrated LGBTI specific aspects into a wider framework that appeal to schools and to VET institutions, we are expected the formula to be feasible in other countries with different cultures. Practical and cultural challenges were met, and the outbreak of COVID-19 post another challenge in implementing the project, but most were overcome. Still, the full integration of gender sexual diversity in courses and institutions is probably a longer-term effort and can be attained in a two-year project.

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P16 - (OS) Who's at risk? Sexual orientation, disability, weight, gender, and ethnicity as cumulative risk factors for victimization and discrimination

5. Bias or identity-based bullying

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Introduction: Many studies on identity-based bullying focused on only one kind of bias or one specific subgroup. Thus, little is known about youths belonging to multiple minority categories that could be particularly at risk for discrimination and bullying. This research fills this gap by investigating the well-being, the perceived discrimination, and peer victimization of those multiple minority groups.

Method: 769 young people from 16 to 25 years old (mean age = 19) completed an anonymous paper or online questionnaire. Participants were asked about their group membership (gender, ethnicity, sexual orientation, weight (BMI), and disability) and their perceived discrimination and victimization. They were recruited in comprehensive, vocational, apprenticeship, and special education, as well as through social media.

Results: Multivariate analyses indicated that disability, gender, sexual orientation, and weight were all independently related to victimization, while only disability and sexual orientation were related to perceived discrimination. No effect of ethnicity emerged. The relationship between peer victimization and subjective well-being was mediated by perceived discrimination. Furthermore, belonging to multiple minority groups increases significantly perceived discrimination and victimization of youths.

Conclusion: Because belonging to minority groups increases the feeling of discrimination and victimization, schools and politics should find ways to prevent both kinds of violence simultaneously. Moreover, studies should investigate more deeply the link between these phenomena. For instance, understanding if identity-based bullying is really driven by prejudice or if negative stereotypes are simply an easy way to instill dominance and facilitate moral disengagement.

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6. Risk or protective factors

P17 - (OL) Are victims of bullying primarily social outcasts? Person-group dissimilarity as predictor of victimization

6. Risk or protective factors

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Introduction: Prior studies mostly focused on individual characteristics to explain why some adolescents are victims of bullying, but a sole focus on the individual insufficiently considers that bullying is primarily a group phenomenon that serves a social function in the peer group. Instead, this study draws on the person-group dissimilarity model (Wright et al., 1986) by proposing that individual characteristics can put adolescents at risk to become victimized, but only when these characteristics deviate from important group norms.

Method: We examined whether being different from the descriptive classroom norms for developmentally relevant (social, behavioral, and physical) characteristics predicted victimization. Participants were 904 adolescents (M_{age} = 13.2) from 57 classrooms in the Netherlands who provided self-reported and peer nomination data on three time points across a school year.

Results: Results of Group Actor-Partner Interdependence Models (GAPIM) using mixed Poisson regression indicated consistently that stronger person-group dissimilarity in friendships and aggression predicted increases in victimization. Adolescents were more likely to become victimized later in the school year, if they started the school year with fewer friendships than what was normative in the classroom– specifically when peers were more homogeneous in their higher number of friends – or if they were more aggressive than the classroom norm. Deviating from descriptive norms in terms of social anxiety, social media connectedness, and pubertal development did not relate to victimization.

Conclusion: Overall, this study suggests that that the link between individual factors and victimization can particularly be understood and addressed by taking into account the broader classroom context.

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P18 – (OL) Bullying Victimization and Perpetration in Children with Impulsivity and Emotional Dysregulation

6. Risk or protective factors

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Introduction: Children with impulsivity and emotional dysregulation are more likely to be victims of bullying due to their interpersonal and cognitive characteristics, while at the same time they are more likely to have interpersonal problems with those around them and are sometimes regarded as perpetrators. The purpose of this study was to investigate the actual situation among children with impulsivity and emotional dysregulation as bullying victims or perpetrators and the perceptions of the surrounding students in the classroom.

Method: A quantitative survey was conducted on 682 regular classroom teachers at elementary, junior high, and high schools. The survey consisted of the following items: (1) 15 items asking about the type of damage suffered by "specific children", (2) 15 items asking about the behavioral characteristics of "specific children," and (3) 8 items asking about the perceptions of surrounding students toward "specific children".

Results: First, factor analysis was used to calculate "alienation damage" scores from item (1), "impulsivity" scores and "emotional dysregulation" scores from item (2), and "being perceived as a troublemaker by surrounding children" scores and "being perceived as a victim by surrounding children" scores from item (3).

The results of the analysis of variance showed that the higher "emotional dysregulation" group and the higher "impulsivity" group had higher "alienation damage" scores.

The groups with higher "impulsivity" scores had higher "being perceived as a troublemaker" scores. And so is the group with higher "emotional dysregulation" scores, but they had higher "being perceived as a victim" scores at the same time.

Conclusion: It was suggested that the bullying phenomenon needs to be viewed from a systemic perspective as a coupling of multiple factors, such as the

characteristics of the victim and the perpetrator, and the perceptions of the surrounding children.

P19 - (OL) Does participation in sexting predict future involvement in bullying and cyberbullying in the same way for boys and girls?

6. Risk or protective factors

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Introduction: Sexting, the exchange of sexual content through digital devices, emerges as a way for adolescents to explore sexuality (Barrense-Dias et al., 2017; Casas et al., 2019). However, unsafe use, due to the risks of the Internet and social networks, could contribute to the imbalance of power in the physical or virtual environment, through bullying or cyberbullying (Strassberg et al., 2017; Van Ouytsel et al., 2019). This study aims to analyse whether there is a relationship between sexting behaviors and bullying and cyberbullying, comparing gender differences.

Method: A short longitudinal study involving 1,823 adolescents (47.8% girls) aged 12-19 (M = 13.49, SD = 1.28) was conducted.

Results: At T1 third-party forwarding (26.7%) and receiving (19.2%) was more prevalent, followed by sending (9.0%) and receiving via an intermediary (8.7%). At T2, the role of victim/cyber-victim was more prevalent (17.3% vs. 7.2%), followed by bully-victim/cyber-bullyvictim (10.9% vs. 4.2%) and aggressor/cyber-aggressor (3.2% vs. 3.5%). Overall, receiving via an intermediary and third-party forwarding predicted cyberbullying, while receiving predicted both phenomena. In terms of gender, boys who forwarded were at risk of being cyberaggressors and those who received were at risk of being bully-victims. Girls who sent were at risk of being cyber-victims, those who forwarded were at risk of being victims or bully-victims, those who received were at risk of being cyber-bullyvictims, and those who received forwarded were at risk of being victims.

Conclusion: This study showed that participation in sexting exposes both forms of violence (Ojeda et al., 2020). Different forms of sexting do not explain the same forms of involvement by gender. Boys were more likely to engage in pure online aggression and girls in pure face-to-face and online victimization (Woodward et al., 2016). Effective preventive measures focusing on the safe practice of sexting are needed to promote healthy interpersonal relationships.

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P20 - (OL) Ethnic Representation and Willingness to Seek Help as Moderators Between Peer Victimization and Mental Health Outcomes among Latinx Adolescents

6. Risk or protective factors

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Introduction: Peer victimization, also referred to as bullying victimization, is associated with deleterious mental health outcomes including depression and suicidality. However, most of the bullying literature in the USA is centered around the experiences of non-Latinx White and African American adolescents.

Method: To center Latinx experiences, this cross-sectional study includes a sample of Latinx students from 19 Colorado high schools (n=2554). School-level ethnic peer representation (proportion of Latinx peers) and individual student's willingness to seek help were examined independently as moderators between bullying victimization and mental health outcomes (depression and suicidality) separately by gender.

Results: Results indicated that Latinx youth who experienced peer victimization also reported higher symptoms of depression and suicidality. A greater willingness to seek help was associated with less symptoms of depression and suicidality among young Latinx youth, while school-level ethnic peer representation was only associated with lower symptoms of depression for Latinx adolescent females. Among Latinx youth who were victimized, a greater willingness to seek help was protective for symptoms of depression and suicidality.

Conclusion: Results suggest that school-based programs for bullying prevention and mental health promotion need to examine culturally specifc protective factors to reduce victimization and promote help-seeking norms among Latinx youth. As the number of Latinx youth in US schools continues to grow, there is a need for mental health resources tailored to this population to prevent mental health disparities, especially when victimized. Given that Latinx and other

marginalized youth experience bias-based bullying, it is important that bullying prevention strategies address issues related to ethnic and racial prejudice including discrimination, micro-aggression and inequity. Validating the experiences of Latinx youth and recognizing their willingness to seek help despite barriers are also important to ensure they feel supported at school, especially when mental health may not be discussed in the home.

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P21 - (OL) Impulsivity and attention deficit as predictors of rejection in primary school students: a longitudinal analysis

6. Risk or protective factors

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Introduction: The aim of this work was to analyze the effect of impulsivity and attention deficit on the level of acceptance or rejection among primary school students.

Method: We used a longitudinal design. First, during school year 2018/19 we applied the impulsivity and attention deficit scales from the Evaluation System for Children and Adolescents [Sistema de Evaluación de Niños y Adolescentes] (SENA; Fernández-Pinto et al., 2015) to students in the 4th year of primary education in 14 schools in Asturias (Spain). These two self-report scales were re-applied to the same groups in the following school year (2019/20), their 5th year, together with a sociometric test (SOCIOMET; González & García-Bacete, 2010) which produced the Social Preference Index, an individual index reflecting each students' level of acceptance or rejection by their classmates. This index depends on the difference between the number of positive nominations (likings) and negative nominations (rejections) received, and the number of students in the class. We performed correlational and structural equation analysis.

Results: The results showed a strong correlation between the levels of impulsivity and attention deficit, high stability in both variables in the 4th and 5th years of primary school, and a small, negative, but statistically significant effect of impulsivity and attention deficit in both 4th and 5th year on the level of a student's acceptance by classmates in the 5th year.

Conclusion: Impulsivity and attention deficit tend to be a risk factor for rejection between primary school students.

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P22 - (OL) Intra-familial Violence and Peer Aggression Among Early Adolescents: Moderating Role of School Sense of Belonging

6. Risk or protective factors

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Introduction: Bullying among peers during adolescence is associated with deleterious developmental outcomes. Family violence has been strongly associated with many forms of bullying - such as verbal and physical bullying perpetration. Yet, associations between sibling and peer aggression at school and the protective role of school belonging remain understudied. Thus, the present study addresses this gap.

Method: Middle school students (N = 1611) completed self-report surveys four times across 2 years in a U.S. Midwest state. A multi-level within- and between-person longitudinal design was employed to examine associations among sibling aggression perpetration, witnessing intrafamilial violence, and verbal and physical bullying perpetration at school. Also, the moderating effect of school belonging between family violence and bullying perpetration was also investigated.

Results: Higher levels of sibling aggression were associated with higher verbal bullying perpetration at both within- and between-person levels. Family violence was associated with higher verbal and physical bullying perpetration, but only at the between-person level and not within-individuals. Higher school belonging was associated with less verbal and physical bullying perpetration overtime. School belonging moderated the relation between sibling aggression and verbal as well as physical bullying perpetration; higher within-person level sibling aggression was associated with lower verbal and physical bullying perpetration when students reported a strong sense of school belonging.

Conclusion: The findings suggest that family and sibling relations are important precursors of violence outside the home, such as bullying perpetration, and that a sense of attachment and belonging to school can disrupt the pathway from

violence towards siblings to violence towards peers. Violence spans across youths' family environments. Ideally, efforts to reduce violence in schools may be more effective if parents are considered in school-based violence prevention efforts. Aggression prevention programs that focus on fostering school connectedness may mitigate the transmission of violence from home to school.

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P23 - (OS) Peer Rejection and Friendship Dynamics in Early Adolescence: Selection, Maintenance and Social Influence

6. Risk or protective factors

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Introduction: In adolescence, friendship dynamics play a crucial role in the socialization of peer rejection.[1,2,3] Rejected adolescents tend to select rejected peers as friends, and that they become similar to their friends in terms of social position.[4,5] Peer rejection may thus be associated with friendship dynamics related to selection and maintenance; in turn, friendships may also influence peer rejection. In this study, we investigated how peer rejection is related to the creation and maintenance of friendship, and to what extent friendship influences peer rejection.

Method: Longitudinal data on friendship networks and peer rejection of 882 Korean adolescents (5th to 6th grade in elementary schools) were analyzed using stochastic actor-oriented models. To study selection processes, we tested the creation and endowment effect to examine to what extent peer rejection was associated with creating friendship ties or maintaining existing friendships. We also tested the average alter effect to see whether friendships influenced individual levels of peer rejection.

Results: Peer rejection was not associated with friendship formation but friendship maintenance varied by rejection level. Friendship maintenance was more likely to happen when peers were similarly *low* on peer rejection as compared to when peers were similarly *high* on peer rejection. Furthermore, changes in peer rejection depended in part on friendship ties. Friends tended to become more similar in peer rejection level. This influence effect was more prominent in youths with average peer rejection levels as compared to those with either high or low levels of peer rejection.

Conclusion: Our findings indicated that rejected youths were less likely to maintain friendships with rejected peers, whereas non-rejected youths were more likely to maintain existing friendship ties with peers similarly low on

rejection. These findings are in line with research on victimized youths[6]. Moreover, our findings showed that youths became more similar to their friends in peer rejection over time.[7]

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P24 – (OL) Risk mechanisms associated with ethnic bullying

6. Risk or protective factors

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Introduction: Identifying the specific factors and psychological mechanisms increasing the risk of ethnic bullying is relevant for developing evidence-based interventions. Aim of this systematic review is shedding light on these dimensions and mechanisms at the levels of (1) individuals, (2) ethnic victim-ethnic bully dyad, (3) school and classroom context, and peer-group.

Method: We followed the PRISMA protocol to analyse the literature individuated in three databases: Scopus, Psychinfo, PubMed. We examined articles on ethnic bullying published in peer-reviewed journals during the last 10 years and involving adolescent samples (11-18 years). Two researchers examined independently the 341 found articles. After excluding double and non-inherent papers, and studies with samples of different ages, the final *corpus* consisted of 63 articles.

Results: Only one study examined the role of bystander, and no study investigated the role of victim defender. At the individual level, prejudices play a role (Caravita et al., 2020), usually the ethnic bully is male, native in the country, peer-popular, and physically stronger. No characteristic is typical of the victims of ethnic bullying. Only one study has explored the ethnic bully-victim dyad (Tolsma et al., 2013), finding that individual characteristics aren't so much associated with ethnic bullying, but ethnic diversity in class group is more associated to ethnic bullying. At the levels of school, classroom, and peer-group, when students perceive greater support from the context, incidents of bullying and ethnic bullying are fewer (Kahle & Peguero, 2017). Some literature indicates that in schools with a high density of minority ethnic groups more episodes of ethnic bullying happen (Özdemir et al., 2018), but this result has not been always confirmed (Vitoroulis & Georgiades, 2017).

Conclusion: This systematic review allowed to individuate some mechanisms specific of ethnic bullying that need to be addressed in evidence-based

interventions. Gaps in the literature on this topic also emerged, providing indications for future research.

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P25 - (OL) The influence of context and peer group behavior on involvement in bullying

6. Risk or protective factors

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Introduction: Bullying a phenomenon that takes place within the peer group and needs to consider other social motivations in order to understand the behaviour of adolescents. The aim of the study was to see if the behaviour of the adolescents depends on the group's norms.

Method: This study analysed the group norms of different classes of Secondary School throughout a 2017/2018 school year in two stages (at the beginning and at end of the year), taking into account two types of contexts: antibullying and probullying classroom norms. The sample consisted of a total of 2694 students (49.3 % girls) with an average age of 13.70 years (WD = 1. 36) distributed in 150 different classes. The association with social (need for popularity, social adjustment and normative adjustment) and moral (empathy and moral disengagement) variables were analysed.

Results: The results showed that the probullying contexts were mostly in the intermediate courses of the educational stage. Significant differences between both types of contexts have been found in the different dimensions studied, with higher scores in anti-bullying contexts in the empathy, social adjustment and normative dimensions, compared to the results obtained for the moral disconnection and need for popularity dimensions which were higher in pro-bullying contexts. This trend continued over time.

Conclusion: The conclusions of this study guide the intervention processes, emphasizing the need for understanding the behavior of the group of adolescents for the development of healthy behaviour and well-being.

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P26 – (OL) The Interplay between Aggression, Parenting, and Children's Social Behavior: A Primary Driver for Bullying between Childhood and Preadolescence?

6. Risk or protective factors

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Introduction: Children with aggressive behaviors (e.g., fighting) are at higher risk of being bullied (Craig, 1998; Runions et al., 2018). This association could be partially explained by negative reactions from parents and peers when confronted with aggression (Vlachou et al., 2011). However, aggressive behaviors rarely occur alone; other forms of antisocial behaviors are usually adopted by children with behavioral problems. Prior studies have yet to determine if other forms of antisocial behaviors elicit negative reactions from others, thereby representing additional risk factors for bullying. Our objective was to determine if aggressive behaviors, by threatening others, elicit more negative reactions (e.g., rejection, harsh parenting) from others than property-violations (e.g., destroying objects), which are equally destructive, but do not directly harm others.

Method: Using a semi-parametric mixture model in a 3-wave longitudinal design, we related aggression and property-violations to the growth of social problems (e.g., teased a lot) between preschool to preadolescence. Additionally, we ran a cross-lagged analysis to investigate transactional processes between these subtypes of antisocial behaviors and harsh parenting. 566 participants (50.6% boys) were assessed at 3-5, 6-8, and 10-12 years old. Aggression, property-violations, and social problems were rated at all timepoints by mothers via the Child Behavior Checklist. Harsh parenting was measured via several questionnaires, including the Parenting Styles and Dimensions Questionnaire.

Results: Aggressive behaviors in preschoolers predicted sharp increases in social problems over time. Similarly, preschool aggressive behaviors predicted harsh parenting at ages 6-8 (β=.13, p=.04), which predicted aggression in preadolescence (β=.12, p=.02). Property-violations were not associated with harsh parenting or social problems.

Conclusion: Our findings suggest that the interplay between aggression (but not property-violations), parenting, and children's social behaviors acts as a driver of bullying in childhood. Improving parents and peers' ability to constructively respond to aggression could reduce children's social and behavioral problems, indirectly diminishing their likelihood of being bullied.

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7. Outcomes of bullying

P27 - (OS) Bullying perpetration and social status in the peer group: A systematic review and meta-analysis

7. Outcomes of bullying

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Introduction: We have meta-analytic evidence suggesting that bullying perpetration is associated with a wide range of negative outcomes, such as depression and offending behaviour (Farrington, 2012), violence (Ttofi et al., 2016), and substance use (Vrijen et al., 2021). Bullying perpetration might, however, also come with positive consequences. That is, bullying perpetration might lead to an increase in social standing in the peer hierarchy (e.g. Sentse et al., 2015). Yet, meta-analytic evidence on the prospective association between bullying perpetration and social status is lacking, and existing literature is overwhelming considering the different constructs of social status, i.e., popularity, acceptance, rejection and social preference. Furthermore, these social status constructs have rarely been reviewed together. We hypothesized that 1) being a 'pure' bully is prospectively associated with higher levels of popularity and rejection and lower levels of acceptance compared to those non-involved; 2) being a 'pure' bully is prospectively associated with higher levels of popularity and acceptance and lower levels of rejection compared to bully-victims; and 3) being an adolescent 'pure' bully is prospectively associated with higher levels of popularity compared to childhood 'pure' bullies.

Method: Electronic databases were searched on January 15, 2021. We included 19 peer-reviewed articles and dissertations in English that reported on the prospective association between bullying perpetration in childhood or adolescence and popularity, acceptance, rejection and/or social preference. Records were independently screened and assessed for eligibility by two reviewers. Data extraction and quality assessments are performed by one reviewer and checked by a second reviewer.

Results: Data extraction for this study has just started and the results will be presented at the World Anti-Bullying Forum 2021.

Conclusion: Data extraction for this study has just started and the discussion will be presented at the World Anti-Bullying Forum 2021.

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P28 - (OS) Childhood and Adolescent Peer Bullying Perpetration and Later Substance Use: a Meta-analysis

7. Outcomes of bullying

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Introduction: The aim of the present study was to review and meta-analyze existing evidence regarding the prospective association between bullying perpetration in childhood/adolescence and later use of drugs, alcohol, and tobacco. Previous meta-analyses (Ttofi et al., 2016; Valdebenito et al., 2015) only included research up to 2014 and were limited to drug use.

Method: Electronic databases were searched on March 14, 2019. We included peer-reviewed articles and dissertations in English that reported on associations between bullying perpetration in childhood or adolescence and later use of drugs, alcohol, or tobacco. Records were screened and assessed for eligibility independently by two reviewers. State-of-the-art three-level multilevel random effects models were used to account for dependency between effects from the same sample. Egger tests and p-curve analyses were performed to assess the likelihood of reporting or publication bias.

Results: In total 215 effects were included from 28 publications, reporting on 22 samples with a total of 28,477 participants. Bullying perpetration was associated positively with all types of substance use (drugs, alcohol, tobacco use), also after adjusting for confounders. Childhood bullying was more strongly associated with later alcohol and tobacco use than adolescent bullying. No moderator effect of child versus adolescent bullying was found for drug use. For bully-victims, results were more heterogeneous and effects seemed weaker rather than stronger compared to "pure" bullies.

Conclusion: The findings of this study suggest that, compared to their non-bullying peers, bullying children and adolescents have a higher risk of drugs, alcohol, and tobacco use later on. Our finding that childhood bullying was more strongly linked to alcohol and tobacco use later in life than adolescent bullying, may be explained by evidence that, contrary to childhood bullying, adolescent

bullying may be a strategic and functional response to acquire a dominant position in the peer group, not necessarily related to negative outcomes.

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P29 - (OL) Longitudinal Associations between Peer Victimization and Mental Health in Early Adolescence

7. Outcomes of bullying

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Introduction: An extensive body of evidence shows that victims of peer bullying are at a higher risk of developing mental health problems, but less is known about developmental specificity (i.e., whether associations already emerge in early adolescence), generalizability (i.e., across mental health outcomes), and moderating factors (i.e., across types of social support). In this US-nationwide study of early adolescents, we examined longitudinal associations between peer victimization and the development of mental health symptoms and explored social support moderators.

Method: We analyzed data from the Adolescent Brain Cognitive Development (ABCD) study (https://abcdstudy.org/), which includes a diverse sample of 9- and 10-year-old children from 21 sites across the United States. Baseline data were collected between 2016 and 2018. By January 15, 2020, two-year follow-ups had been completed for 6,571 children. Based on this sample and multi-level mixed-effects linear regressions, we estimated longitudinal associations between peer victimization and changes in symptoms of major depressive disorder, dysthymia, separation anxiety, prodromal psychosis, mania, ADHD, and conduct disorder across 2 years. Additionally, we tested whether social support (i.e., parental warmth, number of close friends, positive school environment) moderated these associations. All regressions included a wide range of covariates measured at baseline.

Results: Results showed (a) positive associations between peer victimization and 2-year changes in mental health in a nationwide sample of US early adolescents. This link (b) generalized across seven mental health outcomes (with a one-SD increase in peer victimization predicting 0.061-0.092 SD increases in mental health symptoms). Finally, (c) social support differentially moderated these associations with both protective (i.e., parental warmth, positive school environment) as well as amplifying effects (i.e., close friends).

Conclusion: Peer victimization is a risk factor for the development of mental health symptoms in early adolescence. Different systems of social support can either protect or amplify these effects. Directions for future research are discussed.

P30 – (OS) The game is on: School bullying and cyberbullying predict changes in problematic internet gaming severity

7. Outcomes of bullying

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Introduction: Research suggests an association between bullying victimization and problematic internet gaming (Bussone et al., 2020; Mihara & Higuchi, 2017). However, many studies have used cross-sectional data and focused either on school bullying or on cyberbullying. Research on differences between these two forms of bullying in terms of problematic internet gaming is scarce. Therefore, this study examined whether school bullying and cyberbullying individually predict changes in problematic internet gaming severity using a longitudinal design.

Method: A total of 4,388 students (grade 5-13) took part in two annual self-report surveys. Data were collected within the course of the evaluation of the Olweus Bullying Prevention Program. Bullying was assessed using the Olweus Bullying Questionnaire-Revised. Problematic internet gaming was assessed by nine items based on the diagnostic criteria for internet gaming disorder as specified in the 5th version of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). Linear regression was used to examine the predictive value of school bullying and cyberbullying victimization on changes in problematic internet gaming severity.

Results: On the whole, school bullying and cyberbullying predicted changes in problematic internet gaming severity when controlling for the baseline score of problematic internet gaming ($F(7, 4380) = 171.79$, $p < 0.001$). Post-hoc tests revealed significant impacts of school bullying ($F(3, 4380) = 23.39$, $p < 0.001$) as well as cyberbullying ($F(3, 4380) = 9.86$, $p < 0.001$). Further, the profiles of school bullying and cyberbullying over time were examined for specific differences.

Conclusion: If both forms of bullying have an impact on problematic internet gaming, this highlights the importance of addressing both in prevention

programs. Implications for these programs as well as differences in school bullying and cyberbullying profiles will be discussed.

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P31 - (OS) The impact of school-based anti-bullying interventions on internalizing symptoms: A systematic review and meta-analysis

7. Outcomes of bullying

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Introduction: Effective anti-bullying interventions may reduce the impact that bullying has on young people's mental health. Nevertheless, little is known about the effectiveness of such interventions in reducing internalizing symptoms such as anxiety or depression, and what factors may influence intervention effects. The aim of this systematic review and meta-analysis was to assess the effects of school-based anti-bullying interventions on internalizing symptoms and to explore potential moderators and a mediator of this relationship.

Method: We searched 9 databases: PsycINFO, Web of Science, ERIC, SCOPUS, CINAHL, Medline, Embase, ProQuest and Cochrane Library, and performed an author search using 4 sets of search terms to identify experimental and quasi-experimental, controlled, school-based anti-bullying interventions reporting internalizing outcomes from January 1983 to April 2021. Random-effects and meta-regression models were used to derive Hedges g values with pooled 95% CIs as estimates of effect size and to test associations between moderator variables and effect size estimates. Structural equation modeling was used to perform mediation analysis using effect size measures of victimization and internalizing outcomes. Quality assessment was determined using Cochrane Collaboration's ROB tools.

Results: This review included 22 studies with 58,091 participants in the meta-analysis. Anti-bullying interventions had a very small effect in reducing overall internalizing symptoms (ES, 0.06; 95% CI, 0.0284-0.1005), anxiety (ES, 0.08; 95% CI, 0.011-0.158) and depression (ES, 0.06; 95% CI, 0.014-0.107). Geographic location, grade level, program duration and intensity were not significantly associated with reducing overall internalizing symptoms (all moderators, p > .30), nor were any of the intervention components (all components, p > .10). Bullying

victimization did not mediate the relationship between intervention condition and internalizing outcomes.

Conclusion: Anti-bullying interventions have a small impact on reducing internalizing symptoms. Researchers, clinicians and public health care professionals should recognize the importance of internalizing outcomes when designing school-based interventions to safeguard young people from the damaging outcomes of bullying.

P32 - (OL) The relationship between witnessing school bullying and poor mental health: A meta-analysis.

7. Outcomes of bullying

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Introduction: Bullying is a peer process involving other peers alongside those experiencing and those perpetrating bullying. Peers witnessing bullying can be passive, or reinforce or intervene in, the behaviour (Salmivalli et al., 1996). Bullying is a frequent experience for many adolescents and is related to poor adjustment in the short- and long-term (Reijntjes et al., 2010, 2011). Research to date has highlighted that witnessing bullying is also related to poor mental health, including depression and suicidal thoughts (Midgett & Doumass, 2019; Rivers & Noret, 2010). While studies have identified this relationship in adolescents, the findings of this research have not been synthesised. Therefore, the aim of this study is to provide a meta-analysis of existing research examining the relationship between witnessing bullying in school and poor mental health.
Method: The meta-analysis has been registered with Prospero, the international register for systematic reviews, and follows the PRISMA standards for the undertaking and reporting reviews (Liberati et al., 2009). A series of search terms relating to witnessing bullying and poor mental health have been developed. A range of search engines are being utilised, including PsychInfo, Web of Science and Science Direct. The search process is being recorded using the Rayyan online tool (Ouzzani et al., 2016).
Results: Data will be analysed according to a pre-registered plan for the review. A random-effects model will be calculated to test for the average effect across studies. Homogeneity of effects and publication bias will also be reported.
Conclusion: The results of the meta-analysis will be discussed in the context of previous research on the relationship between bullying and poor mental health. Future directions for research and the implications for anti-bullying interventions will also be highlighted.
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8. Measurement issues

P33 - (OL) Cyberbullying through Graphic Vignettes: Developing an Arts-based Method to Study Online Experiences of Schoolchildren

8. Measurement issues

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Introduction: Cyberbullying research is plagued with measurement issues (Kowalski et al., 2014). When faced with peer aggression, children often avoid seeking help from adults (Laminack & Wadsworth, 2012; Wiseman & Jones, 2018). Changing this to gain a better understanding of cyberbullying means developing new participatory and empowering research methods that allow student voices to come to the forefront. In this methodological paper, we reflect on organizing an arts-based project aimed at exploring how cyberbullying is perceived and understood by schoolchildren.

Method: This study builds on our previous project in which we developed and tested graphic vignettes - a new research method for studying bullying (Khanolainen & Semenova, 2020; Khanolainen et al., 2020). We adjusted the method to provide participants with more space for creativity in the vignettes in view of the fact that cyberbullying is a less defined and more dynamically developing phenomenon than traditional bullying (Kowalski et al., 2014). The cyberbullying vignettes were piloted in a small-scale international study. The sample consisted of 18 Swiss and 18 Russian students (13-16 years old).

Results: Graphic vignettes empowered students to reveal being cyberbullied. Three Swiss students with cyberbullying experience described victims as needing help from outside and created supportive characters (a kind friend, a concerned teacher or parents). At the same time, those who reported no cyberbullying experience depicted and talked about victims as naive, careless and even provocative. Among the Russian group, there was a commonly expressed belief that it is better to keep problems to oneself.

Conclusion: The new method has the potential to provide insights into victims' self-perceptions and coping strategies, assess the prevalence of empathetic

and non-empathetic attitudes among those who never experienced cyberbullying first hand and identify contexts in which victims are likely to ask for help.

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P34 – (OL) Development of the Bullying Immunity Scale

8. Measurement issues

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Introduction: When the evaluations of anti-bullying practices are carried out, the number of reports of victimisation/bullying sometimes increases after the interventions. One reason for this may be that participants' awareness of victimisation/bullying increases. If this is the case, it is a positive change. Such a change is considered to be a change in resilience to victimisation/bullying. To detect the positive change which may reflect children's immunity to victimisation/bullying, we tried to develop the "Bullying Immunity Scale".

Method: In 2020, the items were modified based on the preliminary investigation, and 1422 fifth and sixth graders of the primary schools in Tokyo answered the items of victimisation/bullying experiences and the items to develop the Bullying Immunity Scale.

Results: As a result, the item group of the bullying immunity scale was divided into three factors almost as expected by the confirmative factor analysis. Factor1: "Belief on revenge" includes 5 items such as "If attacked, better to attack back". Factor2: "Belief on collective intervention" lists 4 items, such as "Bullying will stop if we all take some actions". Factor3: "Various views on bullying" consists of 4 items such as "What bullying means depends on each person". The omega coefficients were .84, .73, and .70 respectively. In relation to the experience items, victimisation items, perpetration items, and bystander items were related to Factor1. Victimisation items correlated with Factor2, and bystander items with Factor3.

Conclusion: The Bullying Immunity Scale showed a certain degree of reliability, construct validity, and criterion-related validity although these were not fully sufficient. In the future, we will examine whether the level of "Belief on revenge" becomes lower, "Belief on collective intervention" becomes more sallient, and "Various views on bullying" becomes more common through anti-bullying practices.

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P35 - (OL) I Know You Are but What about Me? Peer Nominations and Self-Ratings of Bully Participant Behavior in Middle School

8. Measurement issues

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Introduction: Common in both practice and research, students are often asked to self-report their engagement in bullying behaviors and victimization, while peer nominations are rarely utilized. Understanding peers' perceptions (as compared to self-perceptions) of bullying behaviors may provide valuable insights for effective prevention and intervention efforts. The current study investigated methods of peer versus self-rating of bullying and victimization to determine how varying perspectives may be important.

Method: In the current study, early adolescent students ($N = $ 925) provided peer nominations of other students as bullies or victims of bullying and completed the Bullying Participant Behavior Questionnaire (BPBQ; Summers & Demaray, 2008), a self-report measure consisting of 50 items with 10 items in each of the following subscales: Bully, Assistant, Victim, Defender, and Outsider. The Bully and Assist subscales were of interest to compare students' self-ratings to peer nominations of bullying and victimization.

Results: The frequency and demographic characteristics of students nominated were examined. Most students received zero nominations, however, 26.5% and 22% of students were nominated at least once as bullying and being victimized, respectively, with nominations ranging from 1 to 67 times (bully) and 1 to 17 times (victim). Students with an IEP showed greater likelihood of being nominated as a bully, as did male students and students without free or reduced lunch. IEP status also significantly and positively predicted the likelihood of victim nominations. Data were also compared to students' self-ratings on bullying and victimization.

Conclusion: The current study informs both research and practice by illustrating the pros and cons of gathering peer nominations and self-ratings of bullying behavior and exploring the higher likelihood of peer nominations for some subgroups. Implications for research and practice regarding the assessment of bullying and victimization and students at risk for higher engagement from both the peer and self perspective will be presented.

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9. School bullying

P37 - (OL) A multi-tiered approach to preventing and addressing bullying in schools

9. School bullying

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Summary: A multi-tiered framework to prevent and address bullying in schools will be presented. The presentation will outline universal, targeted, and intensive approaches school professionals can use to address bullying and will include considerations for supporting students with disabilities involved in the bullying dynamic.

Purpose: Evidence-based universal supports to prevent bullying include positive behavior supports, social emotional learning, and school-wide policy (Rapee et al., 2020). Evidence-based supports at the targeted and intensive levels may include skills instruction in social and communication skills (Preast et al., 2017). The poster will outline a multi-tiered framework that includes evidence-based (a) **universal screening for and prevention** of bullying to promote high expectations for all students, (b) assessment and differentiated instruction/intervention to provide **targeted interventions** for students who do not respond to universal supports, and (c) individualized assessment and **intensive interventions** for students who do not respond to targeted supports. Although addressing bullying is associated with better outcomes for all students, students with disabilities are at particular risk for being involved in the bullying dynamic. Thus this presentation will also outline considerations for supporting students with disabilities in this framework.

Expectations: Participants will learn: (a) a multi-tiered framework to address bullying in schools, (b) evidence-based universal, targeted, and intensive interventions to prevent and address bullying, and (b) special considerations for addressing bullying among students with disabilities.

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P38 – (OS) Are we Accepting Enough?: Examining the Association between Homophobic Bullying and Acceptance of Diversity

9. School bullying

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Introduction: Students are entitled to an education free of discrimination and harassment regardless of factors such as their gender identity or sexual orientation. Unfortunately, homophobia is deeply ingrained in contemporary society and continues to permeate through the social and physical spaces of schools (Cénat et al., 2021; Taylor & Peter, 2011). People's acceptance of diversity contributes to how said spaces are determined and how students may see themselves in relation to their belonging, safety, and possible futures (Konishi & Saewyc, 2013). Extensive literature has examined peer acceptance of diversity, however, that of adult school members (e.g., parents, teachers, administrators) is lacking. Our study examined whether adult acceptance of sexual diversity was associated with homophobic bullying among high-school students.

Method: Two hundred nineteen participants (82 girls, M age = 14.82, SD = 1.31) across high schools in Southern Quebec completed questionnaires assessing adult and peers' acceptance of sexual diversity and reports of homophobic bullying among students.

Results: Results of the hierarchical linear regression analysis revealed that adult acceptance of sexual diversity was a significant predictor of homophobic bullying above and beyond the contribution of peers' acceptance of sexual diversity, $F(4, 215) = 6.66$, $p < .001$, controlling for sex and grade.

Conclusion: Our results suggest that besides peers' support, adult acceptance of sexual diversity may help in reducing students' homophobic behaviours. Thus, school members such as parents, teachers, and administrators play an important role in combatting homophobia. As such, we urge adults in schools to respect and accept students of any sexual orientation with an open heart.

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P39 - (OS) Associations between authoritative teaching, gender, and forms of bullying victimization within classrooms.

9. School bullying

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Introduction: Authoritative school climates, characterized by the availability of support (responsiveness and warmth) and structure (demandingness and control), have previously been shown to correlate with reduced aggression and bullying among students, but how do you go about establishing such a climate? One potential route goes through the authoritative teachers, who through their disposition and by virtue of being the primary adult authority within their respective classrooms, potentially works as a positive example, and thereby created a foundation where such an atmosphere could flourish, reducing bullying victimization in the process. As far as we know, no studies have attempted to examine the potential of this type of teaching for reducing different types of bullying victimization at the classroom level. The current study, therefore, aimed to investigate whether authoritative teaching at classroom level was negatively associated with verbal, physical and relational bullying victimization, as well as with general bullying victimization.

Method: A multilevel analysis was conducted with students as level one and classrooms as level two. Since gender has been shown to relate to different types of bullying differently, it was added as a covariate at both levels. 1522 4th-grade-students (824 girls) from 110 classrooms across Sweden participated in the study.

Results: The results revealed that students in classes who rated their teachers as high on authoritative teaching were less likely to be victims of any form of bullying and, although teacher support and structure were highly correlated, they each showed some unique and significant relation to each of the victimization types. Gender had no significant impact on victimization (apart from relational victimization).

Conclusion: The findings of this study suggest that by being supportive and establishing structure within their classrooms, teachers could lead the way

towards a friendlier classroom climate and simultaneously reduce the chances of their students experiencing bully victimization.

P40 - (OL) Bullying and Cyberbullying Among Gifted Adolescents in Ireland: A Scoping Study

9. School bullying

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Introduction: Research has indicated that gifted adolescents experience an increased amount of bullying and cyberbullying compared to their non-gifted peers. However, there has not been a sufficient attempt to investigate prevalence and potential impact of combined bullying and cyberbullying among gifted adolescents in Ireland.

Method: 195 gifted adolescents between the ages of 14 and 18 years completed a comprehensive online survey assessing the bullying and cyberbullying prevalence, wellbeing, indicative mental health, and friendship quality outcomes.

Results: The results showed a considerably higher prevalence rate of victimisation among gifted adolescents compared to an all-Ireland national prevalence rate. Bullying and cyberbullying victimisation was associated with high levels of anxiety, stress, and loneliness. Females, LGBTI+ and twice exceptional (2e) gifted adolescents scored significantly lower on satisfaction with life and significantly higher on depression, anxiety and stress than other gifted participants.

Conclusion: The results are discussed alongside recommendations for anti-bullying policies and teacher education provisions.

P41 - (OS) Bullying and violent video games usage in childhood and adolescence

9. School bullying

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Introduction: Games play a fundamental role in the development of children and young people. Under this premise, video games can offer endless opportunities to promote learning or establish social relationships, and there is a growing concern about the potential risks and associated dangers. However, the study of the relationship between violent video games and aggressive behaviour in young people also remains a point of controversy and the results found in the literature present numerous inconsistencies (Ferguson & Colwell, 2018). The main objective of the present study was to explore the associations between the use of violent video games and involvement in traditional bullying and cyberbullying.

Method: The development of an empirical study carried out with students of primary and secondary schools in Galicia (Spain) has allowed access to a sample of 2,148 children aged between 10 and 17 years-old. The *European Bullying Intervention Project Questionnaire* and the *European Cyberbullying Intervention Project Questionnaire* were employed to estimate the rate of both phenomena.

Results: There is a high video game usage and evidence of a high number of minors who assiduously play violent titles. The results also revealed the existence of certain differences in relation to the use of violent video games and involvement in traditional bullying and cyberbullying, with significantly higher rates among perpetrators and bully-victims.

Conclusion: The results of the present study suggest that exposure to violent content present in certain video games could be related to bullying in minors. The responsibility of parents and educators should be appealed in terms of supervision and control of video games, and the development of prevention and intervention strategies addressing the role of violence in these media, as well as raising awareness of its dangers and implications in terms of school coexistence.

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P42 – (OS) Development and Validation of the Adolescent Defending Behaviors Questionnaire

9. School bullying

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Introduction: Defender is the only positive role in school bullying. However, there is a lack of understanding on what strategies defenders use to help victimized peers. As a subtype of moral behavior, defending behavior is a broad category that contains many forms of behavior, which has been overlooked for years. Therefore, the goal of the present study is to investigate the factor structure of defending and create a multidimensional self-report scale of defending behaviors, the Adolescent Defending Behaviors Questionnaire (ADBQ).

Method: Participants in this study were in grade 3-7 in China. Firstly, a thorough literature review and several semi-structured interviews (N=36) were conducted to generate an initial pool of items. Then, children were recruited as a main (N=796) and a validation sample (N=1302) in order to conduct exploratory factor analysis (EFA) and exploratory structural equation modeling (ESEM). Validation sample also needed to complete established measures of victimization, empathy, prosocial behavior, moral reasoning, and self-efficacy in order to assess the construct validity of ADBQ. Furthermore, test-retest reliability and the internal consistency reliability of each factor were examined in the validation sample.

Results: The initial item pool consisted of 34 items, and following EFA favored a 24-item, five-factor structure defending behaviors. Moreover, the findings obtained from the ESEM showed that a five-factor model provided the best fit to the data χ^2 (226) = 837.25, p < .001, CFI = 0.97, TLI = 0.95, SRMR = 0.02, RMSEA = 0.05 (90% CI 0.04, 0.05), which included aggressive defending, assertive defending, comforting and encouraging, seeking help, and strategic defending. All factors demonstrated acceptable internal consistency reliability (α's 0.74-0.92). Construct validity and test-retest of each factor is adequate.

Conclusion: Results confirmed multidimensionality and good psychometric properties of defending behaviors, which can not only help assess different forms of defending behavior, but also impel researchers and interventionists to better understand the heterogenous of defending.

P43 - (OL) Do student and classroom level mechanisms moderate the impact of the Dutch KiVa Antibullying Program on school well-being? A longitudinal study

9. School bullying

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Introduction: The discussion about well-being at school has become increasingly prominent and a wide array of school-based health promotion programs have emerged in order to tackle different aspects of well-being in school that are important to prevent mental illness (Tennant et al., 2007) and risk behavior (Bonny et al., 2000). This study follows the conceptualization of school well-being as provided by Adi et al. (2007), which encompasses both the emotional side of well-being, focusing on happiness and confidence (i.e., liking and enjoying school), and social well-being, focusing on good relationships (i.e., feeling safe and accepted).

Since students' well-being is threatened by bullying incidents (Turner et al., 2014), and recently, the Dutch KiVa Antibullying Program has demonstrated its effectiveness in reducing bullying and victimization (Huitsing et al., 2020), this study examined the moderating effect of the Dutch KiVa antibullying program on school liking and feelings of safety as two measures of school well-being.

Method: Longitudinal Multilevel Analysis was used to test whether the hypothesized positive side effect of the program could be moderated by a reduction in bullying rates, victimization, and increase in antibullying attitudes. Analyses were based on a sample of 9.804 students (49.8% boys, mean age=10.5) nested within 400 classrooms.

Results: The fixed effects of the multilevel multivariate model showed that both school liking and feelings of safety increases in KiVa schools. Victimization and antibullying attitudes at the student level moderated the effects of KiVa on school liking and also on feelings of safety, whereas victimization at the classroom level strongly moderated the effects of KiVa on feelings of safety.

Conclusion: Together this study showed that the Dutch KiVa antibullying program is effective in helping students to enjoy more school by changing attitudes and behavior towards bullying incidents, and consequently, changing the normative aspect of bullying in classrooms.

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P44 - (OL) Pilot intervention program in schools to prevent disablist bullying

9. School bullying

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Introduction: Across the world, there are several approaches to prevent and deal with bullying towards people with special education needs or disabilities (SEND), known as disablist bullying.

Literature indicates that children with SEND are more likely to be a victim of bullying [1] [2] [3] and the prevalence of bullying involvement among students with disabilities is higher than the average for students without disabilities [4] [5]. These conclusions were confirmed recently [6]. Although little is known about the prevalence of disablist bullying and only a few good practices are available.

Method: After the end of the DisAbuse project [7], an adaptation to the school context was made and a pilot study has been implemented.

All the students with and without SEND, teachers and parents of the 5th grade classes of a Portuguese school participated.

Data was collected before the beginning and will be collected after the intervention.

Results: Following a whole-education approach, the training of teachers and other school staff was made in November 2019 and February 2020 and the support has been available; the partnerships was assured; the reporting mechanisms for students involved in bullying was developed; the school community was involved; data has been collected to monitor the process; a caring school climate has been promoted in parallel with safe classroom environment; and students' participation it's essential. Nonetheless, the strong leadership has only been achieved at the school level.

Conclusion: The ongoing intervention program indicates that students with and without SEND needs to learn what is bullying and ways to deal with it in school and online. Also, teachers and other professionals and parents need to be aware of the disablist bullying reality.

To prevent disablist bullying, there are not enough good practices and tools

available to inform interventions. Although the whole-education approach seems to be a response to school- and cyber-bullying.

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[7] www.disabuse.eu

P45 - (OS) School Bullying and Cyberbullying: An analysis by Age and Gender

9. School bullying

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Introduction: School violence and bullying constitute one of the most common forms of victimization during childhood and adolescence, and the recent expansion of Information and Communication Technologies have facilitated the spread of online bullying or cyberbullying. Literature has not reached a consensus in how bullying involvement could be moderated by gender, while different studies have pointed to a possible inverted u-shaped relationship between age and bullying, but not all results are consistent in this sense either.

Method: The present study aimed to explore the rates of both traditional bullying and cyberbullying by both age and gender. An empirical study was carried out with students from primary and secondary schools in Galicia (Spain), accessing a sample of 2,148 students aged between 10 and 17 years old, to whom the *European Bullying Intervention Project Questionnaire* and *European Cyberbullying Intervention Project Questionnaire* were applied to estimate both traditional and cyberbullying rates.

Results: An analysis by age has revealed bullying victimization rates above 20% among children aged 10 and 11 years old. It is also found that involvement in cyberbullying dynamics increases significantly after the age of 13. Several gender differences were found when analysing the specific bullying behaviours suffered or perpetrated.

Conclusion: These results show that traditional bullying and cyberbullying are seemingly frequent problems and that they are spreading at increasingly younger ages. The high rates of bullying detected among Primary school students underline the need to implement prevention strategies from a gender perspective at younger ages, promoting safe, respectful and caring learning environments both in the school environment itself and in the virtual world.

P46 - (OL) School Climate, Bullying Behavior, and Mental Wellness Among Chilean Adolescents

9. School bullying

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Introduction: Adolescent mental health highlights the importance of individual strengths for future development. One recent theoretical model, labeled covitavility, proposes a meta-construct that integrates different domains such as belief in self, belief in others, emotional competence, and engaged living. Even though previous studies have examined the relationship with bullying behavior, they have not always considered them simultaneously. In addition, they have not considered variables at the classroom level to explain adolescent strengths.

Method: Thus, our study examined the relationship between students' reports of school bullying and covitality using a multilevel analysis of 823 students (51% female, mean age = 14.27) from 62 classrooms in Santiago, Chile. Universidad del Desarrollo ethical committee approved our study. Multilevel analyses are particularly well-suited to study bullying behaviour, because such dynamics are not only about individuals but rather about the relationships between students, particularly those belonging to the same classroom. Indeed, in our results, there is a considerable proportion of victimization and aggression variance that can be attributed to classrooms rather than individual students. The covitality model behind the Social Emotional Health Survey – Secondary (SEHS-S) is also consistent with a multilevel approach, where youth covitality is considered within a transactional lens.

Results: The results of these multilevel analyses show a differential pattern of relationships between victimisation and aggression at the individual level: victimisation predicted lower levels of engaged living, belief in self, and belief in others, while aggression predicted lower levels of emotional competence, and also lower levels of belief in others. At the between level, classrooms with a higher incidence of bullying also show lower levels of emotional competence and lower levels of belief in others.

Conclusion: These results highlight the importance of bullying prevention at the individual and classroom level for adolescents' positive development. Different types of support must be provided for victims and perpetrators.

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11. Cyberbullying and online safety

P47 - (OL) A Meta-Analysis of School-Based Cyberbullying Prevention Programs' Impact on Cyber- Bystander Behavior

11. Cyberbullying and online safety

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Introduction: Cyberbullying among youth is an emerging public health concern that has a wide array of deleterious mental health and academic outcomes (Kowalski & Limber, 2013; Van Geel et al., 2014). Given the importance of bystander interventions in mitigating cyberbullying incidents as well as the detrimental outcomes of cyberbullying victimization, it is critical to have a deeper understanding of factors that promote active cyber-bystander behavior.

To date, there are no studies that quantitatively review the effectiveness of school-based cyberbullying intervention programs on cyber-bystander behavior. To address this gap in the literature, this meta-analytic review focused on the effectiveness of school-based cyberbullying prevention programs on increasing active cyber-bystander behavior. Additionally, the current meta-analysis examined the program characteristics that enhance the program effectiveness on promoting cyber-bystander behavior.

Method: For the purpose of this meta-analytic review, only quantitative studies utilizing a K-12 student population, that had an abstract written in English, that are published on or after 1995 were included. As a result of exhaustive searches and a thorough screening procedure, a total of 9 studies were identified as eligible.

Results: Meta-analytic synthesis of the 9 studies involving 35 effect sizes demonstrated that overall, the treatment effect was not statistically significant ($g = 0.29$, SE $= 0.14$, $p = .07$, 95% CI $[-0.03, 0.61]$). Findings of the moderator analyses suggest that incorporating an empathy activation component in the prevention program was associated with better program effectiveness in

promoting cyber-bystander intervention. Further, older age was found to be associated with better program outcomes.

Conclusion: Findings of the current meta-analysis provide important insight for developing cyberbullying prevention programs that promote cyber-bystander intervention. First, to be more effective, future cyberbullying prevention programs should use empathy activation elements to target cyber-bystander behavior. Second, intervention programs that aim to address cyber-bystander behavior should be specifically tailored to different age groups.

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P48 - (OL) Com@Viver: Assessing bystander empathy in cyberbullying

11. Cyberbullying and online safety

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Introduction: Empathy has been considered a crucial aspect in promoting prosocial behavior in cyberbullying situations. Thus, providing resources, such as serious games, through which it may be measured and encouraged so that bystanders may become upstanders in cyberbullying situations, is fundamental. This study links psychology and computer science and investigates how bystander empathy may be assessed in cyberbullying situations with a serious game, Com@Viver.

Method: To understand the game's effectiveness in assessing empathy, we examined the players' empathic reactions as bystanders in hypothetical cyberbullying situations, as well as their reflections about these situations in different sessions. Com@Viver was developed as a fictitious social network with diverse content, including hypothetical cyberbullying situations. Players interact with Artificial Intelligence agents and two colleagues through posts, comments and private message chats. The game includes a practice session and 4 play sessions. To study players' empathic reactions, we resorted to a quasi-experimental design with a total sample of 221 7th and 8th-graders — an experimental group with those who played the game, an alternative intervention group and a control group. Quantitative (ANCOVA for pre and post-tests and Multilevel for longitudinal data) and qualitative (Content analysis) analyses were performed to reach the proposed objective.

Results: Results revealed that overall, players showed higher levels of cognitive empathy, empathic concern and affective empathy than those who did not play the game. Moreover, players mentioned appraisals and factual cognitions against cyberbullying, as well as empathy towards the victim. Thus, our results show that the game Com@Viver can assess empathic reactions to

cyberbullying situations and help improve adolescents' cognitive empathy and prosociality in cyberbullying.

Conclusion: Practical implications of using serious games to nurture empathy and reduce cyberbullying incidence will also be discussed.

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P49 – (OL) Exploring the cyberbullying experiences of sexuality, gender, and culturally diverse young people

11. Cyberbullying and online safety

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Introduction: The majority of studies in the field of cyberbullying research generally investigate the experiences of cis-gendered, heterosexual, and Caucasian samples, primarily with high school aged samples, and do not represent the experiences of young people that fall outside of the normative samples. Consequently, a great deal of the understanding of the nature, prevalence, and impact of cyberbullying is based on the experiences of the above samples. Little research has explored how these experiences differ from those with culturally diverse, gender diverse, and sexuality diverse identities. The aim of this study was to address this gap by recruiting a sample comprised of diverse, college-aged young people and examine their experiences with cyberbullying victimization, online cyber dating abuse, and how these experiences relate to their identity. A mixed methods approach was utilized to allow for further exploration of the experiences of young people that are frequently not represented in the literature.

Method: Young people aged 18-25 years of diverse genders, sexualities, and cultures were recruited for this study (n = 300). Participants were asked about their experience of cybervictimisation and cyber dating abuse, as well as how central their gender, sexual, and cultural identity were to them. Participants also provided open ended responses explaining their past reactions and feelings towards experiences of cyberbullying.

Results: The young people in this study frequently described cyberbullying from the perspective of a victim, and reported experiencing extreme distress when victimized. The reported strategies of responding to cyberbullying victimization were highly diverse.

Conclusion: Further findings are discussed and recommendations for future research with diverse young people are shared.

P50 - (OS) Exploring the role of social and digital media in bullying processes among young people during Covid-19

11. Cyberbullying and online safety

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Introduction: This paper discusses bullying in terms of processes of inclusion and exclusion (Schott & Søndergaard, 2014; Søndergaard & Hansen, 2018) among young people during the Covid-19 lockdown in the spring 2020. In this period, young people were forced to use social and digital media in order to communicate and interact with their friends and acquaintances and to maintain a sense of belonging.

Children and young people's use of social and digital media, such as Facebook, Snapchat, and TikTok, is, however, a double-edged sword that on the one hand can facilitate subtle forms of bullying and experiences of exclusion (Giordano et al., 2021, Smahel et al., 2020). On the other hand, social and digital media may also enable new and beneficial possibilities for children and young people's communication and relations with friends, contributing to their experiences of inclusion and belonging when being physically distant (Guan, 2009; Smahel et al., 2020).

Method: Drawing on poststructural and new materialist thinking (Barad, 2007; Hein & Søndergaard, 2020; Højgaard & Søndergaard, 2011), we analyze insights from a number of semi-structured interviews with young people aged 12-18 conducted during the lockdown.

Results: We discuss how the young people managed these new socio-technical conditions for creating, maintaining and nursing relationships, and how it affected their experiences of inclusion and exclusion in peer-communities. For some, it increased the distance to others and meant a weakening of friendships, endless worries about potential missed social gatherings, and a feeling of loneliness. For others, social media made it easier to participate in social gatherings and contributed with an increased feeling of inclusion.

Conclusion: Our findings, however, show that these processes were often left to be managed by the young people themselves with very little attention from teachers or parents, allowing bullying to potentially emerge.

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P51 – (OL) Parental involvement and sociocultural factors in cyberbullying: The case of Israel

11. Cyberbullying and online safety

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Introduction: This paper examines the impact of parental involvement and sociocultural factors on cyberbullying, from the perspective of Jewish and Arab parents of adolescents in Israel. In recent years, the theoretical scope of the research on bullying has expanded, from the earlier attempts to explore and understand the phenomenon on the individual level (e.g., the experience of the bully or the victim), to the current interest in the social context of cyberbullying (e.g., identifying group of bystanders or sociocultural characteristics). Hence, past research on the involvement of parents in cyberbullying in Israel was based on the perspective of the adolescents involved. This led to mixed findings regarding the involvement of parents from the Jewish and the Arab sector in Israel in their children's cyberbullying-related experiences. On the one hand, adolescent cybervictims from Israel's Arab sector reported that they refrained from consulting their parents (Olenik-Shemesh, 2016), while on the other hand, there is evidence indicating that they perceived their parents as a significant source of support and opted to contact them after experiencing cyberbullying (Lapidot-Lefler & Hosri, 2016).

Method: The participants were 350 Jewish and Arab parents of adolescents in Israel, who completed an online survey. The participants were recruited via online social networks. The self-report questionnaire was based on the Stattin and Kerr Parental Control and Parental Monitoring Questionnaire (Stattin & Kerr, 2000) with adjustment to the child online activities.

Results: This study examines the factor of cyberbullying-related parental involvement in the Israeli society from the parents' perspective. The focus was on ethnocultural and religious background characteristics such as religion and gender, as well as cultural attitudes such as individualism vs. collectivism.

Conclusion: The study increases our understanding of parental involvement and sociocultural factors on cyberbullying, thus exploring the cyberbullying phenomenon in a specific social context.

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P52 – (OL) Predictors and Outcomes of Cyberbullying Among College Students: A Two Wave Study

11. Cyberbullying and online safety

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Introduction: Research on cyberbullying has primarily focused on adolescents in cross-sectional survey studies, with less research focusing on college students over longer time periods. To extend this literature, the current study examined new predictors and outcomes of cyberbullying perpetration (CP) and victimization (CV) among college students by utilizing samples from two different universities at two different time points.

Method: We gathered data from 317 fourth-year college students across two waves (6-month time lag). In addition to measuring CV and CP, we also measured several predictors (self-control, dark-side personality traits, empathy, bullying rule clarity) and outcomes (GPA, depression, deviant behavior, and alcohol use) of involvement with bullying.

Results: Results of path analysis showed that TV (traditional victimization) was associated with CV (β=.68) and TP (traditional perpetration) was associated with CP (β=0.62). However, after accounting for TV, there were no significant risk or protective predictors of CV, and, after accounting for TP only Machiavellianism predicted CP (β=0.15). For both time 2 CV and CP, there was a significant association with time 1 TV (β=0.16) and TP (β=0.26), respectively. Also, time 2 CV and CP were associated with time 1 CV (β=0.54) and CP (β=0.25) respectively. Time 1 CP was not predictive of time 2 CV (β=-0.01), but time 1 CV was predictive of time 2 CP (β=0.23). Higher levels of CV were associated with greater depression (β=0.36), more anxiety (β=0.38), and more helping behavior (β=0.32); while higher levels of CP were associated with more deviant behavior (β=0.63).

Conclusion: The findings suggest that identifying victims early and providing interventions may help students refrain from engaging in destructive behavior. Second, early identification and referral to college counseling centers may be needed to protect college student mental health. Future research should collect

data across 3+ waves to further assess the links between risk and protective factors, cyberbullying, and outcomes.

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P53 – (OS) Strategies of young people using Tik-Tok

11. Cyberbullying and online safety

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Summary: Swedish anti-bullying organisation Friends has been working against cyber-bullying since 2007. In this work Friends have used web-based surveys as a method. In order to find out which strategies young people use when using the internet, specifically Tik-Tok, Friends carried out a web-based survey in collaboration with Novus, one of Sweden's leading analysis and research companies, to identify strategies young people use when using the app. The analysis of the results from the survey is due May 2021.

Purpose: Tik-Tok was chosen as an arena, as it's one of the leading apps for young people in Sweden. In the survey Friends wanted to research young people's strategies when using the app. Stategies that have been studied are whether young people want help from adults and to what extent and which strategies they have in handling exposure to harrassment. We also wanted to know how many young people are being exposed to harrassment on the app. In order to establish effective measures in the work against cyber-bullying, it is crucial that we start from young people's voices and their experiences.

Expectations: The poster is expected to spread awareness about the results of the survey and about strategies of young people. Friends want to start a conversation about the importance of the voice of young people in working against bullying. The poster will work as a conversation starter between different professions at WABF.

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P54 – (OL) The role of siblings on cyberbullying victimisation: Number of siblings, gender, and family relationships

11. Cyberbullying and online safety

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Introduction: Recent literature has endeavoured to understand what role siblings play in peer bullying, with some suggesting that positive and supportive relationships with siblings may buffer the negative consequences of bullying and reduce involvement overall, whilst others find that both negatively perceived sibling relationships and having a larger number of siblings can increase the risk of between-sibling aggression and peer bullying. However, the role of siblings in cyberbullying victimisation – and specifically how many siblings a child has – is under-researched.

Method: The 2013-14 HBSC dataset was analysed to explore whether having siblings predicted cyberbullying victimisation in British children aged 11-, 13- and 15-years, and whether this was moderated by gender, age, and perceived social support at home. The latter considered children's perceived ability to talk to family members about their problems, and their family's willingness to help with these.

Results: Through a binary logistic regression, significant main effects were found for both the number of brothers and number of sisters that respondents had: whilst having a larger number of brothers was protective against cyberbullying victimisation ($Wald = 11.21$, $p = .024$), having more sisters acted as a risk factor ($Wald = 40.53$, $p < .001$). Furthermore, gender, age, and family relationships were all significant predictors of cyberbullying victimisation, but there were no interactions between these predictors and how many siblings children had.

Conclusion: This suggests that siblings may act as an independent predictor of cyberbullying victimisation, and is one that should be explored in greater depth. This study will help practitioners, parents and schools to understand the importance of siblings in cyberbullying, and is essential for formulating and implementing multidisciplinary interventions.

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P55 - (OL) The Roles of Parental Practices, Moral Emotions and Moral Disengagement on Cyberbullying Perpetration Among Emerging Adults

11. Cyberbullying and online safety

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Introduction: Cyberbullying is described as highly immoral behavior.[1] Extant research suggest cyberbullies justify negative consequences of their transgressions using moral disengagement.[2] The likelihood to morally disengage is suggested to be associated with social-emotional factors, such as moral emotions (e.g., shame and guilt) and parental practices.[3,4] While positive parenting has been found to be associated with adaptive guilt-tendencies (empathy, taking responsibility for mistakes) and a lower likelihood to morally disengage, negative parenting has been found to be associated with maladaptive shame-tendencies (negative self-evaluations and subsequent avoidance or aggression) and with the risk of moral disengagement.[5,6] Evidently, parental practices are significant in understanding individual differences in moral functioning.[7] However, little is known about the possible mediating role of moral functioning in the association between positive versus negative parental practices and cyberbullying. Moreover, the potential implications of parental practices during emerging adulthood remains understudied.[8]

Method: Addressing the gap in the literature, this study aimed to examine emerging adults' perceptions of autonomy supportive versus psychologically controlling parental practices on cyberbullying, through the mediation of shame- and guilt-tendencies, and moral disengagement. Canadian postsecondary school students (N = 345, ages 19-25) completed self-report questionnaires.

Results: Findings from structural equation modeling on Mplus revealed guilt as a significant mediator between psychological control and moral disengagement (β = -.036, p = .04). In turn, moral disengagement was positively associated with cyberbullying (β = .407, p < .001).

Conclusion: This study adds to the understanding of the contribution of parental practices on moral and aggression outcomes. Results reveal that parental figures remain salient beyond adolescent years, and that emerging adults who

perceive high levels of negative, psychologically controlling parental practices may be at risk of engaging in cyberbullying perpetration. Findings suggest a need for intervention and prevention programs to emphasize on positive parenting and moral reasoning strategies to reduce cyberbullying. Practical and educational implications will be further discussed.

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14. Bullying and other forms of violence

P56 – (OS) A social contextual and life positioning perspective on late adolescent perpetration of online aggression

14. Bullying and other forms of violence

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Introduction: Online aggressive behavior is a phenomenon that has been extensively examined among early and middle adolescents. This behavior has been defined as "intentional harm delivered through information and communication technologies (ICT) to a person or a group of persons who perceive(s) such acts as offensive, derogatory, harmful, or unwanted" (Grigg, 2010, p. 152). Online aggression encompasses many different forms, such as cyberbullying, trolling, cyberstalking, and online exclusion. Involvement in online aggression is not limited to early and middle adolescents. Late adolescents and emerging adults seem to perpetrate as well, however, not much is known about their online aggressive behaviors. Previous research that has focused on this group have adopted measurements coming from research on online peer aggression among early and middle adolescents, but these measurements might not fully cover the social contexts in which late adolescents and emerging adults can behave aggressively. During their transition to adult life, they encounter and participate in new online social contexts and networks, such as work or (a new) school, dating, commercial, political, … . The goal of this project is to formulate evidence-based answers to the following questions: (1) Which forms of online aggression are perpetrated by late adolescents and emerging adults?; and (2) In which social contexts is online aggression (mostly) performed by this age group? This project will also look at life positioning indicators to predict involvement, such as social activity, mobility, interpersonal interaction, life satisfaction, health, and economic security.

Method: Data are currently gathered by means of a cross-sectional survey.

Results: The results will be available for the WABF.

Conclusion: The implications of the results for researchers and practitioners will be discussed during the conference.

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P57 - (OS) A Systematic Review on Hate Speech among Children and Adolescents: Definitions, Prevalence and Overlap with Bullying

14. Bullying and other forms of violence

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Introduction: Although hate speech is unequivocally seen as harmful to individuals and communities (United Nations, 2019) little is currently known about the current state of research on hate speech involvement of young people. To fill this gap in the literature, this systematic review presents findings on a) the prevalence of hate speech among children and adolescents (5-21 years); b) hate speech definitions that guided the prevalence assessment for this population; and c) the theoretical and empirical overlap of hate speech with related concepts (e.g., bullying).

Method: This research was guided by the Cochrane approach for systematic reviews (Higgins & Green, 2011). The string-guided electronic search (ERIC, SocInfo, Psyndex) yielded 1,850 publications. Eighteen publications based on ten studies met the inclusion criteria. Included publications were full text coded by two raters (κ =.80). Their quality was assessed and findings were systematized.

Results: Twelve publications were of medium quality due to minor deficiencies in their theoretical or methodological foundations. Nine of ten studies applied quantitative methodologies. All studies used samples of adolescents and none younger children. Most adolescents (31% to 69%) were exposed to hate speech rather than experiencing it as a victim (7% to 23%) or as a perpetrator (5% to 11%). Nine studies reported the prevalence for single country samples in Europe and Northern America. One multi-country study included Asia. Definitions of hate speech and assessment instruments were considerably heterogeneous. Bullying and hate speech were theoretically linked by similar means and contexts and

specifically differentiated with regards to their targets. Empirically, they partially overlapped (r = .15 to .47).

Conclusion: In conclusion, the poster presents practical implications for future research (e.g., using a broad definition of hate speech, the development and use of a standardized instrument to measure hate speech).

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P58 – (OL) Meal Skipping among Perpetrators of Bullying and Animal Abuse

14. Bullying and other forms of violence

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Introduction: Bullying and cruelty to animals are two forms of interpersonal aggression with conceptual overlap that have been linked to various adversities.The current study sought to examine the relationship between these two forms of aggression and meal skipping.

Method: Six-hundred thirty-four undergraduate students completed standardized surveys assessing bullying involvement (traditional and cyber), animal abuse, and eating behavior.

Results: Results revealed that traditional bullies were more likely to engage in animal abuse ($\chi^2(1) = 3.93$, $p = .047$) and reported significantly more meal skipping ($t(625) = -2.8$, $p = .006$, $d = .22$) and hunger ($t(625) = -2.3$, $p = .025$, $d = .20$) than did non-bullies. Results also indicated that cyberbullies were more likely to engage in animal abuse ($\chi^2(1) = 6.42$, $p = .011$) and reported significantly more meal skipping ($t(628) = -2.2$, $p = .027$, $d = .20$) and hunger ($t(628) = -2.5$, $p = .014$, $d = .21$) when compared to non-cyberbullies.

A multiple regression model was constructed to examine how animal abuse, meal skipping, and hunger relate to cyberbullying (controlling for BMI).The results indicated that the model explained 10% of the variance and was a significant predictor of cyberbullying, $F(3, 622) = 21.24$, $p < .001$. Animal abuse ($\beta = .24$, $p < .001$), meal skipping ($\beta = -.13$, $p = .001$), and hunger ($\beta = .10$, $p = .02$) contributed significantly to the model.

A second regression model was constructed to examine how the same independent variables relate to traditional bullying. The results indicated that the model explained approximately 4% of the variance and was a significant predictor of traditional bullying, $F(3, 621) = 7.82$, $p < .001$. Animal abuse ($\beta = .11$, $p = .004$), meal skipping ($\beta = .10$, $p = .02$), and hunger ($\beta = .10$, $p = .03$) contributed significantly to the model.

Conclusion: Findings support the link between bullying and animal abuse and accentuate the relevance of meal skipping in the phenomenon of bullying as well as the need to include nutritional education in intervention programs.

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15. Bullying prevention

P59 - Context rules! Top-level education policies for Newly Arrived Migrant Students across six European countries

15. Bullying prevention

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Summary: This article reviews the top-level education policies on receiving Newly Arrived Migrant Students (NAMS) in six European countries – Belgium, Ireland, Malta, Norway, Portugal and Romania. Employing the European Commission four-dimensional framework of educational support for migrants, we examine how the context of each country shapes these policies.

Purpose: Migration across Europe is an increasing reality over the last number of decades, affecting countries with long histories of immigration as well as countries newer to the phenomenon. Although education remains a key factor in receiving and integrating migrants, policies and practices differ among countries. How contextual factors shape these differences is under-represented. This article reviews the top-level education policies on receiving Newly Arrived Migrant Students (NAMS) in six European countries – Belgium, Ireland, Malta, Norway, Portugal and Romania – in an attempt to fill this gap.

Expectations: Findings are somewhat paradoxical, indicating both the contextual nature of top-level policies, and a trend towards policy homogenisation at a European level, despite very different national contexts.

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P60 – (OL) Program to promote gender equality and bullying prevention in leisure setting

15. Bullying prevention

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Introduction: This research compares the occurrence of bullying in school and leisure settings and describes a program to promote gender equality and bullying prevention with children attending a catholic scout association, in leisure context.

Method: A Portuguese version of Olweus questionnaire (adapted by Pereira,2002,) was used to compare 3 groups of children. One of seven children aged from 5 to 9 years old that were submitted to a program to promote gender equality and bullying prevention. One group almost of the same age six children from six to ten years old were the control group and an older group of five children from twelve to fourteen years old was also tested. The experimental group as well the older group attend an association of catholic scouts in the south of Portugal

The program that was conducted with the seven scout children should have ten sessions but due to the pandemic situation was interrupted in the 6th session. So, it included predominantly sessions about gender equality and just one session about bullying.

Results: All the children report more bullying in school than in the scout association. The younger children had experienced more bullying than the old ones in both contexts.

The program was partially successfully because participants recognize that both sexes can have the same professions but they still have preferences for gifts specially for girls and boys. Due to the pandemic situation the sessions about bullying were reduced and were not evaluated.

Conclusion: To know and prevent bullying in leisure context is also important as it is in school because children develop relationships in several contexts.

Considering that bullying can be associated with masculine stereotypes the promotion of programs in conservative leisure context can contribute to reduce violence and gender stereotypes.

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P62 – (OS) The Effect of School Start Times on Bullying

15. Bullying prevention

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Summary: Introduction:

Lack of sleep has been linked to a wide variety of negative outcomes, including deficiencies in learning, memory, reasoning, emotional regulation, and maintaining a healthy immune system. Given the biological tendency for teenagers' natural sleep schedules to shift to sleeping and waking later in the day than younger children or adults, the Center for Disease Control (CDC) and American Academy of Pediatrics (AAP) recommend that middle and high schools start at 8:30am or later. However, many schools continue to start classes much earlier than that recommendation.

Studies have shown that later school start times relate to improved academic outcomes for students. To date, however, research has been limited in looking at how other aspects of students' school experience are impacted by class start times. In the present study, we investigated whether school start times also impact the frequency of severity of bullying.

Purpose: Methods:

To address this question, we performed a large-scale, observational study of schools (N=283) in districts broadly sampled from across the USA. All school districts were users of the Bark for Schools product, which monitors students' online communications for abusive behaviors, including bullying. Schools with early start times were synthetically matched to highly similar "control" schools with start times that followed the CDC/AAP recommendations to evaluate the link between start times and the frequency and severity of bullying outcomes.

Results:

We found a significant relationship between school start times and bullying while controlling for other important predictors such as population density, grade distributions, etc. ($p < .05$).

Expectations: Discussion:

These results further demonstrate the importance of school start times on students' mental and physical well being. Schools that want to provide an optimal and safe learning environment for students should adhere to the CDC/APA recommendations for start times that are best-suited to the biological needs of developing teenagers.

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16. Reactive strategies

P63 - (OL) Cognitive empathy moderates the relative effectiveness of different targeted interventions to bullying

16. Reactive strategies

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Introduction: The debate about the most effective ways to handle cases of bullying has centered around two main approaches: 1) the confronting approach, where the bullying behavior is clearly condemned by the adult with request to stop it immediately (Olweus, 1993), and 2) the non-confronting approach, where the adult attempts to arouse the bullies' empathy for their victim (Pikas, 1989; Robinson & Maines, 2008). Yet, using elements from both of the approaches might be even more effective (Garandeau, et al., 2016).

Method: We examined the effects of these approaches on bullies' intention to change their behavior using a controlled experimental design with hypothetical filmed interventions shown to a sample of 258 grade 7 students (12-13 years old). Participants were asked to imagine that they had been bullying a peer and were invited to a meeting with a teacher. They were randomly assigned to three experimental conditions viewing a video vignette of a 'teacher' addressing the situation using either approach alone, or in combination. Surveys completed before and after viewing the video measured students' empathy and their intention to change behavior (e.g. stop bullying) after such discussions.

Results: Compared to those who received the combined message, intention to stop bullying was equally high among those who received the empathy-raising message, and lower among those who received the condemning message. Empathy was positively related to the intention to stop bullying. In addition, cognitive empathy moderated the relative effectiveness of the messages: at high levels of empathy, all messages were equally likely to lead to intention to stop bullying, whereas at low levels of empathy, the condemning message was the least and the combined message the most effective.

Conclusion: The findings suggest that the relative effectiveness of different targeted interventions vary by child characteristics.

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18. Victim support

P64 - (OL) Can Friendships Help Vulnerable Youth? Co-Evolution of Friendships, Victimization, and Depressive Symptoms in Chinese Adolescents Social Networks

18. Victim support

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Introduction: Friendships are assumed to play a fundamental role in adolescents' development related to victimization and depressive symptoms. Following stress-buffer theories, vulnerable (i.e., victimized or depressed) youth may profit from friendships because they provide a source of support. However, prior work is inconclusive on whether friendships may help: some studies found positive effects of friendships, but others found that friendships *exacerbated* youths' victimization and depressive symptoms over time. In the current study, we aimed to examine whether the extent to which friendships help versus hurt vulnerable peers may depend on the vulnerability of friends themselves, and on the broader classroom context. Therefore, the current study aimed to examine whether vulnerable (i.e., victimized or depressed) adolescents profit from friendships with vulnerable peers, and whether this may depend on classroom norms for supportive behavior.

Method: By using longitudinal social network analyses, we examined friendship selection and influence processes related to victimization and depressive symptoms among adolescents (N = 1,461) from Grade 7 to Grade 8 in Chinese middle school.

Results: Preliminary findings on influence processes indicated that having victims as friends increased adolescents' future level of victimization (a contagion effect), irrespective of adolescents' own levels of victimization, and this effect was reinforced in classrooms with low supportive norms. Adolescents were not influenced by their friends' depressive symptoms, even if those adolescents themselves already scored somewhat higher on depression. Finally, we did not find evidence that depressed adolescents with depressed friends

were more likely to be victimized, or that victims with victimized friends were more likely to develop depression.

Conclusion: In conclusion, when adolescents and their friends suffered same vulnerabilities (i.e., victimization or depressive symptoms), these vulnerable adolescents' victimization and depressive symptoms were not influence by friends' vulnerabilities nor classroom supportive norms.

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P65 - (OL) Does Being Defended Relate to Decreases in Victimization and Improved Psychosocial Adjustment Among Victims?

18. Victim support

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Introduction: School bullying is recognized as a clear violation of children's rights to a safe education and is a major concern among school professionals, health professionals, and parents because of the drastic consequences it can have on victims' psychosocial adjustment (Kochel & Rafferty, 2020). Many anti-bullying interventions focus on enhancing peer defending of victims to combat bullying and to promote victims' psychosocial functioning (Gaffney, Ttofi, & Farrington, 2021). However, longitudinal studies on the effects of being defended on 1) decreasing victimization and 2) enhancing victims' psychosocial adjustment are lacking, and the role of the broader peer context has been largely unexplored. Therefore, this study examined whether being defended decreases victimization and improves victims' psychosocial adjustment, and whether defending peer norms moderate these effects.

Method: Data were derived from a nationwide Dutch study on the effectiveness of anti-bullying interventions, with N = 5,415 students (M_{age} = 9.93; 48.3% girls) from 238 classrooms (54.2% control classrooms) in 68 elementary schools. In the fall and spring of one school year, self-reported victimization and psychosocial adjustment and peer-nominated defending and popularity were assessed. Descriptive norms were measured as the aggregated average of peer defending within classrooms, and popularity norms represented the within-classroom correlation between popularity and defending.

Results: Findings indicate that victims with at least one defender at T1 experienced higher feelings of belonging at T2 compared to non-defended victims, but experienced lower feelings of belonging compared to non-victims. Defended victims did not differ from non-defended victims in self-esteem,

depressive symptoms, and severity of victimization at T2. Non-victims were significantly better adjusted than defended and non-defended victims regarding these outcomes. Descriptive and popularity norms for defending did not moderate the links between being defended and victims' adjustment and severity of victimization at T2.

Conclusion: Being defended only partly relieves victims' plight, irrespective of how normative defending behaviors are in classrooms.

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20. Migration and racism

P67 - (OS) Polite exclusion: teachers faling to notice experiences of exclusion in the classroom.

20. Migration and racism

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Introduction: This presentation focuses on the discrepancy between high-performing minority students' experiences of exclusionof and their teachers descriptions of a permissive, inclusive classroom climate. The students are seemingly well-integrated, they have high ambitions, good grades, and attend a well-reputed school. On the oteher hand, they feel socially excluded, a fact invisible to their teachers. While the teachers describe a school of inclusive, considerate students regardless of background, minority students describe subtle forms of exclusion, often unspoken distancing from the classmates termed "the Swedes".

Method: The study is based on participant observation during one semester in a highly reputed secondary school in a Swedish middle size city, as well as as interviews with students, their teachers and school leader.

Results: In structured interviews, teachers agree that segregation occurs. However, they explain it in situational terms, such as the Swedish students have prior relationships from schools or a shared commute. This goes against what is reported by the students themselves. Some teachers also view segregation as a choice by the excluded students, but this is not borne out by student statements, which show attempts to socialize with "the Swedes". These attempts are met by avoidance and distancing.

However, students do not protests or opposes this exclusion. This might relate to staffs' general positive view of the class, making it challenging for individual students to highlight problems that are invisible to teaching staff, as such attention risks making the objecting student become regarded as the source of the problem, seeing racism where there is none and harming the "good atmoshpere"(van Dijk 1992).

Conclusion: This study shows that formal inclusion does not automatically lead to social inclusion. Neither can inclusion be reduced to physical proximity in

school. The study contributes to the current debate on how schools can work to promote inclusive diversity on a multidimensional level.

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23. Other

P68 - (OL) "Driven to the point of being suicidal": School teachers' experiences of being bullied

23. Other

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Introduction: There is increasing anecdotal evidence of the bullying of school teachers, but relatively little academic research. There are a small number of studies internationally which have addressed: bullying of teachers by students; bullying of teachers by other individuals in schools; physical and verbal victimization. However, it appears that no studies have combined all these aspects in a single study of secondary school teachers. This small study therefore aims to address school teachers' experiences of bullying and the impact of this type of victimisation. The objectives are:

- To identify the nature of bullying experienced by school teachers;
- To examine the extent of bullying experienced by school teachers;
- To determine the impact of bullying experienced by school teachers;
- To inform the development of responses to such incidents and to identify the support needs of victims.

Method: An online survey (n=30) was conducted between July-September 2020 and follow-up qualitative interviews (n=5) took place between January-March 2021. Data collection was impacted heavily by the Covid-19 Pandemic - the sample is much smaller than originally hoped - but the data are rich and provide the opportunity to understand the lived experience of individual teachers who have been bullied. It also provided the opportunity to address whether or not Covid-19 impacted on their experiences.

Results: Being bullied impacted heavily on all of the participants. Many experienced mental health problems, including suicidal thoughts or suicide attempts. A number left their jobs; one had preferred to travel to a new job 100 miles away from their home to escape the bullying they had been experiencing.

Conclusion: School teachers help to keep our children and young people safe at school. Yet, some teachers experience bullying themselves and this study shines a light on this victimisation. There are support implications and, importantly, bullying prevention implications in the light of the findings.

P69 - (OS) AI-moderation creates new and efficient possibilities for digital health.

23. Other

Amanda Romare[1]

Adina Romare[2], Mikael Huss[3]

[1] Amanda Romare, creator of the app Här ligger jag... (I'm laying here...), co-founder of the foundation Den Andra in Sweden.

[2] Adina Romare, creator of the app Här ligger jag... (I'm laying here...), co-founder of the foundation Den Andra in Sweden.

[3] Mikael Huss, Principal Data Scientist & Co-Founder at Codon Consulting

Introduction: Mental health issues amongst young people in Sweden has increased alarmingly the past decades. Many of the persons suffering do it silently without reaching out for help.

To reach out an a larger scale, the foundation Den Andra Sidan is developing an artificial intelligens tool to help moderating and recognizing when a situation seems acute.

Method: The AI solution is being adapted on the app Här ligger jag... which is an app where young people in a very simple and anonymous way can express how they feel. During the development process it became clear that some messages signalled acute situations, and to be able to monitor and find those messages so that a respons could be sent out to the person who wrote it, the use of artificial intelligence is being build and tested to make moderation possible 24/7.

The AI will learn to recognize different types of acute messages and will send specified replies to those in need, with links to the adequate help organizations.

Results: The foundation Den Andra Sidan is currently developing the AI for the app Här ligger jag..., and will start testing it during fall 2021.

Conclusion: The app will be able to reach the young person within minutes after they posted their message, wich will give an unique possibility to give respons at the time of the emotional peek situation.

Human monitoring and moderation is very expensive, and to be able to do this with AI will reduce up to 75-90 percent of the cost. This might be of interest to many organizations and social sites with ambitions to reach out to a larger

number of youths.

P70 - (OS) Places of work: labour unions as key allies in the creation of inclusive education and the prevention of bullying

23. Other

Cecilie Haga

Ellen Ovenstad, May-Britt Sundal

Introduction: The Norwegian Union of Municipal and General Employees (Fagforbundet) wishes to present a poster during World Anti-Bullying Forum 2021. Our members work with children and youth in schools, nurseries, kindergardens, after school programmes and youth clubs. They are the ones who interact with children and youth on a daily basis over time, and are thus key in any anti-bullying effort. We want to showcase how the union uses its particular resources, knowledge and skillsets to ensure employees who work with children and youth are well equipped to discover, resolve and prevent bullying.

Method: Our organisation aims to build a bridge between the scientific field and research, and the practitioners daily lived realities. We produce teaching materials, hold training days and work politically to ensure we have a society in which children can grow up free of bullying. Central to our approach is that schools, nurseries, kindergardens and after school programmes are also places of work. Thus we must ensure employees have updated skills, knowledge and decent working conditions which allow for them to dedicate their time and efforts to creating inclusive educational environments free of exculsion and bullying. Our poster will reflect this approach.

Results: Our efforts have resulted in awareness and engagement with the subject across the organisation. The organisation has evolved in its methods and approaches to meet the needs of members and the realities of the working conditions in the educational field. The participation and engagement with the resources we provide has remained consistently high.

Conclusion: We believe this is a unique perspective and approach to the field, and thus well worth showcasing through the means of a poster in an international fora such as the World Anti-Bullying Forum.

Workshop

1. Theoretical perspectives

W1 - (OS) Sociological and social psychological perspectives on bullying: A new turn in Scandinavian research and practice

1. Theoretical perspectives

Trygve Beyer-Olsen[1]

[1] Partnerskap mot mobbing (PMM)

Introduction: A new turn in Scandinavian bullying research focuses on social factors, processes and group dynamics that produce bullying. Inspired by different sociological and social psychological perspectives, this new turn has informed policies, recommendations and interventions, directing attention and emphasis to addressing the social climate as well as group/class/school level factors in anti-bullying work.

In this workshop, hosted by the Partnership against bullying Norway, researchers and practitioners will discuss: What are the main contributions from the new turn? What benefits and challenges might be drawn from these experiences so far? What are the possibilities for future translations of this research into practice? What are the needs for further research?

The new turn: Research from Denmark, Sweden and Norway

The first part of the workshop will provide examples from Danish, Swedish and Norwegian research investigating and conceptualizing bullying as a symptom of social tensions, group dynamics and dysfunctional social contexts, often left unchallenged by established anti-bullying strategies. Considering institutional, societal and social contexts productive of bullying, these contributions argue the need for expanding the transformative ambitions in bullying prevention.

- Dorte Marie Søndergaard & Helle Rabøl Hansen, Aarhus University
- Paul Horton & Robert Thornberg, Linköping University
- Ingunn Marie Eriksen & Selma Therese Lyng, Oslo Metropolitan University

Panel discussion. Translating research into practice: Lessons and future

possibilities

Individual psychological perspectives on bullying have not only dominated the field of bullying research, but also the practice field. What are the experiences from practitioners translating and applying insights from the new turn, addressing social climate and community building in practice? In this panel discussion, practitioners from different parts of the practice field in Denmark, Norway and Sweden will discuss experiences of translating knowledge from the new turn into practice in schools.

- Denmark: Heidi Johannesen,Head for legal affairs, Danish Centre for Educational Environment
- Sweden: Magnus Loftsson, Head of Research and Development, Friends
- Norway: Kjersti Owren, Bullying Ombudsman against bullying, Oslo Municipality
- Researchers from each country will also be represented in the panel.

Method:
Results:
Conclusion:

2. Participant roles in bullying

W2 - (OL) The Bully, The Bullied, and The Not-So-Innocent Bystander, Breaking the Cycle of Violence and Creating More Deeply Caring Communities

2. Participant roles in bullying
Barbara Coloroso[1]
[1] kids are worth it! inc

Summary: Our children are not all right. Some are frightened, others are emboldened, some keep their birth certificates handy, and others yell, "go back home," some are hungry, others are alienated from their peers. As our young people are immersed in a highly charged, toxic political and social climate, all of us who work with families and school communities in this time of COVID19 need to have a serious conversation about bullying and its intended and unintended consequences. There is an increase in family violence and when young people return to hybrid school settings, where once many sought and found safe harbor, it, too, has changed. Whether they target others, are targeted, or play the role of the not-so-innocent bystanders, young people are deeply affected by offline and online meanness and cruelty.
Purpose: It takes much more than slogans, posters, and anti-bullying initiatives to break the cycle of violence and to create more deeply caring communities. Brave-hearted 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. In this session, we will discuss verbal, physical, relational (social), and cyber violence and its effect on young people who play the role of the bully, the bullied, the not-so-innocent bystanders and the entire community.

Expectations: Participants will receive tips, tools, and strategies--especially restorative practices--to help break the cycle of violence and create a more deeply caring community. In this workshop participants will develop the three P's: Policies, Procedures, and Protocols that use restorative practices and a sense of deep caring as a strong foundation for holding those who harm accountable for their cruel acts, help those who are harmed to heal, and encourage others to become witnesses, resisters, and defenders instead of not-so-innocent bystanders.
Selected references

The book *The Bully, The Bullied, and The Not-So-Innocent Bystander: From Preschool to High School and Beyond, Breaking the Cycle of Violence and Creating More Deeply Caring Communities*

3. Teachers

W4 - (OL) A Qualitative Study on Teachers' Intended Responses to a Bullying Incident

3. Teachers

Antonia Paljakka[1]

[1] University of Vienna, Centre for Teacher Education

Introduction: A growing body of literature acknowledges the importance of teachers' responses in counteracting bullying in schools. Based on the model of conditions and consequences of teachers' bullying interventions (Fischer & Bilz, 2019) the presented study focuses on the awareness of the situation and its consequences for subsequent choices of interventions. Teachers' reactions and the associated reasoning to a scenario of verbal and socially excluding bullying are compared to those on an incident of physical aggression.

Method: Using an online survey with open-ended questions based on two vignettes, data were collected from 38 secondary school teachers from across Austria. The title of the survey did not directly refer to bullying in order not to influence the participants. Data were analysed with qualitative content analysis.

Results: Two out of three teachers recognised the bullying scenario and the majority of them even named bullying as such. The assessment of the situation seems to be primarily based on the harm done to the victim and the power imbalance, whereas the time dimension of bullying was not addressed by the teachers. Reasons for the reactions to the bullying vignette vary from personal (bullying-)experience, awareness of injustice to education and professional experience. Compared to the aggression situation the participants favoured more comprehensive intervention strategies in the case of the bullying incident.

Conclusion: The results offer some deeper insights into teachers' knowledge and understanding of bullying and the variety of responses that teachers would have come up with on their own – without having been sensitised to bullying through the study and without having been given response categories to choose from. Overall, teachers preferred supportive-individual strategies, but those who did not recognise the bullying incident tended more towards authoritarian measures. Results are discussed with regard to previous research and implications for future research are suggested.

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W5 - (OS) Development of an intervention to support teachers in tackling bullying and promoting positive classroom relationships

3. Teachers

Chloë Finet[1]

Gie Deboutte[1], Heidi Vandebosch[2], **Hilde Colpin**[1]

[1] KU Leuven, School Psychology and Development in Context, Belgium

[2] University of Antwerp, Department of Communication Studies, Belgium

Summary: Teachers play a critical role in preventing and reducing bullying and in shaping relationships in the class more generally. According to the classroom peer ecologies model of Gest and Rodkin (2011) teachers exert an influence on bullying through (1) their intentional peer-network oriented strategies aimed at influencing peer relationships, and through (2) the quality of their daily interactions with their students, which might indirectly impact the peer ecology. Despite their central role, teachers often feel insecure regarding how to best intervene against bullying, and regarding how to promote positive student-student and teacher-student relationships.

Purpose: Hence, the aim of the current study is to develop and evaluate a training for grade 4-6 teachers of primary school that supports teachers in (1) adequately dealing with bullying and in (2) establishing and restoring positive (teacher-student and student-student) relationships. The teacher-training consists of three half-day sessions and will be evaluated in a RCT in which 10 schools are randomly assigned to either the training or the control condition (in school year 2021-2022).

Expectations: The main aim of this workshop is to (1) inform the participants about the process of the intervention development, based on the Intervention Mapping Protocol of Bartholomew et al. (2006) and about the content of the intervention, inspired by Gest & Rodkin's (2011) model. Moreover, we aim to (2) engage the participants in a discussion about their opinion regarding the intervention, and regarding how well the intervention addresses perceived or identified needs for teacher professional development in this area.

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W6 – (OS) Research on teachers role in school bullying: How can we facilitate connections and cooperation among researchers and practitioners inthisfield?

3. Teachers

Saskia M. Fischer[1]

Danelien van Aalst[2], Antonia Paljakka[3]

[1] Brandenburg University of Technology, Germany

[2] University of Groningen, The Netherlands

[3] University of Vienna, Austria

Summary: Bullying research has been conducted worldwide for decades, with ever-increasing frequency and intensity. Nevertheless, some areas of bullying research have not been very well studied so far. One of these areas is the role of teachers in preventing and reducing bullying, including, for example, their intervention strategies and effectiveness in tackling bullying, and supportive or hindering teacher competencies. Recently, studies in this area seem to be increasing. A special issue in the European Journal of Developmental Psychology and a Current Research Topic in Frontiers of Psychology show growing research interest in the role of teachers in student bullying.

It seems that we are at the beginning of increasing research interest, which provides us with the opportunity to identify research priorities and to advance appropriate networking. This could facilitate cooperation and connection between researchers and studies, which would be beneficial for the growth of knowledge and enable more rapid findings relevant to practice.

We, the founders of the newly established and currently growing European Young Researchers Network on Teachers' Role in School Bullying, would like to talk about connecting researchers and research.

Purpose: The workshop is aimed at researchers who study teachers in the bullying context as well as practitioners who identified research needs.

Central questions of the workshop will be:

- Which research questions need to be addressed to understand the role of teachers in bullying better?
- What helps us or what hinders us to exchange and cooperate?
- How can we create networks that are beneficial and accessible for everyone who wants to participate?
- Which research projects would be suitable for comparative research or replication in another country?

Expectations: The workshop aims to develop creative ideas that can be implemented in the newly established network or other cooperation opportunities to advance research on the role of the teacher.

5. Bias or identity-based bullying

W7 - (OL) Creating an LGBTQ& Inclusive School

5. Bias or identity-based bullying

Catherine Bruno- Paparelli[1]

Stephen Duch[1]

[1] The Executive Leadership Institute New York City

Summary: 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.

Purpose: To create an LGBTQ& Inclusive school setting

Expectations: 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?
2. What is the relationship between young people's gender and their personal well being and experiences at home, school and in community ?
3. What is the relationship between young people's gender and their personal well being and experiences at home, school and in community ?
4. 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.

6. Risk or protective factors

W8 - (OL) Not Decoration: Empowering Youth and Building Resilience Through Meaningful Engagement

6. Risk or protective factors

Cari Zawodny[1]
Youth Members[1]
[1] Anchorage Youth Vote, USA

Summary: Too often youth are asked to participate in community problem solving efforts in shallow or decorative ways, and usually as an after-thought. Learn how youth in Alaska are forming partnerships and working to ensure that all youth are included, heard, and empowered through youth-led initiatives. These efforts build resilience, increase protective factors, and positively influence bullying prevention. Through anecdote and evidence, see how meaningful youth engagement in community problem solving has a profound and lasting impact, not only for youth, but for organizations and adults who support them.

Purpose:
- Understand why Youth Voice matters and why it is vital to give that voice a platform.
- Create positive and meaningful youth/adult connections - learn to support youth with sincere and immediate action.
- How gathering youth input to establish core-values builds resilience.
- Why peer-to-peer engagement is important, and how to create opportunities for peer connection in a diverse community.
- Value youth as solution makers - work effectively with fresh ideas from those with first-hand experience.

Research-based (optional): Peer selected youth groups received grants to create youth-led bullying prevention/wellness projects in Anchorage. Surveys were administered at the beginning of these projects and again upon completion. In response to "In my community, I feel like I matter to people," analysis shows an 11% increase in participants who believed they mattered. The percent "unsure" decreased from 18.8% to 13.3%. This suggests that participation in youth-led work has a positive effect on the degree to which participants feel they matter– a vital protective factor against bullying behavior.

Expectations: In this youth-led session, attendees will work collaboratively with high school and college students to discuss the workshop's purpose as well as:

- How youth are empowered in attendees' local communities.
- Obstacles to meaningful youth engagement, and how to address them.
- Areas of need, and how we work together to fill those needs.

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8. Measurement issues

W10 - (OL) The benefits of pre-registration for bullying research

8. Measurement issues

Nathalie Noret[1]

[1] School of Education, Language, and Psychology York St John University

Summary: Bullying research has grown exponentially in the past forty years (Smith & Berkkun, 2020). Much of this research, focusing on the causes and consequences of bullying, can inform the development of anti-bullying programmes and support children and adolescents experiencing bullying (Noret et al., under review). Therefore, such research needs to be trustworthy and reliable. Developed in response to the 'replication crisis' and concerns regarding questionable research practices, *open science* includes a range of practices that aim to increase the transparency and reproducibility of research (Banks et al., 2019). Pre-registration is one such practice and requires researchers to set out their hypotheses, planned data collection and data analysis before starting data collection (van 't Veer & Giner-Sorolla, 2016). Pre-registering a research project changes the order of researcher activities, but the early planning of the project methods and data analysis can improve the quality of the research process (Ioannidis, 2008; Munafò et al., 2017). Employing greater use of pre-registration would complement other recommendations on how to improve research practices in bullying research (e.g., Volk et al., 2017).

Purpose: This workshop aims to highlight and discuss the benefits of pre-registration to bullying research and individual researchers. After providing a brief overview of the open science movement, this workshop will focus on the practicalities of pre-registering a bullying research project. Common arguments against pre-registration will also be highlighted and discussed. Useful resources that can support the pre-registration of research studies will also be shared.

Expectations: The workshop will briefly highlight the benefits of pre-registration for a range of methodologies, however the focus of the discussion will be on the process of pre-registering quantitative projects.

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9. School bullying

W11 - (OS) Escapebox - using Escape room methodology to learn how to prevent bullying in schools

9. School bullying

Andreas Nilsson[1, 2]

[1] Bodil J. Houg

[2] Ombudet for barn og unge i Viken, Viken County Council, Norway

Summary: By using Escape room methodology (often used in gaming) teachers will gain knowledge in howe to identify and prevent bullying at shcools. Escapebox guides the participants through eight different topics regarding bullying in accordance to the Norwegian Eduction Act, sociogram, digital bullying, SoMe-strategies and how to prevent bullying from different angles.

Purpose:

1. Give teachers research-based knowledge about how to identify and prevent bullying
2. Introduce the participant for a way to learn and use a new approach in anti-bullying work
3. Working together, having fun and get a mutual platform to deal with a difficult area to work within.

Research-based (optional): https://core.ac.uk/download/pdf/211327239.pdf (background infromation about the method use in our workshop)

Expectations: Gaining new tools when working together, gain knowledge and mutual understanding as a tool when implementing a culture for common practice amongst teachers and other employees in schools.

Selected references

https://utdanningsforskning.no/artikler/fagfornyelsen--en-anledning-til-a-tenke-nytt-om-vurdering/ (unfortunately article in Norwegian)

W12 - (OS) Experience with prevention and handling of bullying cases. Effective strategies and measures.

9. School bullying

Janne Støen[1]
Kari Stamland Gusfre[1]
[1] University of Stavanger

Summary: The Centre for Learning Environment at the University of Stavanger has extensive experience with working with schools, teachers and headmasters in establishing safe and bully-free school environments. Two of our measures, "Læringsmiljøprosjektet" and "Innsatsteam" are well documented as being effective (Wendelborg et.al. 2018; Bachman et al, 2020). The first measure is aimed at the whole school staff, pupils, parents and external support system. The second measure aims to educate a key group in the school to be qualified to assist teachers in difficult school environment cases. It is essential that a member from the school management is a part of this group. Both the measures focus on preventive work and at intervention in bullying cases. Effective strategies to detect bullying is part of the competence building, and what to do when bullying is detected is also an important topic for the participants. Another topic is how to follow-up of a bullying case, both on individual, class, and school level. How to establish, restore and preserve a safe and inclusive school environment that has the pupil's well-being in focus is an overarching topic. The work in the schools with their collaborating partners (parents, ESPS, school owner at municipality level etc.) consists of lectures, discussions, and practical task, like roleplay.

Purpose: The workshop presents the theory behind the measures and their content and methodology and will present topics for discussion based on experiences from the measures. The purpose of the workshop is to share ideas and experiences connected to working with bullying in schools.

Expectations: We expect the audience to participate and contribute to the workshop by sharing their experiences and ideas, or comment on what is presented aiming these measures to be improved and/or developed further.

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W13 - (OL) How to tackle complex bullying cases

9. School bullying

Vanda Sigurgeirsdóttir[1]

[1] University of Iceland, department of Health, sport and leisure, Iceland

Introduction: Bullying amongst children is a serious global problem with often long-lasting negative consequences. Because of that most schools are legally and ethically bound to prevent bullying and intervene in bullying cases. In that regard many schools use anti-bullying programs, which research has shown can be effective in reducing bullying (Gaffney, Ttofi & Farrington, 2021). Despite these often evidence-based programs some bullying cases prove difficult to solve. These extreme cases are complex and need as I call it "bigger" solutions. I invented a method to do this, which I have used with good results.

Method: The past years I have helped schools in Iceland with cases they have not been able to tackle for themselves. This last spring (2021) I worked with fifteen schools. The workshop is based on this work and action-research over three years. Action research involves action, evaluation, and critical reflection, which I have done. Based on my experience and the evidence gathered, I improved the method through the years. The solutions are multifaceted and long-lasting. They reach children, parents, teachers, other professionals at the schools, staff at after school programs and sports clubs. In the workshop I will share my experience, teach my method and provide opportunity for participants to be engaged in discussion and activity.

Results: After the workshop participants should have gained practical knowledge on how to solve complex bullying cases and be able to use the method themselves.

Conclusion: The aim of the workshop is to be very practical, to offer effective solutions and teach methods that work on complex bullying cases. At the same time they can also be used as bullying prevention. It is my dream that every child graduates compulsory school with a smile, good friends and happy memories. If you share that dream this workshop could be something for you.

Selected references

Gaffney, H., Ttofi, M. M., & Farrington, D. P. (2021). What works in anti-bullying programs? Analysis of effective intervention components. *Journal of school psychology*, *85*, 37–56

W14 - (OS) Raise awareness about bullying in schools in Armenia and learn how to prevent it

9. School bullying

Irina Alewert[1]

[1] Global to Local

Summary: Being and feeling safe at school is a fundamental human right of every child. However, the notion of bullying is not quite known in Armenia. Many children and teenagers struggle with bullying almost every day at schools. But it is often considered to be a natural part of growing up. Our project aims at raising awareness about this problem, breaking stereotypes about bullying and discussing children's rights through TOT as well as culture and media. We have trianed a group of trainers who would continue sharing bullying prevention program in the pilot schools based on an extensive Swedish research and experience in this field, namely Olweus program. We also use interactive theater performances for school children parallel to our TOT in order to help children express their thoughts and emotions in a different format.

Purpose: Our project aims at educating teachers and parents so they can create a peaceful, violent-free environment for children to receive education, interact with peers and grow into responsible, healthy and happy individuals. Through our training teachers can promote healthy relationships and prevent bullying. Our project will help children develop important social skills essential to bullying prevention, such as understanding, respect, social responsibility and conflict resolution.

The goal of interactive performances is to lift up the problem of bullying at schools through culture and help to exchange personal experiences, provide dialogues often for those who don't dare to speak up about their problems.

Expectations: At the end of our project we plan to measure the level of bullying at the selected schools and we expect to see a decline of the bullying cases. We will have a trained group of professionals who will be able to share their knowledge even after the completion of the pilot project. We also expect to use interactive theater performances in other schools.

W15 - (OL) Teaching a Growth Mindset to Reduce the Prevalence of Bullying/Cyberbullying Behavior

9. School bullying

Jenny Mischel[1]

[1] Oxford College of Emory University

Summary: The idea of a growth vs. fixed mindset has been widely researched with relevance to academic outcomes yet more recently, this approach has been applied to bullying/cyberbullying behavior. Participants will be taught what a growth vs. fixed mindset is, what it looks like in practice, and will be given strategies to use when interacting with students, within the classroom, and in the wider school community.

Purpose: The workshop will teach and encourage educators and counselors to promote a growth mindset, with regards to emotional regulation, within their classrooms and schools. The benefits of this are the potential to diminish bullying/cyberbullying behavior, help those suffering from such behavior, as well as promoting a positive school climate which benefits all students both emotionally and academically. The hope is that educators and counselors will leave the workshop understanding what a growth vs. fixed mindset is in relation to bullying/cyberbullying behavior and feel empowered with strategies to implement immediately.

Research-based (optional): Educators (and counselors) can play a vital role in modeling and displaying a growth mindset to their students (Haimovitz & Dweck, 2017). Research suggests that students who exhibit a growth mindset have more grit and are more likely to seek help when needed if faced with a negative experience (Zhao et al., 2018). In addition, having a growth mindset can act as a buffer against negative detrimental outcomes from bullying/cyberbullying behavior (Niu et al., 2017).

Expectations: The expectation is that participants will better understand a growth vs. fixed mindset, the relevancy, and the potential to diminish negative outcomes from bullying/cyberbullying behaviors through strategies. The hope is that educators and counselors will develop a growth mindset and begin modeling this behavior for students to emulate. Ultimately, if a growth mindset is fostered within students, educators and counselors should see a positive difference in their students and their school climate.

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11. Cyberbullying and online safety

W16 – (OS) "Should I comment or share this post?" Balancing fun and seriousness online

11. Cyberbullying and online safety

Kit Stender Petersen[1]
Ditte Dalum Christoffersen[1]
[1] University College Absalon - Denmark

Introduction: Children and teenagers use a great amount of time online. If you ask them why they will often tell that they make new friends, kill time, play and have fun. But not only - many of them also tell that they sometimes can get hurt, sad or even scared and that they sometimes get exposed to innapropriate contents.

With empirical examples from mainly memes, comments and photo sharing we will try to highlight some of the dilemmas children and teenagers can face trying to balancing fun and seriousness online.

In addition we will discuss how the online aspect seem to create a new kind of vulnerability among children and teenagers moving from seeing children and teenagers as vulnerable in themselves to be seeing them as vulnerable *to.*

Method: Through a simple reflexive model, we will show how practitioners can work with children and teenagers in an attempt to help them develop a more critical thinking connected to their online lives and more specifically when they share memes, photos and comments.

Results: We will invite the participants to try out the reflexive 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 model and will be able to help children and teenagers create a more critical thinking connected to their online lives.

Conclusion: After completing the workshop we will encourage the participants to discuss and reflect upon the reflexive model and the presentation with point of departure in some prepared questions.

W17 - (OL) A workshop presenting online interactive materials on bullying for people with Special Educational Needs and/or Disabilities (SEN/D).

11. Cyberbullying and online safety

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Summary: Research by Jenaro, Flores, Vega, Cruz, Pérez and Torres (2018) investigating cyberbullying among adults with intellectual disabilities, found that 15.2% of the participants have been cyberbullied. Zweers-Schrooten, Scholte, and Didden (2017) revealed that students with disabilities and/or autism spectrum disorders (ASD) are particularly vulnerable to bullying compared to their neurotypical peers.

Purpose: The Erasmus + Disabuse programme was designed for adults (15 years+) with Special Educational Needs and/or Disabilities to learn how to recognise and cope with all forms of bullying. It provides an online course with six separate lessons, translated from English, into Italian, Spanish and Portuguese. All materials are available online via the website *www.DisAbuse.eu.*
The online course consists of training materials for an instructor, with each lesson being supplemented by the use of multimedia games/audio and video clips and the optional use of Lego Serious Play™, to explore all of the areas that affect someone who is experiencing disablist bullying.

The six lessons developed are: 1. *What is bullying & is not?* 2. *Dealing with Cyberbullying*, 3. *Understanding Bystanders, Bullies and Victims*, 4. *What are empathy and respect?* 5. *What to do about bullying*? 6. *Keeping Strong against Bullying.*

Expectations: The DisAbuse project was evaluated positively in all four countries, by both the participants and their key workers/families. These resources mean that any person working with people with SEN/D can use these resources to educate them about bullying and cyberbullying, while individuals with SEN/D can learn about being a bystander and how to protect themselves. It also informs the key workers/families to recognise when bullying situations arise and what steps

can be taken to resolve the situation. This project focuses on young adults, mainly in relation to support services. However children with SEN/D both in support services and main stream school can also benefit from this program.

Selected references

Jenaro, C., Flores, N., Vega, V., Cruz, M., Pérez, M. C., & Torres, V. A. (2018). Cyberbullying among adults with intellectual disabilities: Some preliminary data. *Research in Developmental Disabilities, 72,* 265–274. https://doi.org/10.1016/j.ridd.2017.12.006

Zweers-Schrooten, I., Scholte, R. H. J., & Didden, R. (2017). Bullying Among Youth with Autism Spectrum Disorders. In J. B. Leaf (Ed.), *Handbook of Social Skills and Autism Spectrum Disorder* (1st ed., pp. 45-61). (Autism and Child Psychopathology Series). Springer. https://doi.org/10.1007/978-3-319-62995-7_4

W18 – (OS) Addressing the perpetrators – discussing expert perspectives on technological interventions to prevent online aggression

11. Cyberbullying and online safety

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Summary: The prevalence of online aggression poses a challenge to both researchers and practitioners to find viable, proactive solutions to prevent phenomena such as online hate speech and cyberbullying. Given the scale of the problem, the usage of technological tools to reduce online aggression represents an important part of any strategy to solve this challenge. This workshop will discuss possibilities to advance technological interventions to prevent online aggression and explore how perpetrators could be targeted, an approach that has yet received less attention compared to victim support or bystander involvement (Blaya, 2019).

Purpose: This workshop provides a comprehensive view on online aggression prevention. As target audience, we invite practitioners working on cyberbullying prevention to share their experiences and questions. By using findings from our ongoing research as starting points for discussion, the aim is to synthesise insights from the prevention of online hate speech and cyberbullying and to bridge gaps between research and practice.

Research-based (optional): Following calls for the development of more evidence-based interventions and assessments of their effectiveness (Jenaro et al., 2018), we aim to include expert perspectives from academic and practical fields in our research on this topic. For that purpose, we conduct a Delphi study to gain a systematic overview of determinants of online aggression and relevant factors involved in prevention strategies.

Expectations: The session will interactively review (1) existing technological interventions against manifestations of online aggression and discuss possibilities and limitations for using such interventions against cyberbullying and (2) determinants of online aggression and key components of prevention strategies identified in the first round(s) of our Delphi study and discuss their

significance from an applied perspective. The outcomes yield implications for the development of future technological interventions aimed at perpetrators to prevent online aggression and help to ensure they are developed under consideration of their practical applicability and potential efficacy.

Selected references

Blaya, C. (2019). Cyberhate: A review and content analysis of intervention strategies. *Aggression and Violent Behavior, 45*, 163–172. doi:10.1016/j.avb.2018.05.006

Jenaro, C., Flores, N., & Frías, C. P. (2018). Systematic review of empirical studies on cyberbullying in adults: What we know and what we should investigate. *Aggression and Violent Behavior, 38*, 113–122. doi:10.1016/j.avb.2017.12.003

W19 - (OL) Developing social and emotional resilience in children affected by migration to reduce the impact/incidence of bullying,groomingandradicalisation

11. Cyberbullying and online safety

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Summary: BeCSR (Be Cybersafe and Secure On-Line) is a development of the ICAM (Including Children Affected by Migration) programme, born from Erasmus-funded partnership working across Spain, Italy, Romania and UK.

BeCSR focuses on CAM aged 8-13 at a critical age for learning to use the internet. The programme aims to develop their Social and Emotional Learning (SEL), and increases their on-line media literacy so that they have the ability to protect themselves and other children and to make safe and responsible decisions when they are on-line; including in particular their avoidance of, and response to, cyberbullying, radicalization and grooming - as victims or as bystanders.

For many CAM, the internet becomes a life-line to learning, relationships, socialisation and every aspect of growing up. **Covid-19 has opened up the opportunities that on-line learning and socialising can bring- it has also increased risk and vulnerability.**

Purpose: We wish to present our simple model for building professional understanding and empathy on why CAM are uniquely vulnerable to bullying, grooming and radicalisation.

We then wish to lead an interactive workshop exploring our two approaches to developing SEL:

1. A series of small group themed workshops that explore different aspects of online behaviour: **My online experience, Online behaviours, Emotions and resilience online, My online presence, Cyber-bullying, Risks and good online habits, Questioning what we see online**

2. "Serious Gaming": Using on-line game-based learning frameworks to construct an authentic learning experience helping CAM (and their peers) to explore social reactions and choice (and consequences of choice) as it relates to CAM, bullying, grooming and radicalisation.

Expectations: Participants understand the nature and intent of the ICAM Programme

Participants gain full knowledge and understanding of BeCSR (Be Cybersafe and Secure On-Line)

Participants understand how social and emotional learning can impact on behaviours and choice

Selected references

https://www.icamproject.eu/

https://afaeducation.org/about-us/achievement-for-all-international/becsr/

W20 - (OS) How to end online bullying before it begins

11. Cyberbullying and online safety

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[1] Power of Zero

Summary: The majority of children worldwide now spend the majority of their waking hours in front of a screen. Emerging research shows that this is impacting children's physical and psychological health, exposing them to the risk of bullying others and becoming the target of online bullying and hate. This workshop is for researchers, NGO's and practitioners wanting to make the Internet a better place for children and to end online bullying before it begins.
Purpose: (1) To present an overview of the emerging research on the impact of childhood moving online on children's physical and psychological health.

(2) To engage the audience in the protective factors needed to support children's social emotional development in a connected world. We will consider David Finkelhor's recent research that digital citizenship programs show little evidence of impact and discuss why.

(3) To share about the Power of Zero campaign's mission to ensure that every young child learns the life skills they need for a connected world.

Expectations: (1) Participants expand their understanding of the digital lives of young children and the ecosystem in which online bullying begins. They will receive a framework of twelve core life skills that every yuong child needs and free access to the learning materials developed by Power of Zero for early educators worldwide.

(2) Online and traditional bullying are too tangled in systemic complexity to be solved by any one organization. Participants 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.

Selected references

Christakis DA, Garrison MM , Herrenkohl T. "Modifying Media Content for Preschool Children: A Randomized Controlled Trial." *Pediatrics* 131 (3) (2013): 431–38.

Finkelhor D et al. Youth Internet Safety Education: Aligning Programs With the Evidence Base. Trauma, Violence, & Abuse. April 2020, 3.

Twenge J. and Campbell W.K. "Associations between Screen Time and Lower Psychological Well-Being among Children and Adolescents: Evidence from a Population-Based Study." Preventive Medicine Reports Volume 12 (December 2018): 271–83.

12. Bullying in sports

W21 - (OS) Include everyone – for real! Short films with focus on equal treatment, anti-bullying and inclusion for adults working with children in sports

12. Bullying in sports

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Summary: Children and adolescents are not treated equally in physical activities in schools and in organized sports. Adults and leaders in physical activities are often unaware of behaviors that can discriminate due to the child's or adolescent's gender, ethnicity, physical ability or other personal trait.

Our material consists of four short films with related information, discussion topics and exercises for sport leaders and coaches as well as teachers, students and adults who work with children and adolescents in sports and physical activity. The short films address the issue of equal treatment of boys, girls and others right to feel included and safe in sports, plus strategic and hands on work for gender equality as well as equal treatment within club committees. The topics of the short films are inclusion and equal treatment; expressing feelings and responding to them; locker room talk; inclusive strategy work in club committees.

The material: www.folkhalsan.fi/allamed (choose language; Swedish, Finnish or English)

Purpose: To inspire and give adults working with children and adolescents within the area of sports and physical activity thoughts and methods for working with gender equality, equal treatment, anti-bullying and inclusion as a goal.

Expectations: Our goal is that the short films and material will lead to adults being more aware of and interested in treating everybody equally within sports and physical education. The material gives schools and sports clubs a possibility to get assistance in building up a long-term work for equal rights, equal treatment and inclusion in sports.

Selected references

Kokko S, Martin L, eds. *The Physical Activity Behaviours of Children and Adolescents in Finland. Results of the LIITU study*. Publications of the National Sports Council; 2019:1

Sport and Equality 2017. *An overview of the current status of gender equality in sports and physical activity.* Publications of the Ministry of Education and Culture, Finland 2018:19

Fahlström, Glemne & Linnér, *Goda idrottsliga utvecklingsmiljöer – En studie av miljöer som är framgångsrika i att utveckla elitidrottare*, page 54–55, 2016

15. Bullying prevention

W23 - (OL) Creating cultures of kindness

15. Bullying prevention

Teresa Butler[1]

[1] The Bullying Revolution

Summary: Kindness is an action. People are not "kind"; they DO kind, and they ACT kind.

The same for bullying - It is a behaviour, not a person.

People are not "bullies"; they engage in bullying behaviours.

Bystanding is also an action, a choice; Upstanding is a preferred one.

We have previously presented workshops that challenged the definitions in our understanding of bullying (WABF, 2017) and focused on how to bridge the divide between research, practice, and the lived experience of people facing bullying, through a process of consultation and co-creation with stakeholders that we call NAMWOM (nothing about me without me) (WABF, 2019).

In this workshop, co-created and developed with young people in our Youth Reference Group, we demonstrate our process for creating cultures of kindness. This includes eliminating the damaging labels that perpetuate expectations of people participating in bullying experiences (including punishments and consequences), and replacing them with "action words" that result in understanding, kind, and upstanding behaviour that changes social outcomes.

Purpose: The objectives of this workshop presentation is to demonstrate how damaging labels used in addressing bullying situations can perpetuate expectations of people participating or observing such scenarios. All people can learn to understand bullying and challenging behaviour differently, and can lead by example to respond with compassion and caring that creates cultures of kindness.

Expectations: This workshop is intended for anyone interested in eliminating judgement and using kindness to address bullying, including young people, teachers, therapists, school welfare coordinators, and parents. It will be an interactive session involving audience participation through small group activities, discussion and debate.

W24 - (OL) Cultivating Student Responsibility and Accountability as a Means for Fostering Safe and Supportive School Environments

15. Bullying prevention

Alan Heisterkamp, Ed.D.[1]

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Summary: Cultivating and sustaining healthy and safe school environments are greatly enhanced when students feel responsible and accountable for one anothers safety and well being. Secondary schools especially, play an important role in providing students with opportunities for personal growth and leadership development. Over the past twenty years, a growing number of high schools in Iowa (US) have devoted instructional time throughout the academic year to implement "near-peer" student mentoring practices aimed at challenging and confronting bullying behaviors and all forms of gender-based harm and abuse.

Purpose: The purpose of this workshop will be to identify and demonstrate the principles of student mentoring, leadership and active bystander behaviors and the critical connections these play in supporting and enhancing student responsibility and accountability within and among peer groups. The Center for Violence Prevention (CVP) has a 10 year history of working closely with secondary school students, staff and administration to prevent bullying and gender-based abuse in their respective environments. The CVP collaborates with schools by providing "train-the-trainer" workshops, educational programming and curriculum, and evaluation services.

Research-based (optional): The workshop proposed here will incorporate findings and results from ongoing evaluations and assessments conducted by the CVP.

Expectations: Based on ongoing CVP implementation and evaluation of bullying prevention programming in secondary schools, participants in this workshop will: 1) increase their understanding of the social and emotional learning competencies that enhance and support students' personal and social responsibility; 2) enhance their understanding of the ways in which student leaders demonstrate accountability among peers and positively impact school efforts to prevent bullying and all forms of gender-based harm and abuse; 3) review components of an 11-item survey on student responsibility developed in the field and shown to have good reliability; and 4) identify school frameworks

and socio-ecological structures that support and sustain ongoing and consistent bullying prevention efforts over time.

Selected references

Katz, J., Heisterkamp, A., & Fleming, M., (2011). The social justice roots of the Mentors in   Violence Prevention Model and its application in a high school setting. *Journal of Violence   Against Women*, 17(684-702).

Heisterkamp, A., et all, (2018). Report of PreK-16 gender violence and bullying prevention task   force of the governor's office on bullying prevention: Primary prevention action report for   Iowa schools and communities. Center for Violence Prevention, University of   Northern Iowa.

Nickerson, A., et al, (2019). Social emotional learning (SEL) practices in schools: Effects on
    perceptions of bullying victimization, *Journal of Psychology, 73*, (74-88).

W25 - (OS) Effective implementation of bullying prevention programs in schools: Lessons learnt from research and practice

15. Bullying prevention

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[1] University of Turku
[2] Bangor University
[3] Telethon Kids Institute
[4] Cardiff University

Summary: This workshop brings together researchers who have been developing and evaluating bullying prevention programs and supporting schools to implement them. Key learnings to successful implementation will be discussed in the context of two evidence-based programs, namely KiVa antibullying program from Finland and Friendly Schools developed in Australia.

Whilst research shows that a multi-component approach is effective and necessary to address the complexities of bullying behaviour, in practice implementing this approach can be challenging for schools. Taking action to prevent bullying, even with a strong evidence-base and enthusiastic staff, requires resources and effort to bring about sustainable change in schools. Implementation science tells us that this change does not occur as a single event, but rather as a learning process involving the whole school community.

The workshop explores how to improve the implementation of bullying prevention programs and unpacks the building blocks of successful implementation. More specifically, we will address questions such as why implementation and program fidelity matters, how complex interventions interact with school contexts, and how to improve the quality of implementation with pragmatic strategies and tools. Furthermore, ways to support schools in implementing evidence-based practices in the future will be discussed.
Purpose: To offer an opportunity for the participants to learn from cutting edge research how to strengthen the implementation of bullying prevention programs and what it means in practice to put the evidence to work.

Research-based (optional): The workshop aims to bridge research with practice and explore how to harness the knowledge of quality implementation of multi-component programs in schools more profoundly in practice.

Expectations: The participants, school practitioners and policy makers, will learn:

- Why quality implementation of bullying prevention programs matters
- Common enablers and barriers to quality implementation
- What the science tells us how good quality implementation looks like
- Pragmatic tools and resources to support program implementation and sustainability.

W26 - (OS) Free of Bullying - Bullying prevention in nursery, preschool and primary school

15. Bullying prevention

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[1] Save the Children Denmark
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Summary: Bullying needs to be prevented from an early age, because we know that the experience – both positive and negative – that children gain when interacting with peers, influence the way they feel about themselves as well as their relationship to others later in life.

The Danish early-intervention programme *Free of Bullying* aims at preventing bullying from the moment the children enter their first community with peers. The programme is based on the community-based view on bullying as described by eXbus (exploring bullying in school) and Danish researchers Dorte Marie Søndergaard and Helle Rabøl Hansen among others.

All people need to belong to a community. According to this view on bullying, children who doubt their place in the community can find themselves excluding others to secure their own position in the group. To prevent bullying, we need to create safe communities for children with room for diversity, a feeling of equality, and where everybody gets the opportunity of worthy participation. And to create these communities, we remind childcare professionals of their importance as role models, and about how their relationships with the children affect the children's relationships to each other.

The Free of Bullying programme offers competence building of childcare professionals working with children aged 0-9 and activities and materials aimed at children, professionals and parents. The programme is based on the four core values: tolerance, respect, care, and courage which are integrated in all practices.

Purpose: The purpose of the workshop is to inspire the participants to work with the community-oriented view of bullying in practice.

Expectations: The workshop provides knowledge about the community-based view on bullying, the Free of Bullying approach, and the opportunity to discuss how childcare professionals and parents can collaborate on creating a culture free of bullying.

Selected references

Free of Bullying: www.freeofbullying.com

Fri for Mobberi: www.friformobberi.dk

eXbus: www.exbus.dk/inenglish

W27 - (OS) High school self-assessment of antibullying policy: challenges and opportunities

15. Bullying prevention

Peter Dankmeijer[1]

[1] GALE - The Global Alliance for LGBT Education

Summary: The Antibullying Certification Project (ABC) developed an antibullying policy self-assessment method for high schools, which would result in evidence-based and community-based suggestions to improve the school's policy. But during and after the project a series of disagreements and conflicts highlighted the challenges of establishing some way of measuring the quality of a high schools antibullying policy or developing a quality label.

Purpose: The Antibullying Certification Project (ABC) aimed to develop an antibullying policy self-assessment method for high schools, which would result in evidence-based and community-based suggestions to improve the school's policy. In the project, questionnaires for teachers and students, students and teachers participation workshops, a database with possible interventions and an overarching guide for the procedure were developed.

Research-based (optional): The development of the student and teacher questionnaires was based on existing question batteries. After the project, an impact research was done which also intended to get clarity on whether scoring the level of quality of an antibullying school policy is feasible, acceptable and/or appreciated.

Expectations: The project could not develop a true ISO-certification for a antibullying policy of schools. There was disagreement whether "quality" could be defined only as criteria for procedures, or should also refer to the use of effective elements. A list of effective elements was developed but not all partners were willing to endorse this list as a quality instrument.

Another conflict in the project partnership was whether the self-assessment should result in the score, either in a ISO-like label "adequate/inadequate" or in the leveled label like the European energy label (A,B,C,D). This conflict could not be resolved.

In the final impact evaluation of the project, participants were asked their

opinion on this. Students were much more favorable than other groups, and surprisingly, outside school experts and politicians were least favorable to scoring the quality of antibullying policy of schools.

Selected references

Dankmeijer, Peter (2020). *The impact of antibullying policy self-assessment in high schools.* Amsterdam: GALE

Dankmeijer, Peter (2020). *Antibullying Policies in Europe.* Amsterdam/Brussels: GALE and European Antibullying Network (EAN)

Dankmeijer, Peter. (2020). *De kwaliteit van het antipestbeleid. Analyse van de richtlijnen voor kwaliteit in het antipestbeleid in Nederland.* Amsterdam: GALE

Boldrini, Fabrizio; Bracchini, Maria Rita; Dankmeijer, Peter. (2020). *ABC – European Anti-Bullying Certification: Manual for the Certification Procedure.* Amsterdam: GALE

W28 - (OS) KiVa antibullying program

15. Bullying prevention

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Tiina Turunen[1]
[1] University of Turku

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

Purpose: The workshop is designed for practicioners implementing or planning to implement the KiVa program in their schools, as well as for researchers who are interested in antibullying interventions.

Research-based (optional): 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 et al., 2015), as well as implementation of the program (Ahtola et al., 2012; Haataja, 2016; Sainio et al., 2020) have been studied. After the RCT evaluation of the program (2007-2009), KiVa has been widely implemented in Finland and several other countries.

Expectations: 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. Currently, the program is being implemented in numerous countries, including Sweden. In the workshop, we will also discuss about the possibilities of implementing the Kiva program in Swedish primary schools, and the local KiVa partner Magelungen will be introduced.

Selected references

Ahtola, A., Haataja, A., Kärnä, A., Poskiparta, E., & Salmivalli, C. (2012). For children only? Effects of the KiVa antibullying program on teachers. *Teaching and Teacher Education*, *28*(6), 851–859. https://doi.org/10.1016/j.tate.2012.03.006

Haataja, A. (2016). *Implementing The KiVa Antibullying Program: What Does It Take?* http://www.doria.fi/handle/10024/124491

Kärnä, A., Voeten, M., Little, T. D., Alanen, E., Poskiparta, E., & Salmivalli, C. (2013). Effectiveness of the KiVa antibullying program: Grades 1–3 and 7–9. *Journal of Educational Psychology*, *105*(2), 535–551. https://doi.org/10.1037/a0030417

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Saarento, S., Boulton, A. J., & Salmivalli, C. (2015). Reducing bullying and victimization: Student- and classroom-level mechanisms of change. *Journal of Abnormal Child Psychology*, *43*(1), 61–76. https://doi.org/10.1007/s10802-013-9841-x

Sainio, M., Herkama, S., Turunen, T., Rönkkö, M., Kontio, M., Poskiparta, E., & Salmivalli, C. (2020). Sustainable antibullying program implementation: School profiles and predictors. *Scandinavian Journal of Psychology*, *61*(1), 132–142. https://doi.org/10.1111/sjop.12487

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W29 - (OL) The Secret Kindness Agents Project

15. Bullying prevention

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Summary: This workshop outlines the themes and key findings of a phenomenological study (Pearson, 2017) which explored the perceptions of 23 educators about their implementation of the Secret Kindness Agents Project (Pearson, 2014). Findings included improved relational skills in educators and students, as well as improved school climates) and participants will leave knowing how to implement the Project for bullying prevention in their own unique contexts.

Purpose: It is crucial to ensure that students are reflective citizens who are capable of understanding who they are in relationship to others, particularly those who are from different backgrounds than themselves (Nieto, 1994). A misguided intersection of paradigm, policy, and practice creates a disturbing scenario in which "our children have become akin to new products some 'edu-corporation' wants to research and develop before bringing to market. Unsurprisingly, the product reflects exactly what big business values in its workers – emphasis on analysis, argument and specialization – at the potential expense of beauty, empathy, personal reflection and humanity." (Endacott & Goering, 2014, p. 90) It is the duty of educators to ensure that the purpose of education is broad and inclusive so that our students are not just productive workers, but also kind, empathetic, socially and emotionally intelligent human beings (Clonan et al, 2004; Seligman & Csikszentmihalyi, 2000; Seligman et al, 2009). While there is this paradigm of students as products for corporations, there is also a movement within the teaching world to fight for keeping character education in our schools, for preventing the burgeoning crisis of bullying and school violence through Social Emotional Learning, and for understanding the link between kindness and overall academic and social achievement in children and youth (Caprara, et al, 2000; Durlak et al, 201; Schonert-Reichl & Weissberg, 2014; Wang et al, 1997). This workshop provides one such framework - The Secret Kindness Agents Project.

Expectations: Bullying Prevention

Selected references

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W30 - (OL) Using Small-Group Instruction (Cooperative Learning) to Enhance Achievement and Reduce Bullying

15. Bullying prevention

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[1] University of Oregon

Summary: Educators can promote academic achievement and reduce bullying through well-designed small-group instruction (i.e., cooperative or peer learning), which encourages positive peer relations and builds social-emotional skills while students are learning. Workshop participants will develop an experiential understanding of the key design principles underlying this pedagogy by taking part in authentic peer learning lessons, which provide insight into what peer learning looks like, sounds like, and feels like from the student perspective.

Purpose: Research demonstrates that educators can promote greater academic achievement while also reducing bullying and related behavioral problems by altering instruction to include more small-group work, i.e., peer learning. This pedagogical technique can encourage positive peer relations, mutual support, and social-emotional skill development. For peer learning to be successful, however, the lesson design must adhere to a set of specific design principles regarding contingencies, roles, and supports. In this workshop, participants will develop a deep understanding of these design principles and why they are vital to lesson success. Contrasts will be drawn with more typical or informal small-group instruction, illustrating why these design principles contribute to a greater likelihood of success for the lesson, both academically and socially. Participants will take part in authentic peer learning lessons that will demonstrate the key design principles and support the learning of core concepts while providing an important experiential benchmark for educators looking to expand their use of peer learning, either in person or as part of remote instruction.

Research-based (optional): Cooperative learning can enhance academic engagement and achievement (Roseth et al., 2008) and social emotional skill development while also reducing bullying and related behavioral problems (Van Ryzin & Roseth, 2018a,b,c, 2019a,b).

Expectations: Participants will take part in a series of small-group peer learning lessons about peer learning concepts. They will apply their learning to develop draft lesson plans to implement small-group instruction in their own classrooms.

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W31 - (OS) From legislation to pedagogical practice

15. Bullying prevention

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Introduction: The Danish Centre for Educational Environment is a national center that has been giving advice to schools about antibullying work since 2002. In Denmark, the "new bullying paradigm" has been widely accepted in schools for the last 10-15 years.

This paradigm refers to the understanding of bullying as a group process. In 2017 a new legislation came, that stated that this is the way schools must view bullying, and the law states that schools should make an action plan if there is "bullying or similar processes" going on. The latter meaning that schools have a duty to act already when there is an unsafe learning environment.

Method: Presenting and discussing how The Danish Centre for Educational Environment has been working on developing guides and tools that the schools can use in their antibullying work to meet this new way of understanding bullying as a group process.

Results: Participants will learn about how the new paradigm can be used in both legislation and in pedagogical practice, and they will hear about the dilemmas that face practitioners when working within different paradigms.

Conclusion: There will be three parts in this workshop: The first will cover the meaning of "bullying and similar processes" including a short presentation of some points from an evaluation of the new legislation, that shows how this way of working with and understanding bullying is met by Danish schools.

The second part will be a presentation of the tools that the center has developed to support the schools antibullying work within this understanding.

The third part will invite the audience to discuss and share their own experiences with guides and tools in changing processes and maybe even pros and cons in having guides and tools at all.

16. Reactive strategies

W32 - (OL) Assertive Communication

16. Reactive strategies

Kevin Cyr[1]

[1] Brave Education

Summary: Founded in a traditional martial arts studio 20 years ago, Brave Education brings a practical approach to bullying intervention, focused on enhancing students' competencies to stand up for themselves, walk away, and seek support, a key component of the 'whole education approach'. Brave unpacks what 'standing up' looks like through role playing assertive communication, identifying fight or flight behaviour, and modeling clear and confident communication.

The workshop will cover the importance of body language and tone in face to face communication, summarize the common responses students have when experiencing bullying/aggression, and identifying physical/behvioural indications of assertive communications and demonstrating this through video clips. Most importantly, the presentation will include the identified limitations of our approach and our constant effort to address them through shifting content, format, and school parternships.

Purpose: Share Brave's practical appraoch, what has worked well, what hasn't, and making sure the attendees leave with an extra skill set to fit into the "whole school approach".

Expectations: Participants leave with an understanding of 1) body languge, tone, and it's impact on comunication, 2) an ability to identify student natural stress responses, 3) how to coach them towards assertive communication through clear body language and tone of voice intidcators, and 4) understanding the benefits and limitations of this information and format.

17. Children's rights

W33 - (OL) Scotland's children: partners, leaders and change makers - a journey

17. Children's rights

Katie Ferguson[1, 2]

Lorraine Glass, Lisa Armstrong

[1] Katie Ferguson

[2] Lorraine Glass

Summary: Harnessing the voices of young people and understanding their experiences is the essence of meaningful anti-bullying policies and initiatives. In Scotland, our ambitious, aspirational approach to anti-bullying places young people right at the centre. From our globally unique definition of bullying, journey in innovative youth-led practice and the 2021 landmark incorporation of the United Nations Convention on the rights of the Child into Scots law, this workshop will showcase how Scotland is moving towards truly recognising and realising children's rights, by channeling youthful energy, insight and awareness to transform lives blunted by bullying.

Purpose: This session will be an informal, vibrant and discursive space to explore why the genuine participation of young people in anti-bullying initiatives can be a gamechanger, the invaluable benefits it delivers and how authentic, sustainable, cultural change can be achieved whilst avoiding tokenism.

Expectations: Participants will have the opportunity to learn about Scotland's journey from representatives from respectme, Scotland's anti-bullying service and will hear directly from young people who have shaped anti-bullying policy and practice in their local communities. Finally, participants will have a chance to discuss their own ideas and experiences in the group. An exciting mix of informative presentations, personal testimony will inspire and enthuse participants with fresh ideas on the vital role youth participation can play in their anti-bullying work.

18. Victim support

W34 - (OS) How can we support children and adolescents with experience of bullying?

18. Victim support

Anna-Carin Wettefors[1]
Åsa Gustafsson[1], Robertas Povilaitis[2], Jurgita Smilte Jasiulione[2], Jenni Helenius[3]
[1] Friends
[2] Child Line
[3] MLL

Summary: Bullying has consequences for children and adolescent. Research shows that there are risks of increased mental illness, in the short and long term. How we can support children who are in a bullying situation is crucial. Friends (Sweden), Child Line (Lithuania) MLL (Finland) have experience of providing emotional support to children and adolescents, by telephone and on-line support. Our experience show the importance of listen, and to give a sense of coherence (SOC) with children and adolescents. It is crucial that we start from young people's voices and their experiences when it comes to bullying. The child's perspective will be in focus for the workshop. A child´s perspective represents children's own experiences, perceptions and understanding of their world of life. Here the child is the subject and the starting point is the children's own voices and thoughts.

Purpose: The aim for the workshop is to share our knowledge in providing support to children/adolescent with experience of bullying (bullied/bullies/bystanders). How can we through emotional support strengthen children/adolescent with experience of bullying.? We will have a panel discussion with representatives of Child Line (Lithuania) MLL (Finland) and Friends (Sweden).

Expectations: The aim for the workshop is to share and spread knowledge about supporting children/adolescent experiencing all forms of bullying. We hope that the participants in the workshop will be willing to share difficulties, knowledge and possibilities and to be able to meet and provide emotional support with children/adolescents in vulnerability.

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Child Line https://www.vaikulinija.lt/en/

MLL https://www.mll.fi/en/

Friends www.friends.se

"Resilience, bullying, and mental health: Factors associated with improved outcomes" Moore et. al (2017)

W35 - (OS) The approach to bullying and transgressive behaviour among college-students: evaluation and new horizons after three years of practiceinFlanders

18. Victim support

Gie Deboutte[1, 2, 3]

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[2] Stijn Custers, University Colleges Leuven-Limburg, Resilient People | Inclusive Society | Smart Organisations

[3] Evi Verdonck, University Colleges Leuven-Limburg, Resilient People

Summary: (Cyber-)bullying is a widespread phenomenon. It can continue into college and is an increasing threat for the wellbeing and learning process of students. The University Colleges Leuven-Limburg (UCLL) was the first Flemish higher education institute to collect data on (cyber-)bullying in students of university colleges. This study reveals the existence of (cyber-)bullying among college-students and addresses the necessity of a holistic approach.

In 2018, the Flemish universities and university colleges endorsed a guideline on transgressive behavior. The focus of this guideline was on prevention, counseling and assistance.

In the meantime, each university college developed its own policy. After three years of practice the UCLL evaluated the existing practices in 5 institutes by organizing online meetings and focus group discussions with students, counselors and staff people.

Based on the results of this qualitative research an evaluative tool was developed. This instrument allows each institute to check and further optimize the quality of their policy and practice on transgressive behavior including (cyber-)bullying.

This workshop highlights the existing practices, zooms in on the evaluative tool and provides an overview of key lessons learned. In dialogue with the participants we will explore which instruments and what kind of (blended) support could be useful for institutions of higher education in Europe.

Purpose: This workshop aims:

- to share recent research results and insights about (cyber-)bullying in higher

educational settings

- to reflect on the actual policies and practices to address different forms of transgressive behavior in students

- to share best practices in evaluating the actual policies and practices to address transgressive behavior in students

- to discuss and upgrade the presented evaluation tool

- to attract potential partners for follow-up research aimed at strengthening an whole institute approach in institutes of higher education

Expectations: - Interactive workshop with open discussions and exchange of ideas

- Attracting partners for a European follow-up study

19. Loneliness

W36 – (OS) Will I be forever alone? - Loneliness and its consequences for pupils in leisure time centres and schools in Sweden

19. Loneliness

Åsa Gustafsson[1]
Helene Elvstrand[2], Lina Lago[2]
[1] Stiftelsen Friends
[2] Linköpings Universitet

Summary: An annual compilation of surveys for pupils provided by Friends, shows that 25% of pupils from age 6 to 10 are anxious or have experiences of loneliness in school. Research shows that pupils who experience loneliness are exposed to bullying and degraded treatment to a greater degree than those who do not feel lonely at school. In a study from Linköpings Universitet (2019) adressing pupils social relations and especially social exclusion in leisure time centres (LTC), some of the result showed, none or little teacher presence were characteristic of diffrent forms social exclusion. The pupils themselves were left to negotiate inclusion and exclusion with each other. For some pupils this meant a socially vulnerable situation and these events can be interpreted as social actions that may lead to, or be interpreted as, bullying.

Purpose: This workshop will adress different forms of loneliness and it´s consequences for pupils and how teachers can prevent loneliness in LTC and in school. A discussion will be held with experts from Friends and researcher from Linköpings universitet that conducted the study of social exclusion in LTC.

Expectations: The aim for the workshop is to share knowledge about loneliness and its consequences for pupils in LTC and in the school enviornment and how to prevent loneliness amongst pupils. We hope the participants in the workshop will be willing to share difficulties, knowledge and possibilities when it comes to social relations, to prevent exclusion and loneliness among pupils.

Selected references

Helene Elvstrand and Lina Lago Linköpings Universitet (2019 Nordic Studies in Education) *"Jag har oftast ingen att leka med"*: Social exkludering i fritidshemmet

Friendsrapport 2020 https://friends.se/friendsrapporten-2020/

Björn Johansson & Karin Hellfeldt Örebro Universitet *"Godkänd – icke godkänd "* (2017)

21. Sexual harassment

W37 - (OL) Do you want to - preventing sexual harassment in schools and everyday life

21. Sexual harassment

Pelle Ullholm[1]
Kerstin Isaxon[1]
[1] RFSU

Summary: About 40 % of Swedish youth have experienced some form of sexual harassment. Girls and LGBTQ+ youth are the groups that are the most vulnerable. Sexual harassment can take several different shapes, and occur in different settings - in the school, online, at home and can be done thorugh hurtful talk, validation and manipulation, social pressure or physical violence. It is a matter of rights, health and equality and must be taken seriously.

The school is an important arena for preventive work, and sexuality education provides an opportunity for open, transformative discussions about gender, relationships and sexuality that can empower individuals as well as prevent harmful attitudes. In several studies we see that Swedish youth ask for a better sexuality education, one that focuses more on relationships, norms, LGBTQ+ and consent/sexual communication. Only a small minority of young people state that they know where to learn more about sexual communication, while they see it as very important.

The Swedish association for Sexuality Education (RFSU) have created a video-based teaching material, called *Do you want to?* that raises several concrete examples of sexual, and identity based harassment and provides opportunity for skill training as well as critical reflection on issues of masculinities, gender, sexualities, consent, identities and respect.

Purpose: Providing participants with concrete tools for working in schools with sexual communication, masculinities and sexual orientation in schools, in order to strengthen sexual health and prevent sexual and identity-based harassment against girls and LGBTQ+ youth.

Expectations:

- Participants are provided with concrete, youth-centered tools for working with sexual communication, plaeasure based consent and masculinities/gender through skill-training and critical reflection
- Participants are strengthened in their ability to talk about sexual harassment, sexual violence, masculinities, active bystader aproach, positive norms and LGBTQ+ identities in schools
- Participants view examples of a teaching material working through LGBTQ+-integration

Selected references

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- Folkhälsomyndighetens fördjupningsstudie (2019) *Sexuell kommunikation, samtycke och hälsa 2017*
- RFSU *Så Snackar Unga - En nordisk studie om ungas inställning, förhållningssätt och erfarenhet av sexuel kommunikation balsn ålergrupperna 16-20 och 21-35*

W38 - (OS) Using co-design to create social media interfaces that help girls cope with online sexual harassment

21. Sexual harassment

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Summary: Social platforms play an essential role in young people's daily life as they satisfy their needs of fostering friendships, communication connections, and self-expression. However, digital environments have also become grounds for online harassment activities, which negatively affect young people's well-being. There are various reporting routes and supportive sources to assist young victims. However, a range of barriers seem to prevent victims from reporting to social network sites, and even when they do, the response they get is not always adequate [1]. Hence, the current study aims to design an efficient interface for social networking sites, that empowers victims to cope with online harassment. We will specifically focus on online sexual harassment that is being experienced by girls.

Purpose: Designing an efficient and effective reporting system for young people is challenging. Designers may overlook factors and features that discourage victims from reporting. Participatory design [2] presents a potential solution to this problem as this technique allows teenagers, teachers, and parents to be part of the design [3]. Recent participatory design research yields multiple cyberbullying mitigation tools that could be embedded in social media. We hope this approach could be also applied to design effective tools that empower girls who have experienced online sexual harassment.

Expectations: During the workshop, we will firstly present a roadmap of the co-designing process, followed by some case studies showing how exactly these design stages have been employed in practice. Next, we show a step-by-step plan of how to employ this co-design in the context of designing an efficient and effective interface to support victims cope positively with online sexual harassment. We expect participants to engage in a discussion about their

(in)direct experiences with online sexual harassment, social media reporting systems, and the support needs of victims.

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22. Whole-education approach

W39 - (OL) Safety in Numbers

22. Whole-education approach

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Summary: Research shows bullying seriously impacts school-safety and negatively impacts the teaching and learning process. There are many negative factors that influence student perceptions of safety, so stakeholders must determine best practices and protective factors for creating a school climate conducive to academic success and the overall wellbeing of students. Creating a bully-free environment continues to be a topic of concern for educators, parents, and researchers. A safe, bully-free learning environment is an imperative to ensure that students have the best possible opportunity to succeed academically.

Physical, emotional/mental, social, and spiritual "360°" safety are key elements in students feeling safe, valued, and competent in their school community. Participants will be engaged in a series of lessons that can be immediately implemented into the classroom. Using an anonymous, numeric system students are able to describe their level of safety to open the door to creative, supportive dialogue encouraging classroom solutions to reduce bullying in a non-threatening way. These activities are ideal for students in grades 3-9 and can be adapted to meet the needs of entire school communities. These cross-curricular activities integrate math, language arts, and social studies components along with class meeting strategies.

Purpose: To equip participants with a series of lessons/tools to create a safe-supportive, bully-free learning environment for all students to increase reflection on the protective factors and the impact these factors have on the academic success.

Expectations: To equip participants to create safe classroom, bully-free, environments by having a series of tools to improve classroom climate in supportive way.

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W40 - (OS) Supporting bullying prevention through integrated practices of curriculum, teaching and learning in Norway. A community-based approach.

22. Whole-education approach

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Summary: Recently, the whole-school approach to bullying prevention has been criticized (UNESCO, 2020) for failing to address schools as part of a wider educational ecosystem. As an alternative, leading experts have proposed the whole-education approach to emphasizes how different factors such as strong political leadership, curriculum, learning and teaching, student participation and community engagement may also impact on bullying behaviours in schools.
Purpose: Norway has recently passed new legislation and national curricula to emphasize an integrated approach to bullying prevention. In this workshop, we address how curriculum making at the local and national levels can support bullying prevention through the core activity of teaching and learning in schools. Building on experiences from local governments, school-heads and teachers we will present examples of practical work at different levels of the Norwegian educational ecosystem. These examples emphasize an integrated pedagogical approach to enhance the rights of all students to have a safe and nurturing school environment and the obligation of all teachers to support the students' social learning and sense of belonging through a community-based approach to teaching and learning.
Research-based (optional): The workshop draws on a theoretical understanding of bullying as a 'longing for belonging' (Søndergaard & Rabøl Hansen, 2018) and 'community-building didactics' (Lyng, 2020; Schott & Søndergaard, 2014) as an integrated pedagogical approach to prevent bullying by providing high quality teaching that enhances students' social and academic learning while also increasing their sense of community and belonging in the classroom.

Expectations: The workshop invites policymakers and practitioners to discuss the following questions:

1. How can a community-based approach to teaching and learning prevent bullying in schools?

2. What are the virtues and potential benefits of this approach?

3. What are the challenges and pitfalls of this approach?

We expect feedback to further develop these approaches in Norway and to inspire similar policies and practices in other countries.

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W41 - (OL) The Olweus Bullying Prevention Program, Then and Now: How an Evidenced-Based Program Remains Relevant

22. Whole-education approach

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[1] Clemson University, Safe & Humane Schools within the Institute on Family & Neighborhood Life, United States

Summary: The Olweus Bullying Prevention Program (OBPP) is the first and most researched initiative of its type in the world. It is a whole education approach designed to reduce and prevent bullying in elementary, middle, and high schools and has been proven to reduce bullying among students, improve the social climate of classrooms, and reduce related antisocial behaviors. Originally developed in the 1980s, the core components of the OBPP have not changed but the program has evolved to remain relevant in schools today.The multi-components of the program, the inclusion of the entire school community in implementation, as well as relevant training and resources provide the structure to effectively address bullying as part of an overall prevention program. The comprehensive program is a coordinated collection of research-based components including school-wide, classroom, individual, and community strategies that provide a framework for creating a safe and positive school climate.

Although traditionally a program for elementary, middle, and high schools, because the OBPP is a framework, the core components and supportive materials can be used in any setting that children and youth attend on a regular basis. It can also be successfully integrated with other universal prevention efforts since no single program can address the entire scope of behavioral issues facing schools and youth organizations. Doing this in a systemic way while maintaining fidelity is key to success and program sustainability.
Purpose: This session will present the core components of the OBPP and discuss how training, dissemination, and implementation fit within the current structure of schools.
Research-based (optional): 40 years of OBPP research

Expectations: Participants will learn how the Olweus program incorporates what researchers and practitioners have identified as best practices in bullying prevention and intervention and how successful implementation can establish a culture of inclusion and respect whether instruction is in-person, virtual, or a combination of both.

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23. Other

W42 - (OL) Community Youth Organizations: Practical Strategies to Prevent and Address Bullying

23. Other

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Summary: A whole-education approach to bullying prevention suggests the inclusion of stakeholders from the broader community to address and prevent peer abuse. The Olweus Bullying Prevention Program (OBPP), an evidence-based initiative historically implemented in schools, has been adapted to offer bullying prevention support for leaders, staff, volunteers, and children in community youth organizations where young people gather outside of school. Since bullying can happen anywhere, adults in youth-serving organizations play a key role in bullying prevention and intervention. Unfortunately, to date, there has been relatively little attention to bullying in such settings.

Purpose: Recently, the OBPP has partnered with the Pennsylvania Department of Health to implement and evaluate bullying prevention efforts at eight community-based sites in that state. The organizations within this unique study vary widely. Some are large organizations with a national affiliation, while others are smaller and serve largely as "after-school programs". The staff and volunteers range in age from older teens to senior citizens. The activities take place every day, once a week, or just during the summer. In this workshop, presenters will describe the nature of the intervention in community youth organizations, share preliminary findings from the evaluation, and describe lessons learned for others interested in preventing bullying in community settings.

Research-based (optional): An evaluation of these efforts is ongoing and includes the completion of anonymous surveys at each site by: (a) members of leadership teams; (b) volunteers and staff; (c) youth (grades 3-12). Surveys, which are completed prior to and several months after the start of bullying prevention efforts, address perceptions of and experiences with bullying and perceptions of the social climate of the organization. Data on the fidelity of program implementation are also collected at regular intervals.

Expectations: Participants will learn about bullying prevention in community-based settings and a receive a summary of data collected from youth and adults.

Selected references

Reference:

Snyder, M., Riese, J., Limber, S.P., Olweus, D., Gorseth, S. (2014). *Community Youth Organization Guide.* Center City, MN: Hazelden

Note of clarification: The presenters for this workshop will be: Jane Riese, Susan Limber, and Jenneil Charles. Additional authors of workshop content have been included here, and they are Jan Urbanski, June Jenkins and Jordan Britt.