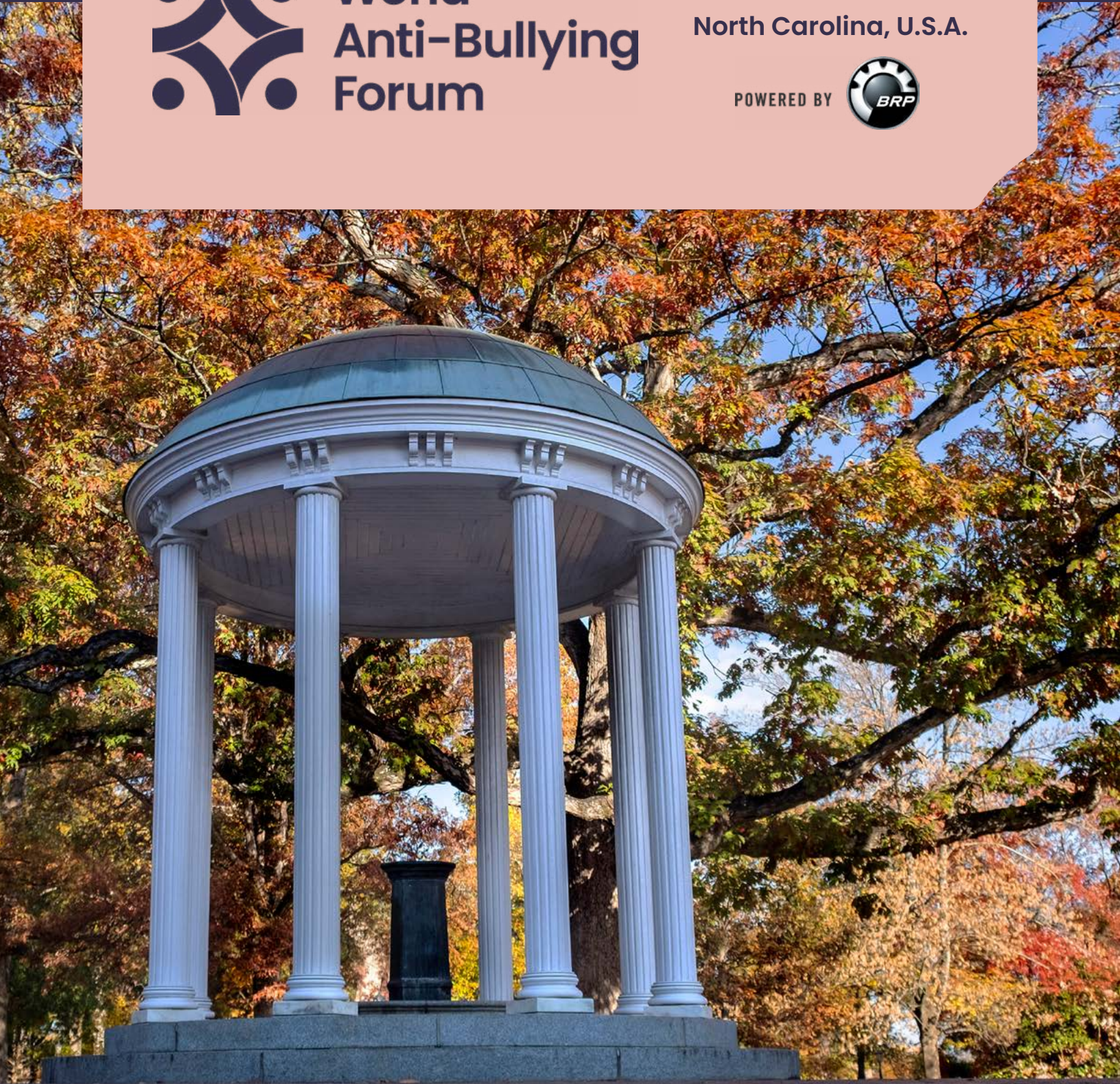




World Anti-Bullying Forum

October 25–27, 2023
North Carolina, U.S.A.



Hosted by



SCHOOL OF
EDUCATION



GRAPHIC DESIGN: Madiha Malik

PHOTOS: Jennifer Söderlund, Jonny Wallin/TV3,
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University of North Carolina at Chapel Hill

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Welcome from the Organizer



WABF 2023 attendees,

Welcome to North Carolina! I am excited that you have traveled from far and wide to attend the 2023 World Anti-Bullying Forum – the first time this essential forum has convened outside of Europe. Whether you have attended every WABF or if this is your first, I am glad you are here. Whether you are a researcher, practitioner, policymaker, educator, or student, we all play a critical role in the work to prevent and end bullying. I hope these three days provide insights and connections that will benefit your work long after you return home.

As you read on, you will see a tightly packed schedule of events, but I encourage you to explore Raleigh and North Carolina in your free time. The University of North Carolina at Chapel Hill, my home institution, is just down the road, and the fall foliage on campus is beautiful this time of year.

Thank you to our sponsors, especially our presenting sponsor, BRP; the Raleigh Convention Center for hosting us; and the UNC School of Education for helping to organize.

And thank YOU for being here and for your commitment to ending bullying, in all its forms, for the safety and well-being of our young people around the world.

A handwritten signature in black ink that reads "Dorothy".

Dorothy Espelage, Ph.D.

William C. Friday Distinguished Professor of Education
UNC School of Education

About the World Anti-Bullying Forum

The World Anti-Bullying Forum is a meeting place for researchers, practitioners, and policymakers in the work against bullying. To end violence against and between children, the Swedish NGO, Friends, initiated the World Anti-Bullying Forum in 2017.

The aims of the World Anti-Bullying Forum are:

- To address and prevent bullying and other forms of violence among children in accordance with the Convention on the Rights of the Child and Agenda 2030.
- To facilitate the sharing of knowledge and best practices among researchers, policymakers, and practitioners on preventing bullying among children.
- To gather, coordinate, and make research-based knowledge on preventing bullying among children easily accessible globally and digitally.

The World Anti-Bullying Forum is committed to upholding and promoting the rights of all children, as outlined in the Convention on the Rights of the Child. We believe in creating a safe and inclusive environment for all children, regardless of their sexual orientation, gender identity, religion, color, sex, language, political or other opinion, national, ethnic, or social origin, property, disability, birth, or other status. This means that all children have the right to enjoy their rights without discrimination of any kind.

WABF strives to challenge and dismantle systems of oppression that disproportionately impact marginalized communities, including LGBTQ+ individuals, indigenous and people of color.

We believe that every child has the right to be treated with dignity and respect, and we will continue to work towards creating a more just and equitable world for all children. It is important to recognize that bullying is a form of violence and to take steps to address and prevent it in order to create a safer and more inclusive environment for everyone. We believe in the inherent value and dignity of every child and strive to create a world where all children can live safe, healthy, and fulfilling lives.

Previous Forums

Stockholm 2021

Dublin 2019

Stockholm 2017

Organizing Partners



Friends is a Swedish NGO founded in 1997 that provides adults with research-based tools to prevent bullying among children and young people. Friends develops, applies, and spreads knowledge about bullying, violations and discrimination both nationally and internationally. Friends wants to create a society without bullying.



UNESCO is the United Nations Educational, Scientific and Cultural Organization. It seeks to build peace through international cooperation in Education, the Sciences and Culture.



The UNC School of Education is among the best in the U.S., consistently ranking as a top school of education in *U.S. News & World Report*. The School offers a range of degree programs, from undergraduate to doctorate, forward-thinking certificate and licensure programs, and in-person, online, and HyFlex offerings. Faculty members generate basic and applied knowledge across fields, including human development, educational technology and entrepreneurship, teaching and learning, school counseling, school psychology, administration, policy and leadership, and more; they also prepare the most highly effective educators and scholars.

Sponsors

Presenting Sponsor



BRP is a global leader in the world of powersports products, propulsion systems and boats built on 80 years of ingenuity and intensive consumer focus. Everything we do at BRP aims to do one thing in essence, create new ways to move people, – on snow, on water, on asphalt or dirt – even in the air, so that experiences are measured in emotion rather than distance. It is our purpose and our reason for being.

With a total workforce close to 23,000 driven, resourceful people in Canada, the United States, Mexico, Finland, Austria and Australia BRP is leading the way with a tradition of ingenuity and intense customer focus.

Its portfolio of industry-leading and distinctive products includes Ski-Doo and Lynx snowmobiles, Sea-Doo watercraft and pontoons, Can-Am on and off-road vehicles, Alumacraft and Quintrex boats, Manitou pontoons and Rotax engines and propulsion systems.

BRP is partnering with the World Anti-Bullying Forum as part of its Ride Out Intimidation program.

Gold-Level Sponsor

Choose Kindness Alliance
Meta
TikTok

Silver-Level Sponsor

International Bullying Prevention Association
Nickelodeon
Special Olympics

About the Presenting Sponsor



In 2022, BRP launched its global corporate cause under the banner of Ride Out Intimidation. Through this program, BRP takes a firm stand against intimidation.

We believe inclusivity starts where intimidation ends. As an employer, a corporate citizen, and a strong presence in multiple communities around the world, we will inspire and contribute to behavior change.

“We choose to take a stand against intimidation, a prevalent social challenge that unfortunately still touches too many, everywhere and in different ways,” declared José Boisjoli, President and CEO at BRP. “We want to do our part to ensure children can grow up in an environment that encourages development and learning, and that workplaces and communities are exempt from intimidation.” By developing meaningful and powerful partnerships with key experts and organizations in the field, we aim to make an impact for three categories of people that too often face bullying: youth in schools, adults in the workplace, and marginalized communities.

BRP is partnering with reputable and impactful organizations globally to put an end to intimidation and bullying. Many of them are present at the forum, such as: Ditch the Label, Born This Way Foundation, Fondation Jasmin Roy Sophie Desmarais, The Polar Academy, Dare to Care, Bully Zero, No Time for That, Bikers Against Bullies USA, just to name a few. Since the launch of our program, we invested \$2.5M in communities to Ride Out Intimidation.

We partner with the World Anti-Bullying Forum with great admiration and gratitude for everyone involved in our common quest of tackling intimidation including researchers, practitioners, school administrators, youth, charitable organizations and community members who are all committed to advancing research and helping those affected by bullying.

Conference information

Raleigh Convention Center Accessibility Map

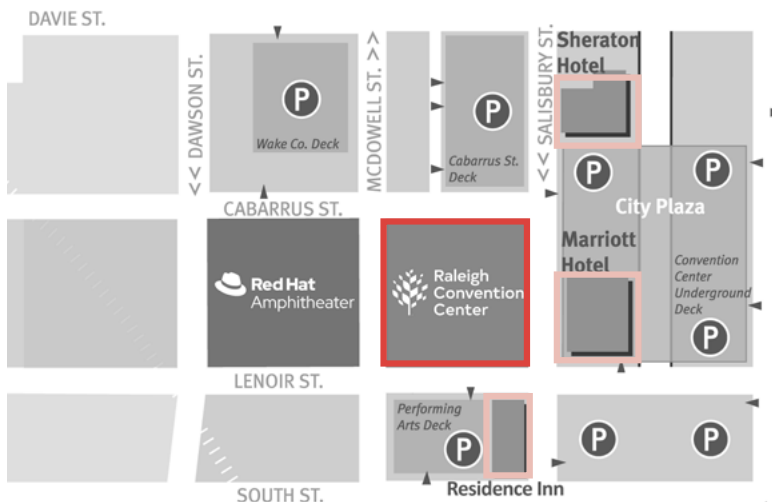


Narrow ramp crossing S. Salisbury St.



Drop-off zone in front of the building

Location Map – Downtown Raleigh

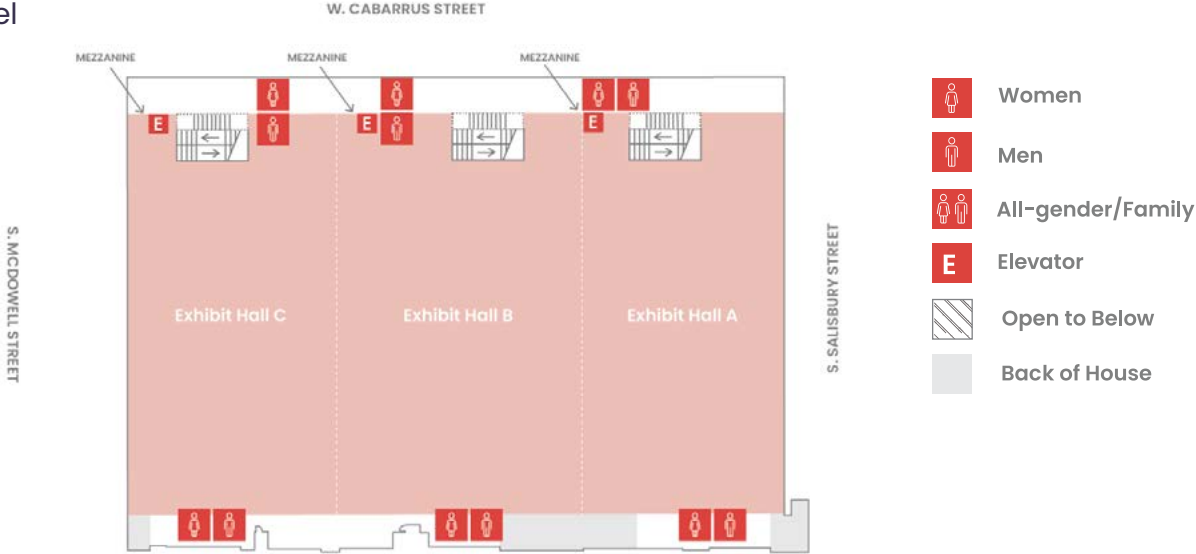


Main Entrance

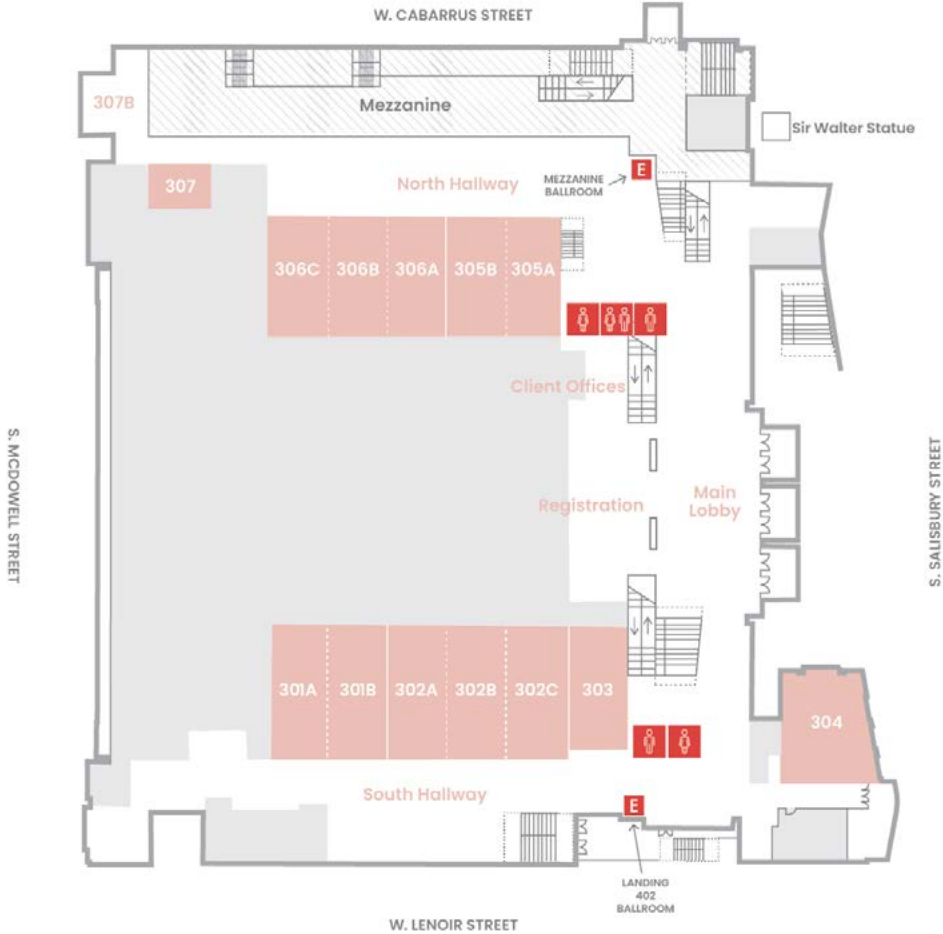
Conference information

Raleigh Convention Center Floorplan

Exhibit Hall Level
(100-level)

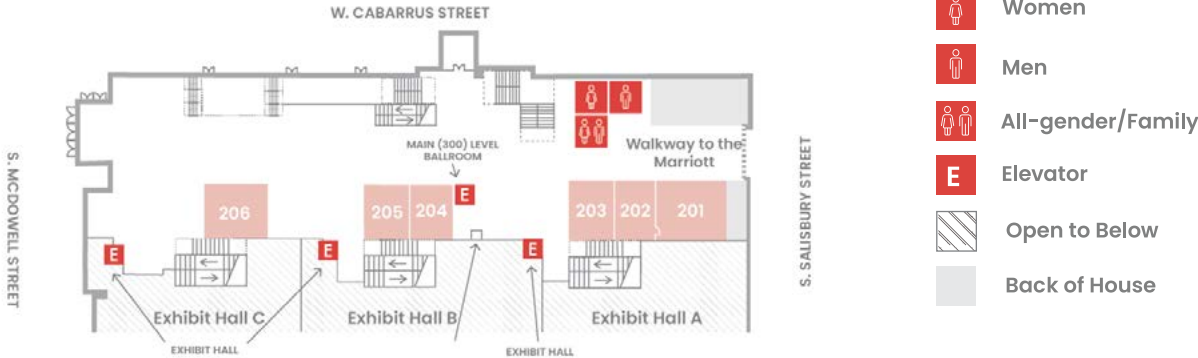


Main Level
(300-level)

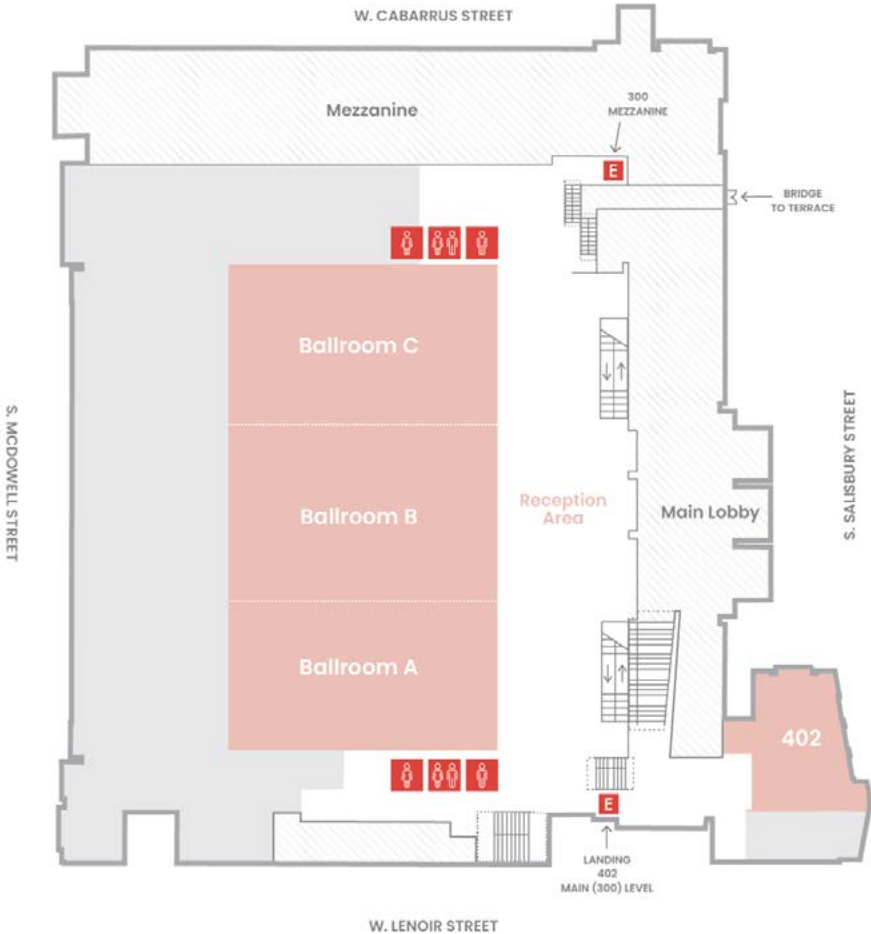


Raleigh Convention Center Floorplan

Mezzanine Level (200-level)



Ballroom Level (400-level)



Program at-a-glance

Wednesday, October 25

07:30–08:00	Morning Refreshments
08:00–08:45	Opening Ceremony
09:00–09:45	Parallel Conference Sessions
09:45–10:15	Break with Refreshments
10:15–11:00	Special Session: Youth Panel – Online Safety
11:15–12:15	Keynote Session: Debra Pepler
12:15–13:15	Lunch with Choose Kindness
13:30–14:15	Parallel Conference Sessions
14:15–14:45	Break with Refreshments
14:45–15:45	Keynote Session: Kevin Runions
16:00–16:45	Parallel Conference Sessions
18:30–21:00	Welcome Dinner

Thursday, October 26

07:30–08:00	Morning Refreshments
08:00–08:30	Opening Remarks
08:30–09:30	Keynote Session: Christina Salmivalli, Ph.D.
09:45–10:30	Parallel Conference Sessions
10:30–11:00	Break with Refreshments
11:00–11:45	Parallel Conference Sessions
12:00–12:45	Special Session: A Revised and Inclusive Definition of Bullying
12:45–13:45	Lunch
14:00–14:45	Parallel Conference Sessions
15:00–15:45	Parallel Conference Sessions
16:00–17:00	Keynote Session: Enrique Chaux, Ph.D.
17:00–18:00	Poster Cocktail Event
18:30–21:30	Dinner at North Carolina Museum of Natural Science

Friday, October 27

07:30–08:00	Morning Refreshments
08:00–08:15	Opening Remarks
08:15–09:15	Keynote Session: Sameer Hinduja
09:30–10:15	Parallel Conference Sessions
10:30–11:30	Keynote Session: Heng Choon “Oliver” Chan
11:30–12:30	Lunch
12:45–13:30	Parallel Conference Sessions
13:45–14:30	Special Session: Technology Panel
14:45–15:30	Closing Ceremony

Keynote Speakers



Enrique Chauz

Professor of Psychology
Universidad de los Andes in Colombia

Keynote Title: ¿Top-down or bottom-up?: Insights from 20 Years of Socio-emotional Policies to Prevent Bullying in Colombia

Enrique Chauz, Ph. D., is a professor in the Department of Psychology at Universidad de los Andes in Colombia. He holds a doctorate degree in Education from Harvard University, a master's degree in Risk and Prevention from Harvard, and a master's degree in Cognitive and Neural Systems from Boston University. Chauz's main research interests are prevention of aggression, school violence, citizenship competencies, socio-emotional development, conflicts, bullying, cyberbullying, peace education, and humane education. He led teams that created the Colombian National Standards of Citizenship Competencies, the National Test of Citizenship Competencies, and the school-based program Aulas en Paz (Classrooms in Peace). He has advised the Colombian government on topics related to peace education, school violence, and citizenship education. In 2012, he was awarded as one of the best leaders in Colombia.



Heng Choon "Oliver" Chan

Associate Professor of Criminology
University of Birmingham

Keynote Title: The Victim-Offender Overlap in Bullying and School Violence: A Psycho-Criminological Perspective

Heng Choon "Oliver" Chan, Ph.D., is an associate professor at the University of Birmingham in the United Kingdom. He was previously affiliated with City University of Hong Kong. He holds a doctoral degree in Criminology from the University of South Florida and was a recipient of the Outstanding Criminology Ambassador Award in 2012 and Distinguished Alumni Award in 2021. His research focuses on psycho-criminology, sexual offending, cyberbullying, bullying, and stalking. To date, Chan has been presented with a total of nine awards to recognize his exemplary contributions to research and professional education. He has published over 100 peer-reviewed journal articles and book chapters; and has sole-authored and lead co-edited seven academic books on different psycho-criminological topics, including Asian and African mental health and the criminal justice system, sexual offending and homicide, stalking, and animal abuse. He is the editor of The Wiley Series in the Psycho-Criminology of Crime, Mental Health and the Law; and section, senior, and associate editor of six top-tier journals in criminology and forensic psychology and psychiatry.

Keynote Speakers



Debra J. Pepler

Officer of the Order of Canada

Keynote Title: **Moments Matter: A Shift in School-based Bullying Prevention with a Developmental-Relational Perspective**

Debra Pepler, Ph.D., is a distinguished research professor at York University. She holds a doctoral degree in Psychology from the University of Waterloo. Her research focuses on relationships within the family and peer group, with a growing interest in the importance of healthy relationships for healthy development. She developed an innovative observational method to study aggression, bullying, and victimization. Her research on peer and family relationships has been embedded in interventions: Breaking the Cycle for substance-using mothers and their young children, Bullying Prevention with the Toronto Board of Education, SNAP (Stop Now and Plan) for aggressive children and their parents, Pine River Institute for youth with addictions and mental health problems, and the Canadian Red Cross for violence prevention in Indigenous communities. Pepler co-founded and co-led PREVNet (Promoting Relationships and Eliminating Violence Network) to promote healthy relationships and prevent bullying for children and youth.



Kevin Runions

Head of the Schools and Community Wellbeing
Telethon Kids Institute

Keynote Title: **Humans Implement Bullying Prevention Programs, Too! Steps to an Ecology of School Action**

Kevin Runions, Ph.D. (Human Development & Education, OISE/UToronto) is the Area Lead Consultant for Research, Evaluation & Monitoring with School Mental Health Ontario, which supports the 76 school boards in Ontario – serving over 2 million elementary and secondary students – to implement multi-tiered, identity-affirming student mental health interventions, and is an adjunct professor with McMaster University in Hamilton, Ontario and an adjunct research fellow with the University of Western Australia. He was formerly Head of the School and Community Wellbeing team at Telethon Kids Institute in Western Australia. Dr Runions has conducted research across the biopsychosocial model addressing bullying, aggression, and dysregulated behavior problems, with a passion for understanding the factors that enable young people to bully others, including emotional, motivational, and volitional contributors. He is also interested in how schools can work better to prevent and respond to bullying, support student mental health and wellbeing, and how they can best implement sustainable interventions. He is on the council of the International Society for Research on Aggression and serves on the editorial boards of Aggressive Behavior, the Journal of Youth and Adolescence, and the Journal of Psychologists and Counselors in Schools.

Keynote Speakers



Christina Salmivalli

Professor of Psychology
University of Turku

Keynote Title: **Bullying prevention: From celebrating success to analyzing failure**

Christina Salmivalli, Ph.D., is a professor and the deputy head of the INVEST flagship research center, at the University of Turku. She holds a doctoral degree in Psychology from the University of Turku. Salmivalli has conducted research on school bullying and its evidence-based prevention for three decades. She has published widely on children's peer relations and bullying in top-tier scientific journals. Salmivalli's team developed the KiVa® anti-bullying program, which has been evaluated in large-scale trials and is currently being implemented in Finland and more than 20 other countries. Salmivalli received the Finnish Science Award in 2017. The award is granted by the Ministry of Education, Science, and Culture based on the proposal of the Board of the Academy of Finland, in recognition of significant scientific achievements. In 2020, she was a recipient of the European Research Council's Advanced Grant for a 5-year project to study the most challenging cases of bullying. In 2021, Salmivalli received the European Association for Developmental Psychology's William Thierry Prayer Award for excellence in research on human development.

Special Guests



**Her Royal Highness
Crown Princess
Mary of Denmark**

In 2007, the Crown Princess founded The Mary Foundation with the mission of fighting social isolation. Under her leadership, the foundation brings together untraditional partners to develop and manage projects and programmes that focus on prevention, the creation of opportunities and empowering vulnerable individuals and groups who find themselves socially isolated. The foundation's focus areas are domestic violence, bullying, wellbeing, and loneliness.

The Crown Princess is a passionate advocate for health, gender equality, and the empowerment of women and girls. She is committed to creating awareness and respect and to ensuring compliance with women and girls' sexual and reproductive health and rights, including access to family planning and the reduction of maternal and child mortality. Her Royal Highness is Commissioner of the High-Level Commission on the Nairobi Summit on ICPD25 Follow-up and serves as patron of several international organisations and agencies, including the United Nations Population Fund and the World Health Organization Regional Office for Europe, but also some Danish NGOs: Danish Refugee Council and Maternity Worldwide. The Crown Princess is a frequent speaker at international conferences and an honorary member of various associations and societies.

The Crown Princess and His Royal Highness Crown Prince Frederik have four children – Prince Christian, Princess Isabella, Prince Vincent, and Princess Josephine.



Greg Richardson
Executive Director
N.C. Commission of Indian Affairs

Greg Richardson serves as executive director of the North Carolina Commission of Indian Affairs and is a member of the Haliwa-Saponi Indian Tribe. As executive director of the Commission of Indian Affairs, Richardson is responsible for the overall administration and oversight of all Commission programs and operations. The Commission administers programs designed to address Indian education, housing assistance, workforce development, domestic violence, and Indian child welfare. He has served the state of North Carolina in a variety of roles since 1975. He brings thirty years of work experience in administration, management, and planning of Indian programs at the state and federal government levels and extensive work experience in the development of collaborations and partnerships with Indian tribes and Indian Associations and non-profit community-based organizations.



Ebony Readers/Onyx Theater

Ebony Readers/Onyx Theatre (EROT) is a performance group of the Black Student Movement that specializes in poetry, spoken word, and theatrical drama. At UNC-Chapel Hill, EROT hosts the Week of Welcome Poetry Slam, in addition to a show at the end of each semester. EROT also performs at a wide range of campus events and organizations including (but not limited to): Achieving Carolina Excellence, The Triangle Dance Festival for AIDS, Dance Marathon, and the Durham County Youth Home. Members performing at WABF range from first-year student to senior and hail from North Carolina, Connecticut, and Jamaica. *Top row, L-R: Lizabeth Bamgboye (president), Kiara Garcia (vice president), Taylor McGlashing. Bottom row, L-R: Madison Huffman, Mariah Tyndall.*



Takiri Folclor Latino

In the Quechua language Takiri means: "He who creates music and dance." Takiri Folclor Latino shares Latin American culture through dance. Its members – ranging in age from 3 to 67 and representing Colombia, Mexico, Costa Rica, Honduras, Peru, Ecuador, Argentina, Puerto Rico, Uruguay, U.S., and France – dance to Latin American rhythms, especially from Colombia, Puerto Rico, Ecuador, Mexico, and Peru, including Cumbia, Bambuco, Mapalé, Mercumbé, Plena, and more. Their dances and music have African, European, and Indigenous influences – in rhythms, words, melodies, costumes, and dances.

Forum Emcees



Dorothy Espelage, Ph.D.

William C. Friday Distinguished
Professor of Education
UNC School of Education

Dorothy Espelage, the organizer of the 2023 World Anti-Bullying Forum and William C. Friday Distinguished Professor of Education, is a foremost expert on bullying and youth well-being. For more than 25 years, she has pursued research and evidence-based practices and sought a worldwide network of like-minded collaborators to answer questions that include: How can we prevent bullying? How can we make schools safer? As one of the world leaders in her field, Espelage is credited with introducing the notion that school-based bullying is best understood as a behavior that emerges over time, is maintained as a group phenomenon, and serves as a precursor to other forms of youth violence. Research led by Espelage has resulted in more than 275 peer-reviewed journal articles, 75 book chapters, and eight books, making her one of the world's most-cited scholars in her areas of research. Her work has attracted more than \$16 million in research funding from a range of funders, including the U.S. Department of Education, the National Institute of Justice, and more. Her expertise has been called upon by media outlets that include CNN, Anderson Cooper, Oprah, Huffington Post, and USA Today, and by the White House and Congress. Among numerous accolades, Espelage has been elected to the National Academy of Education and has received the American Psychological Association's Lifetime Achievement Award in Prevention Science and the APA's Award for Distinguished Contributions to Research in Public Policy. She is also a Fellow of the American Educational Research Association, the Association of Psychological Science, and the American Psychological Association's Divisions 15 (Educational Psychology) and 17 (Counseling Psychology).



Sameer Hinduja, Ph.D.

Professor
School of Criminology
and Criminal Justice
Florida Atlantic University

Sameer Hinduja is a professor in the School of Criminology and Criminal Justice at Florida Atlantic University, co-director of the Cyberbullying Research Center, and faculty associate at the Berkman Klein Center at Harvard University. He is recognized internationally for his groundbreaking work on the subjects of cyberbullying, sexting, and social media and gaming abuse, concerns that have paralleled the exponential growth in online communication by young people. He has written seven books, and his interdisciplinary research has been cited approximately 22,000 times across fields that include pediatrics, information technology, computer science, business, psychology, education, and nursing. As a noted researcher and speaker on youth and social media issues for the last 20 years, Hinduja trains technologists, educators, mental health professionals, youth specialists, parents, and students around the world on how to promote the positive use of technology and build healthy online communities. Hinduja is frequently asked to provide expert commentary by news organizations, and his work has been featured in venues that include CNN, NPR, the BBC, and The New York Times. He has worked with corporations that include Google, Snap, Twitch, Meta, TikTok, Intel, Johnson & Johnson, Merrill Lynch, Verizon, and Cartoon Network, and organizations that include the United Nations, White House, World Bank, National Guard, National PTA, and Anti-Defamation League on how best to shape policy, programs, and more. He received Auburn University's Global Anti-Bullying Hero Award, won Florida Atlantic University's Researcher of the Year award, presented on cyberbullying at a Congressional Briefing on Capitol Hill, testified in front of the Attorney General and the Departments of Education, Health and Human Services, and Homeland Security, and served as a Fulbright Specialist Scholar at Dublin City University. Hinduja is co-founder and co-editor-in-chief of the International Journal of Bullying Prevention.



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Dublin City University



Program by Day

Wednesday, October 25

07:30 – 08:00

Morning Refreshments
Ballroom Lobby

08:00 – 08:45

SPECIAL EVENT – Opening Ceremony
Ballroom B

09:00 – 09:45

WORKSHOP – Building Resilience Together: Youth/Adult Partnerships that Amplify Youth Voice and Prevent Bullying
402
Cari Zawodny, Anchorage Youth Vote

Wednesday, October 25

09:00 – 09:45

SYMPOSIUM — The Role of Moral Processes in Bullying and Prosocial Behavior

306B

Organizer: Eva Romera, *Universidad de Córdoba*

Discussant: Kevin Runions, *School Mental Health Ontario*

- ▶ **Association between Moral Sensitivity and (Cyber)Bullying: The Moderate Role of Moral Disengagement**
Ana Bravo, *Universidad de Córdoba*
Rosario Ortega-Ruiz, *Universidad de Córdoba*
Eva Romera, *Universidad de Córdoba*
- ▶ **Short-Term Longitudinal Associations of Individual and Collective Moral Disengagement with Bullying Perpetration**
Björn Sjögren, *Linköping University*
Robert Thornberg, *Linköping University*
- ▶ **When The Popular Classmate Makes The Difference: A Study on Prestige Norms of Moral Disengagement and Ethnic Bullying**
Noemi Papotti, *Catholic University of the Sacred Heart*
Simona C. S. Caravita, *University of Stavanger and Catholic University of the Sacred Heart*
- ▶ **Common Humanity as a Driver for Expanding Compassion and Prosocial Behavior Beyond Friends**
Ana Andaur, *Pontificia Universidad Católica de Chile*
Christian Berger, *Pontificia Universidad Católica de Chile*

09:00 – 09:45

SESSION – Hate Speech: Insights from Italy, Australia, Germany, and Switzerland 305A

- ▶ **Hate Speech and Bullying Perpetration: Overlaps and Convergent and Divergent Determinants**
Julia Kansok-Dusche, *Brandenburg University of Technology Cottbus-Senftenberg*
Sebastian Wachs, *University of Potsdam*
Alexander Wettstein, *Institute for Research, Development, and Evaluation; Bern University of Teacher Education*
Ludwig Bilz, *Brandenburg University of Technology Cottbus-Senftenberg*
- ▶ **Homophobic Cyberbullying: Risks and Protective Factors in a Sample of Italian LGBTQ+ Adolescents**
Alberto Amadori, *Free University of Bozen*
Francesca Sangiuliano Intra, *Free University of Bozen*
Livia Taverna, *Free University of Bozen*
Antonella Brighi, *Free University of Bozen*
- ▶ **Closing the Gap Between What Australian LGBTQIA+ Youth Say They Need and What Teachers Do!**
Linda Parker, *University of South Australia*
Stephenie Webb, *University of South Australia*
Jill Chonody, *Boise State University*
Deborah Price, *University of South Australia*
Phil Kavanagh, *University of Canberra*

SESSION – Navigating the Challenges of Bullying and Social Exclusion for Students with Disabilities 305B

- ▶ **Trends of school victimization of elementary school students with disabilities: Exploring risk and protective factors**
Yeji Kim, *University of Texas at Austin*
- ▶ **Bullying, disability and self-esteem in early adolescents and its relation to psychosomatic complaints later in adolescence**
Lilly Augustine, *Jönköping University*
Russell Turner, *Gothenburg University*
Ylva Bjereld, *Gothenburg University*
- ▶ **Pathways for increasing social inclusion and reducing bullying towards students with disabilities: A school climate approach**
Samantha Elleman, *National School Climate Center*
Christian Villenas, *National School Climate Center*

Wednesday, October 25

09:00 – 09:45

SESSION – Exploring the Intersection of Victimization, Bullying, Psychotic Symptoms, and Self-Harm
306A

- ▶ **Adverse Childhood Experiences and Bullying in Adolescence: A Systematic Review**
Gabriel Merrin, *Syracuse University*
Joy Huanhuan Wang, *Texas Tech University*
Corrine Blake, *Syracuse University*

- ▶ **From Victimization to Self-Harm: The Mediating Effect of Multidimensional Self-Concept**
Reeve Kennedy, *East Carolina University*
Carlomango Panlilio, *Penn State University*
Corrine Blake, *Syracuse University*
Charles Alvarado, *Penn State University*
Sarah Font, *Penn State University*
Ann-Christin Haag, *Columbia University*
Jennie Noll, *Penn State University*

- ▶ **The Relationship between Bullying and Attenuated Psychotic Symptoms**
Callum Urquhart, *Queen's University Belfast*
Ciarán Shannon, *IMPACT Research Centre*
Ciaran Mulholland, *School of Medicine, Dentistry, and Biomedical Sciences, Queen's University Belfast*
Claire Potter, *Institute of Clinical Science, Royal Victoria Hospital, Belfast*
Sarah Font, *Penn State University*

DID YOU KNOW?

The University of North Carolina at Chapel Hill is the first public university to open its doors in the United States and the first public university to award degrees in the 18th century. The UNC-Chapel Hill celebrates University Day on October 12 of each year to recognize the laying of the cornerstone of Old East, the oldest public university building in the U.S., on that day in 1793.

09:00 – 09:45

SESSION – The Role of School Practices and Characteristics in Bullying and Bystander Behaviors 306C

- ▶ **Associations between School-wide Practices and School-wide Bullying: Advancing the Cross-country Understanding of Teachers' Perspectives from the U.S. and China**
Chunyan Yang, *University of California, Berkeley*
Quennie Dong, *University of California, Berkeley*
Ella Rho, *University of California, Berkeley*
- ▶ **The Relationship Between Thai School Characteristics and Student Bullying Behavior**
Dyah Anantalia Widyastari, *Institute for Population and Social Research, Mahidol University*
Aubdul Aunampai, *Institute for Population and Social Research, Mahidol University*
Piyawat Katewongsa, *Institute for Population and Social Research, Mahidol University*
- ▶ **Individual and Systems-Level Predictors of Progression in the Bystander Intervention Model**
Lyndsay Jenkins, *Florida State University*
Amanda Nickerson, *University at Buffalo*

09:45 – 10:15

Break with Refreshments
Ballroom Lobby

10:15 – 11:00

SPECIAL SESSION – Youth Panel – Online Safety
Ballroom B
Chair: Lisen Bergquist, *Friends*

Wednesday, October 25

11:15 – 12:15

KEYNOTE SESSION — Debra Pepler, Ph.D.

Moments Matter: A Shift in School-based Bullying Prevention with a Developmental-Relational Perspective

Ballroom B

12:15 – 13:15

Lunch

Choose Kindness

Ballroom A

13:30 – 14:15

WORKSHOP — Development of A Research-based Bullying Prevention Game for Elementary and Middle School-Aged Children and Youth

402

Jan Urbanski, *Clemson University*

Jane Riese, *Clemson University*

Kurt Olson, *Modesto Junior College; Gamify*

Susan Limber, *Clemson University*

DID YOU KNOW?

WABF 2023 organizers received an R13 grant from the Eunice Kennedy Shriver National Institute of Child Health and Human Development that supported the attendance of 10 graduate students from traditionally marginalized backgrounds. The lack of diversity in graduate students contributes to a research pipeline that does not reflect our society or the sociocultural complexities of today's pressing research issues. This funding enabled these scholars to not only attend WABF 2023 but opportunities for international networking, mentoring, and partnerships.

13:30 – 14:15

SYMPOSIUM — Bullying Research Network International Study: Teachers' Perceptions of Bias-based Bullying Behaviors

306B

Organizer: Rachel Maunder, *University of Northampton*

Discussants: Susan Swearer, *University of Nebraska Lincoln*

Wendy Craig, *Queen's University*

▶ **Teacher Perceptions of Responses to Identity-based Peer Exclusion: The UK piece of an International Puzzle**

Rachel Maunder, *University of Northampton*

Lucy Betts, *Nottingham Trent University*

Samuel Bennett, *University of Glasgow*

Leyla De Amicis, *University of Glasgow*

Anke Görzig, *University of Greenwich*

Claire Monks, *University of Greenwich*

▶ **Teachers' Perceptions of and Responses to Biased-based Bullying Behaviors in U.S. Schools**

Sheri A. Bauman, *University of Arizona*

Jina Yoon, *University of Arizona*

Michelle Wright, *Pennsylvania State University*

▶ **Teacher Responses to Peer Aggression – Links to Empathy Fatigue, Professional Self-Care, Work Satisfaction, Professional Self-Efficacy, and School Climate**

Jonas Bjärehed, *Lund University*

Marlene Bjärehed, *Kristianstad University*

▶ **The Effect of Ethnicity, Academic Difficulties, Appearance, and Gender Expression on Australian Secondary Teachers' Responses to Identity-Based Exclusion**

Roberto Parada, *Western Sydney University*

Erin Mackenzie, *Western Sydney University*

Wednesday, October 25

13:30 – 14:15

SESSION – Racism and Bullying in Schools: Experiences of Sikh American Students, Colorblind Racism, and Teacher Awareness

305A

▶ Exploring the Role of Colorblind Racism and White Fragility in Racist Bullying in a Middle School Setting

Anne Williford, *Colorado State University*

Tiffany Jones, *Colorado State University*

Charles Lea III, *University of Houston*

Angela Malorni, *Rutgers University*

▶ Teachers' Color Blind Approach and Failing to Notice racist bullying in the Classroom

Loyal Wiltgren, *Linköping University*

▶ Bullying of Sikh American Children: Through the Eyes of a Sikh American High School Student

Kavneet Singh, *American Sikh Council*

SESSION – The Role of Classroom Environment in Bullying Experiences

305B

▶ The Importance of Classroom Peer Relationships: The Classroom-level Associations Between Bullying Victimization and Both Perceived Friendship Quality and Peer Climate

Mattias Kloo, *Linköping University*

Robert Thornberg, *Linköping University*

Linda Wänström, *Linköping University*

▶ Covitality and Life Satisfaction in the Classroom: A Multilevel Analysis of Bullying Experiences and Their Relation With School Attachment

Jorge Varela, *Universidad del Desarrollo*

Paulina Guzman, *Universidad del Desarrollo*

Francisca Cuevas, *Universidad del Desarrollo*

▶ School Bullying and Seating in the Classroom

Camilla Forsberg, *Linköping University*

Paul Horton, *Linköping University*

Robert Thornberg, *Linköping University*

13:30 – 14:15

SESSION — Advancing Bullying Prevention through School-Specific Action Research, Whole-School Interventions, and Community-Level Approaches

306A

- ▶ **One Size Does Not Fit All — Reframing Bullying Prevention Using School Specific Action Research**
Karla Sanders, *Sticks 'n Stones*
Jennifer Huddleston, *Sticks 'n Stones*
Abby Golden, *Sticks 'n Stones*
- ▶ **Driving Quality Implementation of Whole-School Bullying Prevention Interventions at Scale: Two-Year Process and Impact Evaluation of Friendly Schools**
Natasha Pearce, *Telethon Kids Institute; University of Western Australia*
Leanne Lester, *Telethon Kids Institute; University of Western Australia*
- ▶ **Good Practices for the Prevention, Detection and Action in a Situation of Bullying: Study of the Situation in Catalonia and its Practical Application at the Community Level**
Ariadna Troya, *PDA Bullying*
Ramiro Ortegón, *PDA Bullying*
Mònica Donellan, *Equip SEER*
Gabriela Rangel-Rodríguez, *Equip SEER*

SESSION — Parental and Familial Influence on Bullying Participation, Victimization, and Bystander Intervention

306C

- ▶ **Family as a Predictor of School Bullying in Antioquia (Colombia)**
Natalia Cardenas, *CES University*
Nadia Moratto, *CES University*
Dedsy Berbesí, *CES University*
- ▶ **Does Paternal Acceptance Buffer the Effect of Maternal Rejection on Victimization in Early Adolescents? A Short-Term Longitudinal Study**
Kyriakos Charalampous, *University of Cyprus*
Panayiotis Stavrinides, *University of Cyprus*
Stelios Georgiou, *Neapolis University Paphos*
Spyridon Tantaros, *University of Athens*
- ▶ **A Brief Investigation into the Effects of Autonomy-Supportive Parenting Practices on Middle School Students' Autonomous Motivation to Defend Victims of Bullying**
Nathaniel Oliver Iotti, *Lund University*
Tomas Jungert, *Lund University*
Damiano Menin, *University of Ferrara*
Claudio Longobardi, *Turin University*

Wednesday, October 25

14:15 – 14:45

Break with Refreshments
Ballroom Lobby

14:45 – 15:45

KEYNOTE SESSION – Kevin Runions, Ph.D.
Humans Implement Bullying Prevention Programs, Too! Steps to an Ecology of School Action
Ballroom B

16:00 – 16:45

WORKSHOP – Cross-National Experiences with Preventing Bullying Based on a Social Turn in How Bullying is Viewed
402
Anne Softie Juel Hansen, *The Mary Foundation, HRH Crown Princess Mary's Foundation*
Signe Bøgeskov, *Save the Children Denmark*

DID YOU KNOW?

The University of North Carolina at Chapel Hill is home to nearly 20,000 undergraduate students, 12,000 graduate students, 9,000 staff members, and 4,000 faculty members. Carolina offers 78 bachelor's degree programs, 113 master's degree programs, and 66 doctoral degree programs. Carolina also boasts more than 350,000 alumni living and working in all 50 United States, Washington, D.C., and 147 countries.

16:00 – 16:45

SYMPOSIUM — Social-Emotional Learning Approaches to Bullying Prevention

306B

Organizer: Tracy E. Waasdorp, *Children's Hospital of Philadelphia; University of Pennsylvania*

Discussant: Sabina Low, *Arizona State University*

▶ **Coaching Teachers in Bullying Detection and Intervention Using a Mixed Reality Teaching Simulator**

Tracy Waasdorp, *Children's Hospital of Philadelphia; University of Pennsylvania*

Elise Pas, *Johns Hopkins Bloomberg School of Public Health*

Brooke Paskewich, *Children's Hospital of Philadelphia*

Derek Scott, *Children's Hospital of Philadelphia*

Daniel Camacho, *University of Virginia*

Catherine Bradshaw, *University of Virginia*

▶ **Adapting a Universal Aggression Prevention Program through Community-Based Participatory Research to Overcome Subgroup Differences in Program Outcomes**

Brooke Paskewich, *Children's Hospital of Philadelphia*

Tracy Waasdorp, *Children's Hospital of Philadelphia; University of Pennsylvania*

Christine Waanders, *Children's Hospital of Philadelphia*

Rui Fu, *Children's Hospital of Philadelphia*

Stephen Leff, *Children's Hospital of Philadelphia; University of Pennsylvania School of Medicine*

▶ **Adapting Coping Power to Optimize Impact on Emotional and Behavioral Difficulties, and Bullying in Middle School: Findings from an RCT**

Catherine Bradshaw, *University of Virginia*

Katrina Debnam, *University of Virginia*

Nicole Powell, *University of Alabama*

John Lochman, *University of Alabama*

Wednesday, October 25

16:00 – 16:45

SESSION — Perspectives on Bias-Based Harassment and Bullying in Schools
305A

▶ **Differences in Teacher and Student Perspectives on Prevalence and Response to Bias-Based Bullying in Middle and High Schools**

Olivia Wyatt, *Boston University*
Melissa Holt, *Boston University*
Gabriel Merring, *Syracuse University*
Jennifer Greif, *Boston University*
Nancy Curtis, *Boston University*

▶ **Patterns of Bias-Based Harassment Exposure Over Time Among Adolescents: Differential Associations with Functioning**

Melissa Holt, *Boston University*
Gabriel Merring, *Syracuse University*
Olivia Wyatt, *Boston University*
Jennifer Greif, *Boston University*

▶ **A Comparison of Canadian Elementary and High School Teachers' Perceptions of Identity Based Exclusion**

Wendy Craig, *Queen's University*
Karla Dhungana-Sainju, *Ontario Tech University*

SESSION — The Role of Teachers in School Bullying: Perceptions, Contributions, and Help-Seeking Behaviors

305B

▶ **Pre-Service Teachers' Perceptions of the School Bullying Phenomenon**

Dziuginta Baraldsnes, *Norwegian Centre for Learning Environment and Behavioural Research in Education*
Ieva Kuginyte-Arlauskiene, *Western Norway University of Applied Sciences*
Tobias Christoph Werler, *University of Oslo*

▶ **Surprising Partners: Teachers' Contribution to School Bullying**

Thomas Gumpel, *Hebrew University of Jerusalem*

16:00 – 16:45

SESSION – Measuring Bullying: From Validating Scales to Improving School Climate
306A

- ▶ **Longitudinal and Measurement Differences in Bullying and Defending over Time**
Ana Bravo, *Universidad de Córdoba*
Rosario Ortega-Ruiz, *Universidad de Córdoba*
Eva Romera, *Universidad de Córdoba*
- ▶ **Validations of Bullying Victimization and Bullying Perpetration Scales on Swedish Adolescents**
Linda Wänström, *Linköping University*
Robert Thornberg, *Linköping University*
- ▶ **Validation and Utility of a State Survey for Informing Systematic School Climate Improvement**
Alicia Raia-Hawrylak, *Rutgers University*
Laura Callejas, *Rutgers University*
Todd Glover, *Rutgers University*
Lori Guerriero, *Rutgers University*
Ryan Kettler, *Rutgers University*
Anthony Albano, *University of California Davis*

DID YOU KNOW?

The UNC School of Education is among the best in the nation, consistently ranking as a top school of education in *U.S. News & World Report*. The School offers a full range of degree programs, from undergraduate to doctorate, forward-thinking certificate and licensure programs, and in-person, online, and HyFlex offerings. Faculty members generate basic and applied knowledge across a number of fields, including human development, educational technology and entrepreneurship, teaching and learning, school counseling, school psychology, administration, educational policy and leadership, and more; they also prepare students to become the most highly effective educators and scholars to lead in classrooms, schools, districts and beyond, as well as future scholars and researchers. Every day, the School's faculty, staff and students shape their teaching, research, and public service to meet North Carolina and the nation's most pressing needs in education. The School's more than 22,000 alumni live in all 50 states, the District of Columbia, and 40 countries with the majority living and working in North Carolina.

Wednesday, October 25

16:00 – 16:45

SESSION — Adolescent Perspectives on Online Safety

306C



Selfies, Snapchat and Keeping Safe: Young people with Care Experience on Cyberbullying, Social Media and Online Safety

Cindy Corliss, *Cardiff University*



A Qualitative Study of Bystanders' Responses to Cyberbullying and Other Forms Of Cyberviolence during Adolescence

Rosario Del Rey, *Universidad de Sevilla*

Olga Jiménez-Díaz, *Universidad de Sevilla*

Ana Alcántara-Lázaro, *Universidad de Sevilla*

Esperanza Espino, *Universidad de Sevilla*

Paz Elipe, *Universidad de Jaén*

Joaquín A. Mora-Merchán, *Universidad de Sevilla*



Young People's Contributions in the Co-Design of an App to Promote Online Safety and Wellbeing

Derek A. Laffan, *DCU Anti-Bullying Centre*

Maryam Esfandiari, *DCU Anti-Bullying Centre*

Sandra Sanmartín Feijóo, *DCU Anti-Bullying Centre*

Tijana Milosevic, *Dublin City University*

Carol O'Toole, *DCU Anti-Bullying Centre*

James O'Higgins Norman, *Dublin City University*

18:30 – 21:00

SPECIAL EVENT — Welcome Dinner

Ballroom A



Program by Day

Thursday, October 26

Thursday, October 26

07:30 – 08:00

Morning Refreshments
Ballroom Lobby

08:00 – 08:30

Opening Remarks
Ballroom B

08:30 – 09:30

KEYNOTE SESSION — Christina Salmivalli, Ph.D.
Bullying Prevention: From Celebrating Success to Analyzing Failure
Ballroom B

09:45 – 10:30

WORKSHOP — SOS: Support on Bullying Consequences
402
Ida Mörk, *Friends*
Hanna Rohani, *Friends*

WORKSHOP — Let's Play Tozi: The Online Safety and Wellbeing App for Young People
306B
Sandra Sanmartín Feijóo, *DCU Anti-Bullying Centre*
Derek A. Laffan, *DCU Anti-Bullying Centre*
Maryam Esfandiari, *DCU Anti-Bullying Centre*
Carol O'Toole, *DCU Anti-Bullying Centre*
Teresa Di Manno, *DCU Anti-Bullying Centre*
James O'Higgins Norman, *Dublin City University*

09:45 – 10:30

SYMPOSIUM — Bias-based Aggression Among Youth: Risk Factors, Consequences, and Prevention Strategies 306C

Organizers: Sebastian Wachs, *University of Potsdam*
Michelle F. Wright, *DePaul University*

- ▶ **Effects of the new Prevention Program “HateLess. Together against Hatred” on Adolescents’ Empathy, Self-efficacy, and Countering Hate Speech**
Sebastian Wachs, *University of Potsdam*
Michelle F. Wright, *DePaul University*
- ▶ **Predicting Homophobic Bullying Victimization and Perpetration by Social Network Characteristics**
Alberto Valido, *University of North Carolina at Chapel Hill*
Matthew Rivas-Koeh, *University of Illinois Urbana-Champaign*
Edda Rodriguez, *University of Miami*
Dorothy L. Espelage, *University of North Carolina at Chapel Hill*
Mariano Kanamori, *University of Miami*
- ▶ **Homophobic Cyberbullying Involvement and Academic Outcomes among LGBTQIA Adolescents: Moderating Effect of Perceived Social Support from Gay–Straight Alliances**
Michelle F. Wright, *DePaul University*
Sebastian Wachs, *University of Potsdam*

SESSION — Victimization in the Digital Age: The Role of Social-Emotional Aspects, Problematic Internet Use, and Digital Media

305B

- ▶ **The Social-Ecological Model of Cyberbullying: Digital Media as a Predominant Ecology in the Everyday Lives of Youth**
Molly-Gloria Patel, *Western University*
Anabel Quan-Haase, *Western University*
- ▶ **Teens and Online Abuse in 2023: What We Know and What We Can Do**
Sameer Hinduja, *Florida Atlantic University*
- ▶ **Fictitious Online Victimization: The Role of Problematic Internet Use, Involvement in Online Bullying, and Self-Esteem**
Lucy Betts, *Nottingham Trent University*
Peter Macaulay, *University of Derby*

Thursday, October 26

09:45 – 10:30

SESSION – Exploring Executive Functions, Bullying, and Wellbeing in the Context of Peer Relationships and the COVID-19 Pandemic

305A

▶ **Executive Functions and Peer Problems Among Preschoolers**

Livia Taverna, *Free University of Bozen*
Francesca Sangiuliano Intra, *Free University of Bozen*
Roberta Incardona, *Pauda University*
Alessandro Failo, *Free University of Bozen*
Alberto Amadori, *Free University of Bozen*
Giulia Prester, *Free University of Bozen*
Antonella Brighi, *Free University of Bozen*

▶ **Bullying Figurations and the Call of Capital**

Paul Horton, *Linköping University*
Andrew Webb, *Pontificia Universidad Católica de Chile*
Camilla Forsberg, *Linköping University*
Robert Thornberg, *Linköping University*

▶ **Changes in Children's Wellbeing Pre- and Post-COVID-19 Lockdown, and the Associations with Level of Deprivation and Pre-lockdown Bullying Involvement**

Julia Badger, *University of Oxford*
Paul Thompson, *University of Warwick*
Lucy Bowes, *University of Oxford*
Carolina Guzman Holst, *University of Oxford*
Rachel Hayes, *University of Exeter*
Susan Clarkson, *Bangor University*
Judy Hutchings, *Bangor University*
Richard Hastings, *University of Warwick*

09:45 – 10:30

SESSION – Sexual Harassment and Victimization in the Learning Environment 306A

- ▶ **Peer Sexual Harassment Victimization Across Early Adolescence: Emotional Problems and the Buffering Effect of Perpetration**
Andrea Valik, *University of Gothenburg*
Kristina Holmqvist Gattario, *University of Gothenburg*
Therése Skoog, *University of Gothenburg*
Carolina Lunde, *University of Gothenburg*
- ▶ **Sexual Victimization, Anxiety, and Substance Misuse: A Mediation Analysis**
Melanie Dawn Douglass, *York St. John University*
Abigail Kelly, *York St. John University*
- ▶ **Do Pupils Who Report a High Degree of Social and Civic Competence in Class Report Less Experiences of Bullying and Sexual Harassment?**
Albin Dahlström, *Mid Sweden University*
Heléne Dahlqvist, *Mid Sweden University*
Katja Gillander Gådin, *Mid Sweden University*

10:30 – 11:00

Break with Refreshments
Ballroom Lobby

11:00 – 11:45

WORKSHOP – Learnings and Challenges of Anti-Bullying Laws and Policies Implementation in Latin America

402
Jose Mejia, *Aulas en Paz*
Jorge Varela, *Universidad del Desarrollo*
Lina Saldarriaga, *Aulas en Paz*

Thursday, October 26

11:00 – 11:45

SYMPOSIUM — Findings From the Stand Together Trial: The Effectiveness and Cost-Effectiveness of KiVa in Reducing Bullying in Primary Schools in the UK

306B

Organizer: Lucy Bowes, *University of Oxford*

Discussant: Christina Salmivalli, *University of Turku*

▶ **Does The KiVa Anti-Bullying Intervention Reduce Bullying Victimization in The Uk? Main Findings From The Stand Together Trial**

Lucy Bowes, *University of Oxford*

Susan Clarkson, *Bangor University*

Rachel Hayes, *University of Exeter*

Richard Hastings, *University of Warwick*

Tamsin Ford, *University of Cambridge*

Judy Hutchings, *Bangor University*

▶ **The Importance of Implementation: Findings From a Process Evaluation of the KiVa Programme to Interpret Trial Outcome and Inform Future Delivery**

Jeremy Segrott, *University of Cardiff*

Rachel Hayes, *University of Exeter*

Richard Hastings, *University of Warwick*

Tamsin Ford, *University of Cambridge*

Susan Clarkson, *Bangor University*

Lucy Bowes, *University of Oxford*

Judy Hutchings, *Bangor University*

▶ **The Cost-Effectiveness of The KiVa Programme for Reducing Bullying in Schools: Evidence from a Pragmatic Uk Randomized Controlled Trial**

Holly Whiteley, *Bangor University*

Rhiannon Tudor Edwards, *Bangor University*

Rachel Hayes, *University of Exeter*

Richard Hastings, *University of Warwick*

Tamsin Ford, *University of Cambridge*

Susan Clarkson, *Bangor University*

Lucy Bowes, *University of Oxford*

Judy Hutchings, *Bangor University*

▶ **The Impact of Covid and Related Preventative Measures on The Rates and Types of Bullying and Victimization**

Margiad Williams, *Bangor University*

Rachel Hayes, *University of Exeter*

Richard Hastings, *University of Warwick*

Tamsin Ford, *University of Cambridge*

Susan Clarkson, *Bangor University*

Lucy Bowes, *University of Oxford*

Judy Hutchings, *Bangor University*

11:00 – 11:45

SESSION – Social, Emotional, and Behavioral Factors in Bullying and Victimization 305A

▶ **Social, Emotional, and Behavioral Indicators for Students with Varying Bully Participant Behavior: A Latent Profile Analysis with Outcomes**

Michelle Demaray, *Northern Illinois University*

Christine Malecki, *Northern Illinois University*

Ji Hoon Ryoo, *Yonsei University*

Matthew Geisler, *Northern Illinois University*

Shiyuan Chen, *Northern Illinois University*

O Ourja, *Northern Illinois University*

Yeong Jin Jo, *Yonsei University*

▶ **Peer Victimization, SEL, and Mental Health: A Moderated Mediation Model**

Lyndsay Jenkins, *Florida State University*

Stephanie Fredrick, *University at Buffalo*

▶ **“The Game of Bullying”: Shared Beliefs and Behavioral Labels in Bullying Among Middle Schoolers**

Malgorzata Wojcik, *University SWPS*

DID YOU KNOW?

Raleigh, Durham, and Chapel Hill form the Research Triangle. The Research Triangle is home to three Research 1 Universities, including North Carolina State University (Raleigh), Duke University (Durham), and the University of North Carolina at Chapel Hill (Chapel Hill). The area is home to several additional public and private institutions of higher education, including three historically Black colleges and universities – North Carolina Central University, Shaw University, and Saint Augustine’s University.

Thursday, October 26

11:00 – 11:45

SESSION – Violence and Victimization Among Racial and Ethnic Minoritized Youth
305B

- ▶ **A Systematic Examination of Racial Microaggression Research in Adolescence: Implications for Interventions**
Stephen Leff, *Children's Hospital of Philadelphia & University of Pennsylvania School of Medicine*
Rui Fu, *Children's Hospital of Philadelphia*

- ▶ **Protective Factors for Multiple Forms of Interpersonal Violence Experienced by Adolescent Latinas**
Luz Robinson, *University of North Carolina at Chapel Hill*
Alberto Valido, *University of North Carolina at Chapel Hill*
Matthew Rivas-Koehl, *University of Illinois Urbana-Champaign*
Dorothy Espelage, *University of North Carolina at Chapel Hill*
Tati Aguilar, *University of North Carolina at Chapel Hill*
Peter Wyman, *University of Rochester*

- ▶ **Race-based Bullying Victimization and Adjustment Difficulties: Racial-Ethnic Differences in the Buffering Role of School Equity**
Rui Fu, *Children's Hospital of Philadelphia*
Ann Perepezko, *Center for Violence Prevention at Children's Hospital of Philadelphia*
Catherine Bradshaw, *University of Virginia*
Tracy Waasdorp, *Children's Hospital of Philadelphia; University of Pennsylvania*

11:00 – 11:45

SESSION — School-Based Interventions to Prevent Victimization and Promote Student Engagement 306A

- ▶ **Follow-up Previous Bullied Children — Experiences from a Pilot Intervention**
Anna Lange Moi, *University of Stavanger*
Johannes Nilsson Finne, *University of Stavanger*
- ▶ **Helping School Students Deal with Peer Provocations and Avoid Hostile Attribution Bias with the CATZ Cross-age Teaching Zone Intervention: Evidence for effectiveness and social validity**
Peter Macaulay, *University of Derby*
Michael Boulton, *University of Chester*
- ▶ **A Longitudinal Process Model Evaluating the Effects of Cooperative Learning on Victimization, Stress, Mental Health, and Academic Engagement in Middle School**
Mark Van Ryzin, *University of Oregon*
Sabina Low, *Arizona State University*
Cary Roseth, *Michigan State University*
Dorothy Espelage, *University of North Carolina at Chapel Hill*

DID YOU KNOW?

Raleigh was founded in 1792 as North Carolina's capital city. It was named for Sir Walter Raleigh, who attempted to establish the first English colony on the shores of the new world in the 1580s.

Thursday, October 26

11:00 – 11:45

SESSION – Social Connectedness and Peer Victimization: An Examination of Cyber and In-Person Interactions, Demographic Homophily, and Mental Health Outcomes

306C

▶ **The Cultivation of Online Social Relationships: Examining the Inverse of Cyberbullying**

Chad Rose, *University of Missouri*

Christi Bergin, *University of Missouri*

Nicole Brass, *University of Missouri*

Christopher Slaten, *University of Missouri*

Sara Prewett, *University of Missouri*

Madison Imler, *University of Missouri*

Lindsey Mirielli, *University of Missouri*

Tracey Milarsky, *University of Missouri*

▶ **Networks of Inter- and Intraracial Aggression and Violence and their Consequences for Mental Health**

Liann Tucker, *Duke University*

Robert Faris, *University of California at Davis*

Jeremy Prim, *University of California at Davis*

Tamara Taggart, *George Washington University*

Nisha Gottfredson, *RTI International*

John Hipp, *University of California at Irvine*

Dorothy Espelage, *University of North Carolina at Chapel Hill*

Susan Ennett, *University of North Carolina at Chapel Hill*

▶ **Sociodemographic Homophily within Friendships and Sequential Peer Victimization: A Longitudinal Dyadic Perspective**

Naomi Andrews, *Brock University*

Anthony Volk, *Brock University*

12:00 – 12:45

SPECIAL SESSION — A Revised and Inclusive Definition of Bullying

Ballroom B

Chair: James O'Higgins Norman, *UNESCO Chair on Bullying and Cyberbullying*
with members from the international working group

12:45 – 13:45

Lunch

Ballroom A

14:00 – 14:45

WORKSHOP — Inclusion as an Antidote to Bullying

402

Andrea Cahn, *Special Olympics North America Unified Champion Schools*

Holly Jacobs, *Center for Social Development and Education, University of Massachusetts, Boston*

Ashlyn Smith, *Special Olympics Inc.*

Allison Stockburger, *Special Olympics North Carolina*

Caroline Chevat, *Special Olympics North America Unified Champion Schools*

Thursday, October 26

14:00 – 14:45

SYMPOSIUM — Co-Participatory Approaches to Bullying and Wellbeing Research to Support Safer Schools

306B

Organizer: Barbara Spears, *University of South Australia*

▶ **Employing Co-design Methodology with Youth to Further Understand Persistent Bullying**

Deborah Green, *University of South Australia*

Barbara Spears, *University of South Australia*

Carmel Taddeo, *University of South Australia*

Deborah Price, *University of South Australia*

Foteini Pasenidou, *University of South Australia*

▶ **Conceptualizing and Measuring Pro-Social Respectful Behaviours Through Youth Codesign and Scale Development**

Carmel Taddeo, *University of South Australia*

Alan Barnes, *University of South Australia*

Barbara Spears, *University of South Australia*

▶ **Co-Participatory Approaches Employed in Developing The SA Charter for Children and Young People**

Barbara Spears, *University of South Australia*

DID YOU KNOW?

Research Triangle Park (RTP), just west of Raleigh, is the largest research park in North America. Stretching 7,000 acres across Durham and Wake counties, the park is home to 250+ businesses, ranging from Fortune 100 multinational R&D operations to entrepreneurial-driven start-ups.

14:00 – 14:45

SESSION – Sexual Harassment and Non-Consensual Sexting: Perspectives on Coping, Disclosure, and Strategies for Recovery

305A

▶ **An Exploratory, Qualitative Study Examining Youths' Perspectives on Consensual and Non-Consensual Sexting**

Faye Mishna, *University of Toronto*
Jessica Ringrose, *University College London*
Andrea Slane, *Ontario Tech University*
Betsy Milne, *University College London*

▶ **Disclosure of Peer Sexual Harassment in Middle School – What Characterises Children Who Tell?**

Carolina Lunde, *University of Gothenburg*
Aziz-Kaan Dönmez, *University of Gothenburg*
Kristina Holmqvist Gattario, *University of Gothenburg*
Andrea Valik, *University of Gothenburg*
Therése Skoog, *University of Gothenburg*

▶ **Young Victims' Understandings of the Utility, Accessibility and Success of Different Strategies for Coping with Non-Consensual Intimate Image Dissemination**

Stine Nygaard, *University of Oslo*
Ingela Lundin Kvalem, *University of Oslo*

Thursday, October 26

14:00 – 14:45

SESSION – Personality, Dominance, and Mental Health in Bullying Involvement
305B

▶ **Bullying and Peer Victimization during the Transition to University: Prevalence and Links with Personality and Mental Health**

Laura Lambe, *Dalhousie University*

Lillea Hohn, *Dalhousie University*

Alanna Kaser, *Dalhousie University*

Paweena Sukhawathanakul, *University of Victoria*

Patricia Conrod, *University of Montreal*

Allyson Hadwin, *University of Victoria*

Matthew Keough, *York University*

Marvin Krank, *University of British Columbia*

Kara Thompson, *Saint Francis Xavier University*

Sherry Stewart, *Dalhousie University*

▶ **Unlike Victimized Adolescents, Bullying Perpetrators Do Not Suffer From Internalizing Problems: The Role of Fulfilled Status Goals**

Claire Garandea, *University of Turku*

Sarah Malamut, *University of Turku*

Lydia Laninga-Wijnen, *University of Turku*

Tessa Lansu, *Radboud University Nijmegen*

14:00 – 14:45

SESSION – Skill-building and Whole School Approaches to Bullying Prevention
306C

- ▶ **Cool School: An Elementary Social and Communication Skill Intervention**
Wenxi Yang, *University of Missouri*
Katherine Graves, *University of Missouri*
Chad Rose, *University of Missouri*

- ▶ **Sustainable Bullying Prevention in Schools – Nine years of KiVa Antibullying Program in Estonia**
Kristiina Treial, *Bullying Free School Foundation*

- ▶ **How Do Schools Balance Between Program and Whole-Education Approaches Against Bullying? A Finnish Perspective.**
Juuso Repo, *University of Turku*
Eeva-Liisa Markkanen, *Finnish Education Evaluation Centre*
Inari Harjuniemi, *University of Turku*
Sanna Herkama, *University of Turku*

Thursday, October 26

14:00 – 14:45

SESSION — Examining Student-Teacher Relationships and Bullying in Schools: The Role of Dreams, Victimization, and Motivation

306A

▶ **Peer Victimization, Student-Teacher Relationships and Psychological Adjustment in Primary School Children: Examining the Possible Mediating Role of Children's Dreams Quality. A Study Through the Lens of Children's Dream Drawings**

Matteo Fabris, *University of Turin*
Francesca Giovanna Maria Gastaldi, *University of Turin*
Michele Settanni, *University of Turin*
Shanyan Lin, *University of Turin*
Claudio Longobardi, *Turin University*
Sofia Mastrokoulou, *University of Turin*

▶ **Reciprocal Longitudinal Associations between Student-Teacher Relationship Quality and Verbal and Relational Bullying Victimization**

Björn Sjögren, *Linköping University*
Camilla Forsberg, *Linköping University*
Robert Thornberg, *Linköping University*

▶ **Student and Teacher Bullying of Students. Victims' Motivation for Schoolwork**

Kari Stamland Gusfre, *Norwegian Centre for Learning Environment and Behavioural Research in Education*
Erling Roland, *Norwegian Centre for Learning Environment and Behavioural Research in Education*
Janne Stoen, *Norwegian Centre for Learning Environment and Behavioural Research in Education*
Hildegunn Fandrem, *Norwegian Centre for Learning Environment and Behavioural Research in Education*

15:00 – 15:45

WORKSHOP — Promising Interventions for Chronically Bullied Youth: An Interactive Workshop

402

Tim Cavell, *University of Arkansas*
Mark Van Ryzin, *University of Oregon*
Samantha Gregus, *Wichita State University*
L. Christian Elledge, *University of Kentucky*
Jacob Steggerda, *University of Arkansas*
T. Forest Moore, *University of Arkansas*
Melissa Brown, *University of Arkansas*

15:00 – 15:45

WORKSHOP — The Importance of Power in Bullying

306B

Anthony Volk, *Brock University*

Wendy Craig, *Queen's University*

Naomi Andrews, *Brock University*

SYMPOSIUM — Placing Teachers Into the Spotlight: Promoting More Effective Bullying Prevention

306C

Organizer: Hilde Colpin, *KU Leuven*

▶ **Development And Evaluation of an Intervention to Support Teachers in Tackling Bullying and Promoting Positive Classroom Relationships**

Chloë Finet, *KU Leuven; University of Antwerp*

Heidi Vandebosch, *University of Antwerp*

Anouck Lubon, *KU Leuven*

Hilde Colpin, *KU Leuven*

▶ **Teachers Implementing Anti-bullying Interventions: How Much Do Fidelity and Quality Matter?**

Chloé Tolmatcheff, *University of Groningen*

René Veenstra, *University of Groningen*

Isabelle Roskam, *UCLouvain*

Benoît Galand, *UCLouvain*

▶ **Improving Implementation Fidelity of a School-Based Bullying Prevention Program: Developing a Support Model and Testing Its Efficacy**

Sanna Herkama, *University of Turku*

Marie-Pier Larose, *University of Turku; King's College London*

Inari Harjuniemi, *University of Turku*

Virpi Pöyhönen, *University of Turku*

Takuya Yanagida, *Universität Wien*

Elisa Poskiparta, *University of Turku*

Christina Salmivalli, *University of Turku*

Thursday, October 26

15:00 – 15:45

SESSION – Exploring the Impact of Bullying Victimization on Adolescent Mental Health
305A

▶ **The Association between Bullying Victimization and Self-Harm among Adolescents, and the Role of Sex: Preliminary Findings From The Reach Study, An Accelerated Cohort Study of South London Adolescents**

Emma Wilson, *King's College London*
Charlotte Gayer-Anderson, *King's College London*
Colette Hirsch, *King's College London*
Gemma Knowles, *King's College London*
Rachel Blakey, *King's College London*
Samantha Davies, *King's College London*
Aisha Ofori, *King's College London*
Ioannis Bakolis, *King's College London*
Ulrich Reininghaus, *Central Institute of Mental Health*
Seeromanie Harding, *King's College London*
Craig Morgan, *King's College London*

▶ **The Mediating Role of Just World Beliefs in the Relationship Between Bullying Victimization and Anxiety**

Daniel Graf, *University of Turku*
Takuya Yanagida, *Universität Wien*
Christina Salmivalli, *University of Turku*

▶ **Does Authentic Self-Esteem Buffer the Negative Effects of Bullying Victimization on Social Anxiety and Classroom Concentration? Evidence from a Short-Term Longitudinal Study with Early Adolescents**

Peter Macaulay, *University of Derby*
Michael Boulton, *University of Chester*

15:00 – 15:45

SESSION – Complexities of Bullying: Personality, Moral Disengagement, and Bystander Behavior 305B

- ▶ **Exploring Personality and its Influence on Three Measurements of Direct and Indirect Bullying**
Elizabeth Al-Jbouri, *Brock University*
Natalie Spadafora, *Brock University*
- ▶ **Bullying and Moral Disengagement: A Five-Wave Random Intercept Cross-Lagged Panel Analysis**
Marlene Bjärehed, *Kristianstad University*
Björn Sjögren, *Linköping University*
Robert Thornberg, *Linköping University*
- ▶ **Moral Disengagement, Self-Determination, and Bystander Behaviors in School Bullying: Structural Equation Modelling and Mediation Analyses**
Tomas Jungert, *Lund University*
Robert Thornberg, *Linköping University*
Jun Sung Hong, *Wayne State University*

SESSION – Promoting Online Safety and Well-Being: Collaborative Interventions Against Cyberbullying and Digital Harm 306A

- ▶ **Intervening Against Cyberbullying: The Importance of Collaboration between Actors**
Hildegunn Fandrem, *Norwegian Centre for Learning Environment and Behavioural Research in Education*
Ida Sjørso, *University of Stavanger*
- ▶ **NettOpp – A Mobile App for Adolescents who have Experienced Cyberbullying and Other Negative Incidents Online**
Henriette Kyrrestad, *Regional Center for Child and Youth Mental Health and Child Welfare, UiT The Arctic University of Norway*
Helene Høgsdal, *Regional Centre for Child and Youth Mental Health and Child Welfare, UiT The Arctic University of Norway*
Sabine Kaiser, *Regional Centre for Child and Youth Mental Health and Child Welfare, UiT The Arctic University of Norway*
- ▶ **More Than Cyberbullying: Explorations of Digital Harm and Flourishing During a Middle School Digital Wellbeing Intervention**
Rachel Hanebutt, *Vanderbilt University*

Thursday, October 26

16:00 – 17:00

KEYNOTE SESSION — Enrique Chauz, Ph.D.

¿Top-down or Bottom-up?: Insights from 20 years of Socio-emotional Policies to Prevent Bullying in Colombia

Ballroom B

17:00 – 18:00

SPECIAL EVENT — Poster and Cocktail Event

Ballroom C

SPECIAL EVENT — Book Signing

“Bullying Beyond the Schoolyard: Preventing and Responding to Cyberbullying”

Ballroom C

Sameer Hinduja

Justin W. Patchin

18:30 – 21:30

SPECIAL EVENT — Dinner at North Carolina Museum of Natural Sciences

11 West Jones Street, Raleigh, North Carolina



Program by Day

Friday, October 27

Friday, October 27

07:30 – 08:00

Morning Refreshments
Ballroom Lobby

08:00 – 08:15

Opening Remarks
Ballroom B

08:15 – 09:15

KEYNOTE SESSION – Sameer Hinduja, Ph.D.
Teens and Cyberbullying in 2023: What We Know and What We Can Do
Ballroom B

9:30 – 10:15

WORKSHOP – Addressing and Preventing Bullying in Schools Using the KiVa Program
402
Tiina Turunen, *University of Turku*
Jessica Trach, *University of Turku*
Anna Murgu, *University of Turku*

9:30 – 10:15

SYMPOSIUM — Defining and Implementing Insights from the Social Turn in Research and Practice — A Northern European Perspective

306B

Organizer: Frode Restad, *Oslo Metropolitan University*

- ▶ **When Anti-bullying Practices Produce Exclusion**
Helle Rabøl Hansen, *Ilinniartitaanermut Aqutsisoqarfik*
- ▶ **Interprofessional Collaboration to Prevent Bullying In Schools. Tensions and Understandings in The GROM-Project — A Norwegian Perspective.**
Selma Therese Lyng, *Oslo Metropolitan University*
Frode Restad, *Oslo Metropolitan University*
- ▶ **Struggling with Involuntary Social Isolation and The Question Of Bullying: What Can Be Learnt From The Experiences of School Staff in Swedish Elementary Schools?**
Joakim Strindberg, *Linnaeus University*
- ▶ **Dialogue with Pupils on the Understanding of Bullying. How Can the Voices Of Pupils Contribute to The Social Turn Perspective?**
Ingrid Lund, *University of Agder*

DID YOU KNOW?

North Carolina's geography includes mountains to the west of Raleigh. The Blue Ridge Mountains, a physiographic province of the Appalachian Mountains, are known for their blue color when viewed from a distance. The Blue Ridge Mountains in North Carolina are home to Mount Mitchell, the highest peak east of the Mississippi River in the U.S., which stands at 6,684 feet — or 2,037 meters — high. Also within the Blue Ridge Mountains is the Great Smoky Mountains National Park.

Friday, October 27

9:30 – 10:15

SESSION – Bullying Outside of the Academic Classroom 305A

- ▶ **We're just playing – Hidden Bullying Patterns among Children in Everyday Games**
Stine Kaplan Jørgensen, *University College Copenhagen*
- ▶ **Extracurricular Activities and Bullying Involvement**
Lindsey Mirielli, *University of Missouri*
Alberto Valido, *University of North Carolina at Chapel Hill*
Tracey Milarsky, *University of Missouri*
Katherine Graves, *University of Missouri*
Chad Rose, *University of Missouri*
Ashley Woolweaver, *University of North Carolina at Chapel Hill*
Nargiza Buranova, *University of Missouri*
Dorothy Espelage, *University of North Carolina at Chapel Hill*
- ▶ **Instances of Peer Victimization and Fostering Psychological Safety within The Music Classroom**
Jared Rawlings, *University of Utah*

SESSION – Teacher Education and Interventions for Addressing Cyberbullying and Discrimination in Schools 305B

- ▶ **Preventing Discrimination at School: The Teaching Program INGE K. – Intersektionale
GEndeR Kompetenz**
Sabrina Lisi, *Fachhochschule Nordwestschweiz*
- ▶ **Comparison of Student and Teacher Self-efficacy after Completion of The FUSE Programme**
Aikaterini Sargioti, *DCU Anti-Bullying Centre, Dublin City University*
Sandra Sanmartín Feijóo, *DCU Anti-Bullying Centre, Dublin City University*
Angela Kinahan, *DCU Anti-Bullying Centre, Dublin City University*
Darran Heaney, *DCU Anti-Bullying Centre, Dublin City University*
James O'Higgins Norman, *Dublin City University*
- ▶ **How Teachers Perceive and Manage Cyberbullying in the School Environment**
Peter Macaulay, *University of Derby*
Lucy Betts, *Nottingham Trent University*
James Stiller, *University of Chichester*
Blerina Kellezi, *Nottingham Trent University*

9:30 – 10:15

SESSION – Sexting and Its Relationship to Bullying and Intimate Partner Violence 306A

▶ **Non-Consensual Dissemination of Private Sexual Images and Intra Partner Violence: The Mediating Role of Internal Shame on Mental Wellbeing**

Antonella Brighi, *Free University of Bozen*
Alberto Amadori, *Free University of Bozen*
Damiano Menin, *University of Ferrara*

▶ **Non-Consensual Sexting: What is its Relationship to Cyberbullying, Sexism, and Romantic Love Myths?**

Rosario Del Rey, *Universidad de Sevilla*
Mónica Ojeda, *Universidad de Sevilla*
María García-Jiménez, *Universidad de Sevilla*
Mercedes Durán, *Universidad de Sevilla*

▶ **When Sexting is Bullying: Coercion, Pressure and Unauthorized distribution**

Elizabeth Englander, *Massachusetts Aggression Reduction Center, Bridgewater State University*
Meghan McCoy, *Massachusetts Aggression Reduction Center, Bridgewater State University*

10:30 – 11:30

KEYNOTE SESSION – Heng Choon “Oliver” Chan, Ph.D.

The Victim-Offender Overlap in Bullying and School Violence: A Psycho-Criminological Perspective
Ballroom B

Friday, October 27

11:30 – 12:30

Lunch
Ballroom A

12:45 – 13:30

WORKSHOP — Fostering Civil Interactions in the Metaverse

402

Sameer Hinduja, *Florida Atlantic University*

Tami Bhaumik, *Roblox*

SYMPOSIUM — Teachers' Responses to Bullying and Promotion of Healthy Peer Relationships: A Systematic Review, Interview Study, and Teacher Training

306B

Organizer: Hilde Colpin, *KU Leuven*

▶ **Teachers' Responses to Incidents of Bullying among Students: A Systematic Review on How Teachers React To and Manage Bullying Situations**

Saskia Fischer, *Brandenburg University of Technology*

Rachel Maunder, *University of Northampton*

Sheri A. Bauman, *University of Arizona*

Ludwig Bilz, *Brandenburg University of Technology*

Herbert Scheithauer, *Freie Universität Berlin*

▶ **Teachers as Bystanders in Bullying at School: Uncovering Helpful and Harmful Teacher Responses to Bullying**

Karliën Demol, *KU Leuven*

Karine Verschueren, *KU Leuven*

Christina Salmivalli, *University of Turku*

Wendy Troop-Gordon, *Auburn University*

Hilde Colpin, *KU Leuven*

▶ **Developing Training for Educators to Intervene in Bullying and Teen Dating Violence**

Wendy Craig, *Queen's University*

12:45 – 13:30

SESSION – Methodological Issues in Bullying Research 305A

- ▶ **Imbalance of Power in The Measurement of Bullying: Real or Epiphenomenon?**
Roberto Parada, *Western Sydney University*
- ▶ **Using Qualitative Methods to Measure and Understand Key Features of Adolescent Bullying: A Call to Action**
Natalie Spadafora, *Brock University*
Anthony Volk, *Brock University*
Andrew Dane, *Brock University*

SESSION – Cyberbullying in Later Adolescence 305B

- ▶ **Cyber-Victimization and Addictive Phone Use: Indirect Effects of Depression and Anxiety Among College Students**
Stephanie Fredrick, *University at Buffalo*
Sarah Domoff, *Central Michigan University*
Katie Avery, *Central Michigan University*
- ▶ **The Perspectives of University Students on the Availability and Effectiveness of Cyberbullying Prevention and Response Initiatives on Post-Secondary Campuses**
Molly-Gloria Patel, *Western University*
Anabel Quan-Haase, *Western University*

Friday, October 27

12:45 – 13:30

SESSION – Policy and Legal Approaches to Addressing Bullying and School Violence
306A

▶ **Legal Cases Against US Schools After Serious Harm: Learning from Failure to Advance Anti-Bullying Efforts**

Kelly Champion, *Cadeus Behavioral Health*

▶ **What is the Cost of Free Speech for Entertainment? A Missed Opportunity by the Supreme Court of Canada to Reduce Offensive Speech and Protect Marginalized Youth**

Farah Stonebanks, *McGill University*

Sarah Zreim, *McGill University*

Shaheen Shariff, *McGill University*

13:45 – 14:30

SPECIAL SESSION — How are Social Media Platforms Tackling Bullying, Harassment, and Abuse?

Ballroom B

Moderator: Sameer Hinduja

Featuring: Viraj Doshi, *SnapChat*

Dayna Geldwert, *Instagram*

Tracy Elizabeth, *TikTok*

14:45 – 15:30

CLOSING CEREMONY

Ballroom B

DID YOU KNOW?

Approximately 200 miles east of Raleigh, North Carolina is home to 320 miles of coastline. The North Carolina coast is home to beaches and iconic lighthouses, including the Cape Hatteras Light Station. Kitty Hawk, located on North Carolina's Outer Banks, is the location for humankind's first ever powered flight. At 10:35 a.m., on December 17, 1903, Wilbur and Orville Wright launched the first powered, controlled flight of a heavier-than-air flying machine, flying for 12 seconds. The brothers made three more flights that day, the longest covering 852 feet in 59 seconds.

Posters

A1 The Prevalence of Bullying Behaviours in Schools in England, and the Associations with School Experience and Pupil Wellbeing

Susanne Robinson, *Goldsmiths University of London*
Peter Smith, *Goldsmiths University of London*

A2 Effects of Defending Victimized Students on Social-Emotional Adjustment: Do Relationships with Peers and Teachers Matter?

Hilde Colpin, *KU Leuven*
Anouck Lubon, *KU Leuven*
Chloë Finet, *KU Leuven; University of Antwerp*

A3 Examining the School-based Bullying Reality-Practice Intervention Gap – A Collaborative Social and Systems Innovation Approach

Roderick Sherlock, *InfoNet Blaise Pascal*

A4 The Nature And Impact Of Appearance-Related Bullying: A Systematic Review

Katelynn Wilson, *University of York*
Nathalie Noret, *University of York*

A5 Academic Competition and Bullying

Perla Matusof, *Brock University*

A6 Bidirectional Associations Between School-Based Relationships and Bullying Role Participant Behaviors

Julia Ogg, *Northern Illinois University*
Michelle Demaray, *Northern Illinois University*
Christine Malecki, *Northern Illinois University*
J. Woody Johnson, *Northern Illinois University*

A7 Inappropriate Voices in the Classroom – How to Oblige Them?

Kit Stender Petersen, *University College Absalon*
Ditte Dalum Christoffersen, *University College Absalon*

A8 Understanding Children and Adolescents' Experiences Being Bullied: A Mixed-Methods Study

Makenna Snodgrass, *Wichita State University*
Samantha Gregus Slade, *Wichita State University*
Sarah Smith, *Wichita State University*
Sarah McGill, *Wichita State University*

A9 Evaluation of Police Employees' Role in Bullying Prevention and Intervention in Hungarian Schools

Gabriella Kulcsár, *University of Pécs*

A10 European Young Researchers Network on Teachers' Role in School Bullying: Where Do We Stand and Where Do We Go?

Saskia Fischer, *Brandenburg University of Technology*
Antonia Paljakka, *University of Vienna*
Karlien Demol, *KU Leuven*

B1 High School Teacher Bullying and Student Risk Behavior

Jordan Kerere, *University of Virginia*
Jenn Maeng, *University of Virginia*
Dewey Cornell, *University of Virginia*

B2 The National Strategy for Addressing Bullying in Schools: A logic model from UAE Policymaker's Insights

Alfan Alketbi, *UAE University*

B3 Bullying in Physical Education: An Investigation of Teachers' Intervention Strategies

Mengyi Wei, *Arizona State University*
Kim Graber, *University of Illinois Urbana-Champaign*

B4 Catch Bullying Behavior Before It Begins

Suzanne Mulcahy, *Zero Bullies*

B5 Always Take Action – To Translate Research on Bullying Into Popular Communication

Marie Ahlén, *Friends*

B6 The Use of Literature in Bullying Prevention: Building Comprehensible Linguistic, Cultural and Symbolic Concepts through Fictional Books for K-12 Brazilian Students

Benjamim Horta, *Abrace – Programas Preventivos*

B7 Chat Buddy Victor – A Creative Prevention Project for Children Between 3 and 5 Years Old

Fried Ringoot, *I Feel Good – School Without Bullying*
Christian Agneessens, *I Feel Good – School Without Bullying*

B8 Engage Students to Embrace Civility: Why What Schools are Doing to Reduce and Respond to Bullying is Not Working and How to Positively Engage Students to Maintain Positive Relationships

Nancy Willard, *Embrace Civility*

B9 Research on the Use of IoT to Promote Children’s Help-Seeking Behavior

Junya Kubo, *Miyagi University of Education*

Xiao Qi, *Iftiny*.

Takuya Konno, *Toinx Co.*

Yoshiteru Nozawa, *Miyagi University of Education*

B10 The Digital Twin Against Bullying – A Preventive AI-tool for Safer Schools

Ylva Christiansson, *Friends*

Magnus Loftsson, *Friends*

Björn Johansson, *Örebro University*

Mikael Ekström

C1 Children’s Viewpoint on Bullying is More Powerful Based on Their Drawings than Verbal Disclosure

Muhammad Waseem, *Lincoln Medical Center*

Bronx New York

C2 Prevent Bullying with Knowledge and Learning Humility

Victor Woods

C3 Transforming Bullying into Rich and Robust Equality

Eirin Annamo, *Innland University of Applied Sciences*

Bjørn O. Larssen, *Innland University of Applied Sciences*

C5 To Help or Not to Help? The Contribution of Emotional and Moral Variables on Bystanders’ Decision-Making Against Sexual Harassment Using Virtual Reality

Rosario Del Rey, *Universidad de Sevilla*

Virginia Sánchez-Jiménez, *Universidad de Sevilla*

Noelia Muñoz-Fernández, *Universidad de Sevilla*

María-Luisa Rodríguez-de Arriba, *Universidad de Sevilla*

Estrella Durán-Guerrero, *Universidad de Sevilla*

Javier Ortega-Rivera, *Universidad de Sevilla*

C6 Promoting Positive Bystander Behavior Through Inclusive School Programming

Andrea Cahn, *Special Olympics North America*

Holly Jacobs, *Center for Social Development*

and Education

Ashlyn Smith, *Special Olympics*

C7 Staffs Role in Negative Actions Between Toddlers in Norwegian ECEC

Ingrid Løkken, *University of Stavanger*

Ellen Elvethon, *University of Stavanger*

Helene Berntsen Svennson

Thomas Moser, *University of Stavanger*

C8 The Collaboration of the Social Fabric in the City of Barcelona in the Design and Implementation of Comprehensive Prevention and Detection Programs Within the Framework of the Certification of Good Practices for Addressing Bullying.

Ariadna Troya, *PDA Bullying*

Ramiro Ortegón, *PDA Bullying*

Mònica Donellan, *Equip SEER*

Gabriela Rangel-Rodríguez, *Equip SEER*

C9 European Therapeutic Center for Self

Catherine Verdier, *Psyfamille*

C10 Defining and Identifying Evidence-Based Bullying Prevention Programs

Madison Imler, *University of Missouri*

Lindsey Mirielli, *University of Missouri*

Chad Rose, *University of Missouri*

Katherine Graves, *University of Missouri*

D1 Teacher Identity and Bullying – Perspectives from Teachers During Professional Development

Anne Drescher, *University of North Carolina at Chapel Hill*

Tracey Milarsky, *University of Missouri*

Graceson Clements, *University of North Carolina at Chapel Hill*

America El Sheikh, *University of Florida*

Rachel Hanebutt, *Vanderbilt University*

Katherine Graves, *University of Missouri*

Luz Robinson, *University of North Carolina at Chapel Hill*

Alberto Valido, *University of North Carolina at Chapel Hill*

Dorothy Espelage, *University of North Carolina at Chapel Hill*

Chad Rose, *University of Missouri*

D2 Decreasing Bullying in Children and Adolescents by Educating About its Potential Consequences – An Experimental Intervention Study

Anna-Luisa Kranhold, *Mental Health Research and Treatment Center, Ruhr-University Bochum*

Babett Voigt, *Mental Health Research and Treatment Center, Ruhr-University Bochum*

Silvia Schneider, *Mental Health Research and Treatment Center, Ruhr-University Bochum*

D3 Bullying Prevention in Community-Based Youth-Serving Organizations: Lessons Learned by Researchers and Practitioners

Sue Limber, *Clemson University*

Jordan Britt, *Clemson University*

Jenneil Charles, *Clemson University*

Jane Riese, *Clemson University*

Jan Urbanski, *Clemson University*

D4 Preventing Bullying Within and Through Football

Li Åsebring, *Friends*

Maria Persson, *Friends*

Posters

D5 Before – Anti-Bullying Education For Sports Coaches

Li Åsebring, *Friends*
Maria Persson, *Friends*

D6 Is Involvement in Bullying Associated With Increased Risk for Concussion and Physical Injuries Outside of Sports?

Cameron Hines, *Queen's University*
Wendy Craig, *Queen's University*

D7 High School Musician's Willingness to Intervene in School-based Relational Aggression Victimization Experiences

Jared Rawlings, *University of Utah*

D8 Relational Aggression and Perceptions of Youth Empowerment Within a Secondary School Instrumental Music Program

Jared Rawlings, *University of Utah*

D9 A Content Analysis of Bullying Involvement Measurement Scales for K-12 Students

Katherine Graves, *University of Missouri*
Lindsey Mirielli, *University of Missouri*
Cannon Ousley, *University of Missouri*
Chad Rose, *University of Missouri*

D10 Exploration of Participant Role Questionnaire as a New Self-Report Measure

Ruth Pearson, *Bangor University*
Susan Clarkson, *Bangor University*
Margiad Williams, *Bangor University*
Judy Hutchings, *Bangor University*

E1 Learning Environment Survey, Grades 1-4

Janne Stoen, *Norwegian Centre for Learning Environment and Behavioural Research in Education*
Kari Stamland Gusfre, *Norwegian Centre for Learning Environment and Behavioural Research in Education*
Dziuginta Baraldsnes, *Norwegian Centre for Learning Environment and Behavioural Research in Education*
Johannes Nilsson Finne, *University of Stavanger*

E2 Psychometric Properties of the Multidimensional Bystander Responses to Racist Hate Speech Scale and its Associations with Empathy and Moral Disengagement

Sebastian Wachs, *University of Potsdam*
Ludwig Bilz, *Brandenburg University of Technology Cottbus-Senftenberg*
Alexander Wettstein, *Bern University of Teacher Education*

E3 Ratings on Bullying of Students With and Without Behavioral Disorders: Discrepancies Among Multiple Ratings

Jeong il Cho, *Purdue University Fort Wayne*

E4 Teaching Digital Citizenship to Address Cyberbullying in Schools

Chad Rose, *University of Missouri*
Madison Imler, *University of Missouri*
Tracey Milarsky, *University of Missouri*
Katherine Graves, *University of Missouri*
Lindsey Mirielli, *University of Missouri*
Wenxi Yand, *University of Missouri*
Cannon Ousley, *University of Missouri*
Tiffany Crawford, *University of Missouri*

E5 Teaching to Recognize and Prevent Cyberbullying Among K-12 Students

Alisa Wickliff, *UNC Charlotte*
David Pugalee, *UNC Charlotte*

E6 Is Cyberbullying an Extension of Traditional Bullying or a Unique Phenomenon? A Longitudinal Investigation Among College Students

Robin Kowalski, *Clemson University*
Gary Giumetti, *Quinnipiac University*

E7 Social Media, Cyberbullying, and Psychosocial Outcomes: A Problem-Behaviour Perspective

Kyla Mayne, *Queen's University*
Wendy Craig, *Queen's University*
Anna Gustafsson, *Queen's University*

E8 Psychological Impacts of Cyberbullying Through Deepfakes: Considerations for K-12 Educators

Aalyia Rehman, *Ontario Tech University*
Jennifer Laffier, *Ontario Tech University*

E9 Digital Technologies and Children's online safety education: A Scoping Review

Maryam Esfandiari, *DCU Anti-Bullying Centre*
Derek A. Laffan, *DCU Anti-Bullying Centre*
Sandra Sanmartín Feijóo, *DCU Anti-Bullying Centre*
Tijana Milosevic, *Dublin City University*
Carol O'Toole, *DCU Anti-Bullying Centre*
James O'Higgins Norman, *Dublin City University*

E10 Boost User Retention by Promoting Healthy and Positive Behaviors

Matthew Soeth, *Spectrum Labs AI*

Hill Stark, *Spectrum Labs AI*

Kris McGuffie, *Spectrum Labs AI*

F1 Consequences of cyberbullying in the real world.

Andrey Sidenko, *Kaspersky*

F2 Cyberbullying and Depressive Symptomatology in Chilean Adolescents and Young Adults: The Moderating Effect of Life Satisfaction.

Elizabeth Pardo-Gonzalez, *Universidad Católica del Maule*

Jorge Varela, *Universidad del Desarrollo*

Sidclay B. Souza, *Universidad Católica del Maule*

F3 Mattering Matters: Examining the Moderating Role of Mattering in Cyberbullying Victimization-Outcome Relationships Among College Students

Gary Giumetti, *Quinnipiac University*

Robin Kowalski, *Clemson University*

F4 Not feeling safe at school and associations with cyber sexual harassment and cyber bullying victimization in Sweden

Heléne Dahlqvist, *Mid Sweden University*

Katja Gillander Gådin, *Mid Sweden University*

F5 Empirical investigation of industry-based artificial intelligence (AI) moderation tools for online bullying and harassment

Kanishk Verma, *Dublin City University*

Tijana Milosevic, *Dublin City University*

Brian Davis, *Dublin City University*

F6 Artificial Intelligence to Combat Cyberbullying

Elena Sidorova, *4INDATA*

Mahdi Amazouz, *4INDATA*

Aymen Khelifi, *4INDATA*

F7 The influence of gender perceptions on bullying dynamics

Frederikke Knage, *Aarhus University*

Penille Rasmussen, *Aarhus University*

Kirstine Høgsbro, *Aarhus University*

F8 Gender Equality Matters: A precious 'GEM' to tackle Gender-based Bullying through a whole-school community educational programme

Seline Keating, *Dublin City University Anti-Bullying Centre*

Catherine Baker, *Dublin City University Anti-Bullying Centre*

F9 Using Participatory Action Research (PAR) to explore Gender bullying in a private day and boarding school

Audrey Doyle, *Dublin City University*

Niamh O'Brien, *Anglia Ruskin University*

F10 Factors influencing the provision of all-gender toilets in Western Australian schools

Jacinta Francis, *Telethon Kids Institute;*

University of Western Australia

Pratishtha Sachan, *Curtin University*

Zoe Waters, *Telethon Kids Institute;*

University of Western Australia

Gina Trapp, *Telethon Kids Institute;*

University of Western Australia

Natasha Pearce, *Telethon Kids Institute;*

University of Western Australia

Sharyn Burns, *Curtin University*

Ashleigh Lin, *Telethon Kids Institute;*

University of Western Australia

Donna Cross, *Telethon Kids Institute;*

University of Western Australia

G1 Misogyny in the Metaverse: Leveraging Policy and Education to Address Technology-Facilitated Violence

Sarah Zreim, *McGill University*

Shaheen Shariff, *McGill University*

Farah Stonebanks, *McGill University*

G2 A systematic review of school victimization of students with disabilities

Yeji Kim, *University of Texas at Austin*

G3 "They're Not Trying to be Racist": The Roles of Whiteness and Ableism in Sustaining Bullying and Discursive Violence in Schools

Kathleen Collins, *Penn State University*

Manuel Ostos, *Penn State University*

G4 Understanding and Preventing Islamophobia in Schools

Nadin Abu Khalaf, *University of North Carolina at Chapel Hill*

Ashley Woolweaver, *University of North Carolina at Chapel Hill*

Rosyln Reynoso Marmolejos, *University of North Carolina*

at Chapel Hill

Grace Little, *University of North Carolina at Chapel Hill*

Katheryn Burnette, *University of North Carolina at Chapel Hill*

Dorothy Espelage, *University of North Carolina at Chapel Hill*

Posters

G5 Cultural Value Orientation as a Predictor of Adolescent Bullying Behavior

Erah Ali, *Wichita State University*

Samantha Gregus Slade, *Wichita State University*

G6 The Impact of Islamophobia and Social Media on Muslim American Students' Mental Health in School Settings in North Carolina.

Noorhan Abu Khalaf, *East Carolina University*

Alice Richman, *East Carolina University*

Essie Torres, *University of North Carolina at Chapel Hill*

G7 The Relationship between Peer victimization and Suicide-Related Disclosure among Adolescents from Diverse Backgrounds

Muhammad Waseem, *Lincoln Medical Center Bronx New York*

Sarah Sullivan, *Graduate Center, City University of New York*

Ana Ortin-Peralta, *Yeshiva University*

Christina Rombola, *Graduate Center, City University of New York*

Evan Gilmer, *Graduate Center, City University of New York*

Regina Miranda, *Hunter College and Graduate Center, City University of New York*

G8 Evaluating Differences in Elementary Students' Peer Victimization by Race and Disability

Sarah Manchanda, *University of California, Berkeley*

G9 Parent-Teacher Collaborations in Preventing and Tackling Bullying and Cyberbullying: A Systematic Review

Peter Macaulay, *University of Derby*

Dziuginta Baraldsnes, *University of Stavanger*

Hannah Brett, *Goldsmiths University of London*

Antonia Paljakka, *University of Vienna*

Saskia Fischer, *Brandenburg University of Technology*

G10 Sibling Aggression and Abuse Research and Advocacy Initiative (SAARA)

Corinna Tucker, *University of New Hampshire*

Tanya Rouleau Whitworth, *University of New Hampshire*

David Finkelhor, *University of New Hampshire*

H1 Parental Mediation of Children's Internet Use Before and After Parental Awareness of Online Risks

Seffetullah Kuldass, *University of Oslo; Dublin City University*

Aikaterini Sargioti, *Dublin City University*

James O'Higgins Norman, *Dublin City University*

H2 Helping Parents Help Their Cyberbullied Child: Digital Limits vs Social Support Techniques

Elizabeth Englander, *Bridgewater State University*

Meghan McCoy, *Bridgewater State University*

H3 Parental School-based Involvement, Student-Teacher Relationship, and Student Victimization by Teachers in Early Adolescence

Ji-Kang Chen, *Chinese University of Hong Kong*

Hexin Yang, *Wuhan University*

Chaoyue Wu, *UCLA*

H4 Parental Mediation and Cyberbullying: Examining the Role of Parents' Knowledge of Adolescent Online Involvement in a Diverse and Multicultural Society

Noam Lapidot-Lefler, *Oranim Academic College of Education*

H5 I Feel Guilty That We Didn't Do More to Intervene... The Impact of Young Peoples' Experiences on Their Parents'/Careers' Mental Health

Nathalie Noret, *University of York*

H6 Relationships Between Parental Moral Disengagement, Parents' Attitudes Supporting Violence and Preschoolers' Aggressive Behaviours: Can Children-Teacher Closeness Moderate These Potential Relationships?

Raúl Navarro, *University of Castilla-La Mancha*

Beatriz VÍllora, *University of Castilla-La Mancha*

Santiago Yubero, *University of Castilla-La Mancha*

Elisa Larrañaga, *University of Castilla-La Mancha*

H7 The Development of a Good and Safe School Environment: Strengthening School and Home Collaboration From Parents/ Legal Guardians Being Information Receivers to Engaging as Participants in School Bullying Prevention

Dziuginta Baraldsnes, *Norwegian Centre for Learning*

Environment and Behavioural Research in Education, UiS

André Baraldsnes, *Norwegian Centre for Learning Environment and Behavioural Research in Education, UiS*

Guttorm Helgøy, *Norwegian Centre for Learning Environment and Behavioural Research in Education, UiS*

H8 Hippocampal Volume as a Biomarker of Sensitivity to Social Environments in the Transition to Adolescence

Matias Martinez, *Northwestern University*
Beiming Yang, *Northwestern University*
Claudia Haase, *Northwestern University*
Yang Qu, *Northwestern University*

H9 Post-Pandemic Mental Wellness in Children and Youth in NYC: Perspectives Gained from Youth Listening Sessions

Muhammad Waseem, *Lincoln Medical Center, Bronx, New York*
Jennifer De La Cruz, *Youth Advocacy Corps*
Anthony Otten, *New York Psychotherapy & Counseling Center*
Nelson Mar, *Education Law Unit Bronx Legal Services*

H10 Children's Social and Psychological Adjustment during COVID-19

Sarah Smith, *Wichita State University*
Makenna Snodgrass, *Wichita State University*
Erah Ali, *Wichita State University*
Elissa Failes, *Wichita State University*
Melissa Faith, *Johns Hopkins Medicine*
Juventino Hernandez Rodriguez, *University of Texas Rio Grande Valley*
Samantha Gregus Slade, *Wichita State University*

I1 Victimization During the COVID Era

Katherine Graves, *University of Missouri*
Lindsey Mirielli, *University of Missouri*
Chad Rose, *University of Missouri*
Dorothy Espelage, *University of North Carolina at Chapel Hill*

I2 Bullying Trends in the U.S. Before and During the COVID-19 Pandemic: An Updated Meta-Regression

Reeve Kennedy, *East Carolina University*



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OUR GLOBAL CAUSE

In 2022, we adopted intimidation as our global cause. We created the **RIDE OUT INTIMIDATION** program in hopes of generating a meaningful and lasting impact in the communities where we operate.



OUR PILLARS

The program focuses on projects targeting **YOUTH** in schools, **ADULTS** in the workplace, and **MARGINALIZED COMMUNITIES.**





OUR COMMITMENT

Since Ride Out Intimidation was created, we have invested over **2.5 MILLION GLOBALLY** in relevant and purposeful initiatives to counter intimidation and raise awareness.

OUR PARTNERSHIPS

We have teamed up with the **WORLD'S BEST ANTI-BULLYING ORGANIZATIONS** and will continue to do so.



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