



World Anti-Bullying Forum

June 11 – 13, 2025
Stavanger, Norway

POWERED BY



Hosted by



Centre for Learning Environment
Norwegian Centre for Learning Environment
and Behavioural Research in Education

University of Stavanger

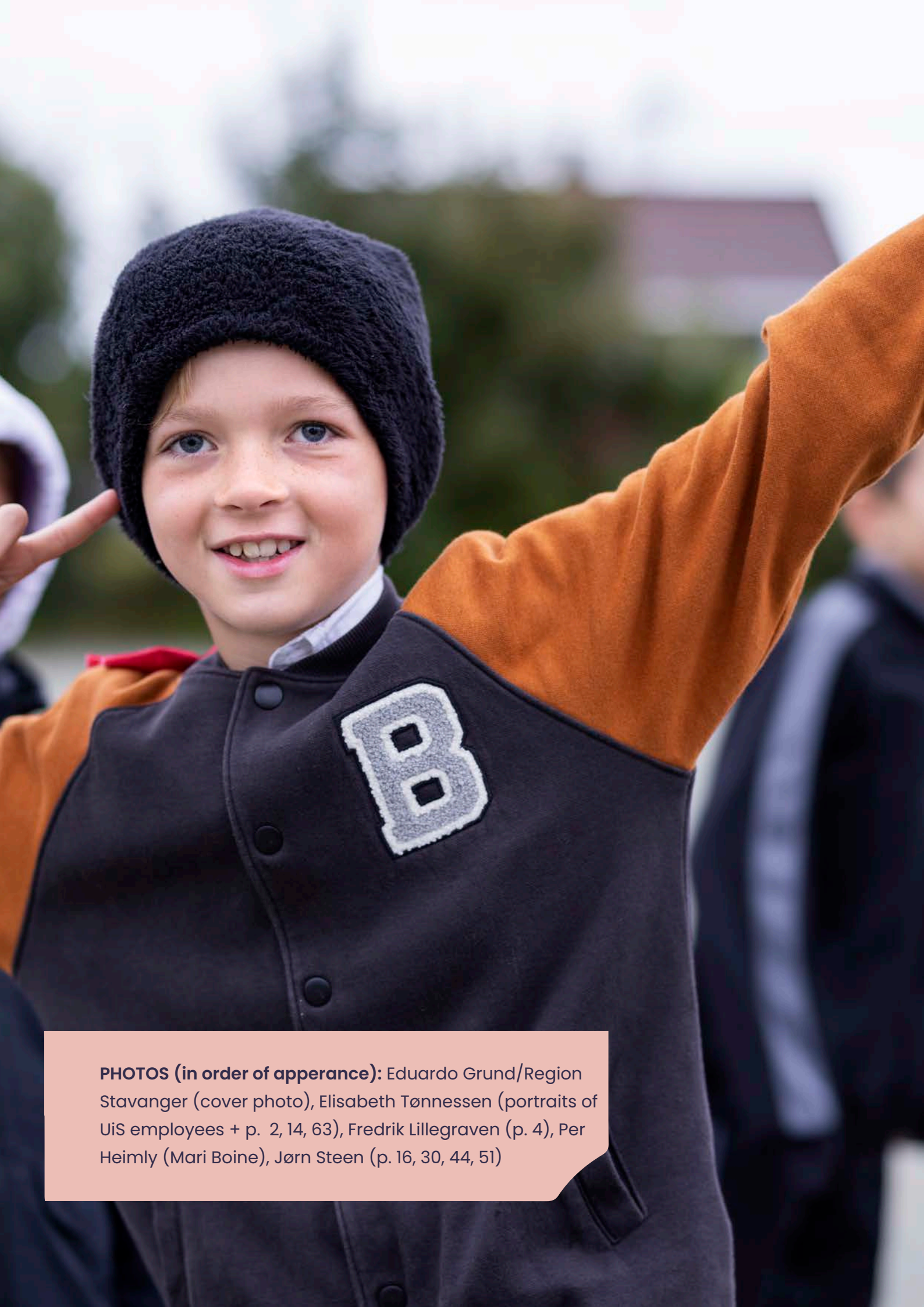


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PHOTOS (in order of apperance): Eduardo Grund/Region Stavanger (cover photo), Elisabeth Tønnessen (portraits of UiS employees + p. 2, 14, 63), Fredrik Lillegraven (p. 4), Per Heimly (Mari Boine), Jørn Steen (p. 16, 30, 44, 51)

Welcome from the Organizer



Welcome to Norway! – and to Stavanger!

I'm thrilled that we are finally gathered, for the 5th World Anti Bullying Forum and that we have participants from almost every corner of the world. The worldwide presence at WABF is a powerful reminder that the work against bullying is a truly global issue, and that change can happen when we unite across borders, cultures and perspectives.

The academic program this year will cover interdisciplinary perspectives on various aspect of bullying and inclusion. We believe that this year's effort of bringing together experts from

various fields will enrich our discussions and solutions. A spesific focus in WABF 2025 will, through the keynote speakers, be paid to the topics of bias-based bullying, consequences of bullying, cyberbullying, teacher bullying, bullying in early childhood education, as well as bullying and school climate. In this year's forum, we will also, compared to previous forums, have an increased number of participants from early childhood education, participants from the practical field, policy makers and NGO's. We believe that addressing bullying from a young age are important, and that engaging those who work directly with children and youth is crucial to bridge the gap between researchers, practitioners, and policymakers.

In addition to the academic program there will be enjoyable social events, either you like music, flowers, boat trip or to hike. Do not miss the special music entertainment the first night. And, our conference dinner will find place at an exotic island, which might make you wonder if you really are in Norway. Finally, those of you who have signed up for the hike to the spectacular Pulpit Rock will have an unforgettable experience.

We will do our very best to make your stay in Stavanger as comfortable as possible. We hope you will be inspired and have many fruitful conversations and that new collaborations will arise over these days, aiming for further efforts to make world a better and more inclusive place for young people.

Hildegunn Fandrem

UNESCO Chair on Diversity, Inclusion and Education

Professor in Special Education

Norwegian Centre for Learning environment and Behavioural Research in Education

University of Stavanger

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

North Carolina 2023

Stockholm 2021

Dublin 2019

Stockholm 2017

WABF 2025 Host



The Norwegian Centre for Learning Environment and Behavioral Research in Education (Centre for Learning Environment), University of Stavanger (UiS), is both a Research Centre and a National Education Centre, assisting the national educational authorities in their work to implement the national educational policy in preschools and schools in Norway.

Due to the Centre's dual focus, our main goals are two-fold. On the one hand, our aim is to produce state-of-the-art research-based knowledge on learning environment in kindergarten and schools and on socio-emotional developmental challenges among children and youth. On the other hand, we seek to provide developmental resources and support for preschools and schools in their work to promote a healthy learning environment and to effectively tackle and prevent learning environment related problems among children and youth.

The work of the Centre for Learning Environment is tightly connected to and reflects the current society and societal changes and development, which characterize childhood and youth today and in the future.

Local Organizing Committee



From left: Elisabeth Stray Gausel, Ina Midttveit, Dag Jostein Nordaker, Hildegunn Fandrem and Ingar Lee

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.

Friends initiated World Anti-Bullying Forum in 2017 to end violence against and between children in accordance with the UN's sustainable development goals.



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

Working with 194 Member States, UNESCO sets global standards, develops tools, and shares knowledge to tackle major challenges — such as protecting biodiversity, responding to artificial intelligence, advancing quality education and ensuring access to reliable information .



Partnership Against Bullying Norway is a broad coalition between the Norwegian government and 14 national organizations who share a vision of inclusive learning environments free from bullying for all children.

The partnership members include (in alphabetical order): Association of NGOs in Norway, Association of Private Schools, Association of School Leaders, National Group of Public Health Nurses, National Parent's Committee for Early Childhood Education and Care, National Parent's Committee for Primary and Secondary Education, Norwegian Association of Graduate Teachers, Norwegian Association of Local and Regional Authorities, Norwegian Government, Norwegian Union of Municipal and General Employees, Norwegian Union of School Employees Private Kindergartens Federation, Sami Parliament School Student Union of Norway, Union of Education Norway

Sponsors

Presenting Sponsor



BRP is a global leader in the world of powersports products and propulsion systems built on 80 years of ingenuity and intensive consumer focus. Through its portfolio of industry-leading and distinctive brands featuring Ski-Doo, Lynx, Can-Am and Rotax, BRP unlocks exhilarating adventures and provides access to experiences across different playgrounds.

Headquartered in Quebec, Canada, BRP has a workforce of approximately 16,500 driven, resourceful people across the world and its products are sold in 130 countries.

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

Sponsors

The Sámi Parliament



The Norwegian Association of Local and Regional Authorities



Olweus Bullying Prevention Program



Norwegian Union of Social Educators and Social Workers



About the Presenting Sponsor



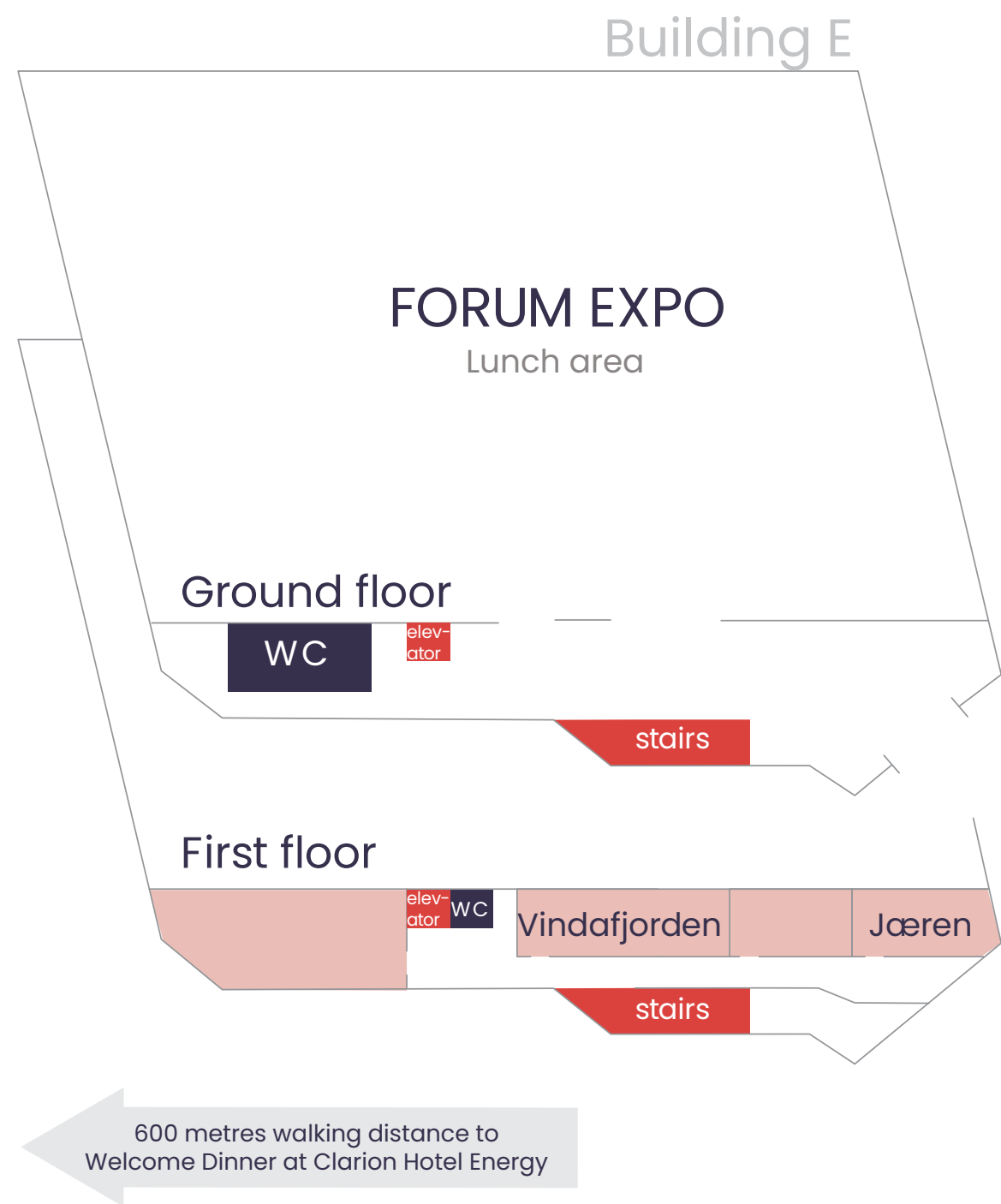
In 2022, BRP launched its global corporate cause under the banner of Ride Out Intimidation. Through this program, BRP takes a firm stand against intimidation in schools, workplaces and marginalized communities.

“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.”

BRP partners with reputable and impactful organizations globally to put an end to intimidation and bullying. We are proud to have some of them present at the forum this year, such as: Bikers Against Bullies Worldwide, Born This Way Foundation, Bully Zero, Ditch the Label and The Polar Academy. Since the launch of our program, we invested more than CA\$10M in communities to Ride Out Intimidation.

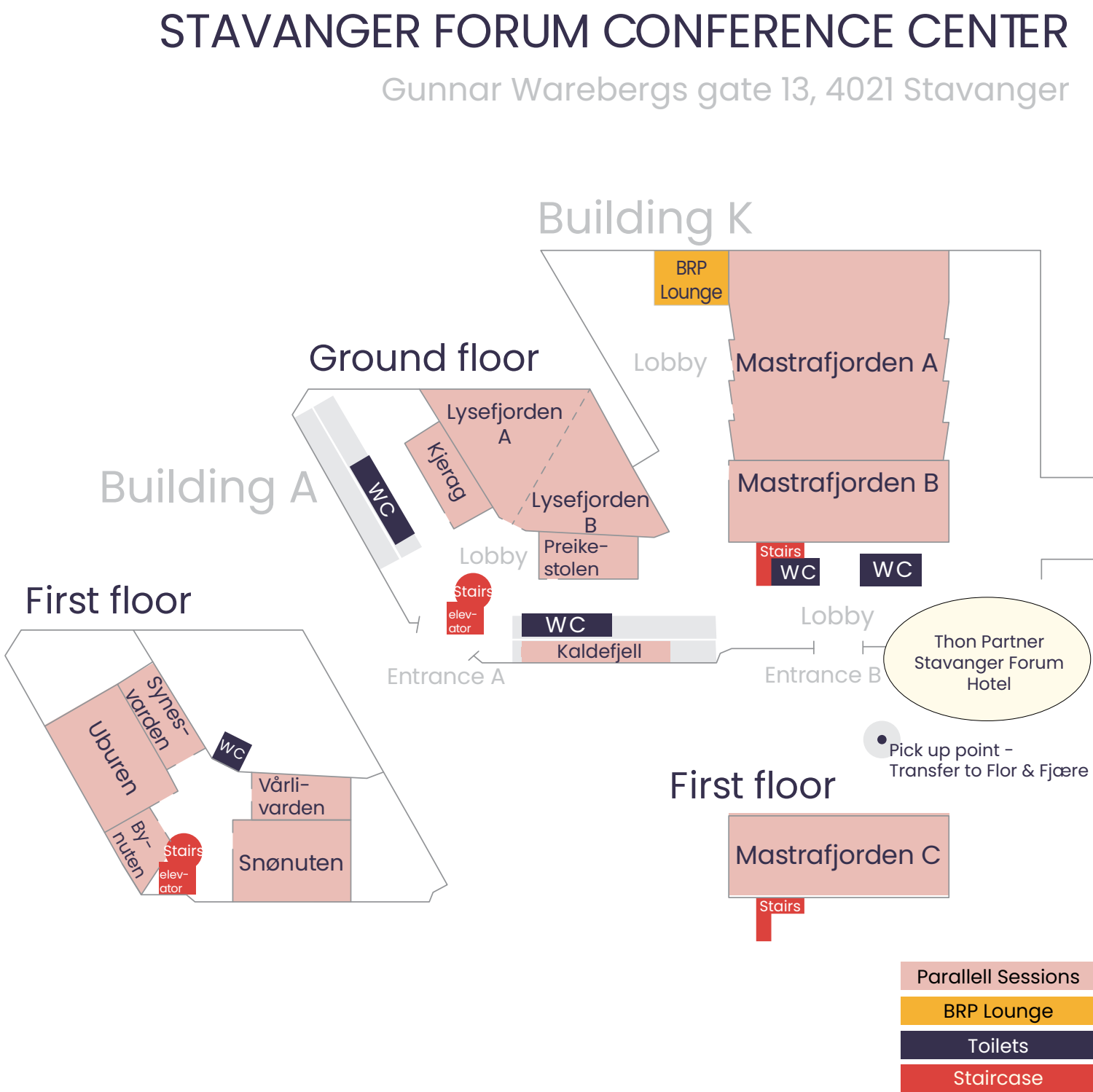
BRP is proud to team up with the World Anti-Bullying Forum for the second edition in a row. We understand the significance of bringing together key stakeholders from all over the world to tackle this important social issue and find solutions to support individuals affected by bullying in their daily lives. At BRP, we strongly believe that by uniting experts and organizations, we can lead the way for meaningful change and work collectively to Ride Out Intimidation in our communities.

Conference information



Walking directions to Welcome Dinner at Clarion Energy Hotel:

From building K/A walk along side of building E, continuing in a straight line for 600 metres. Along the way you walk past Stavanger Ishall and DNB Arena (Icehockey fields, for those who are interested in sports. Stavanger Oilers, Stavangers Icehockey team, ended on 3rd place in the Elitehockeyleague Season 24/25). Clarion Energy Hotel has the shape of an X.



Program at-a-glance

Wednesday, June 11

08:00 – 09:00	Registration
09:00 – 10:00	Opening Ceremony
10:00 – 10:45	Keynote: Professor Anthony A. Peguero
10:45 – 11:00	Break
11:00 – 12:30	Symposia
12:30 – 13:30	Lunch
13.30 – 14:15	Keynote: Professor Tracy Vaillancourt
14:15 – 14:30	Break
14:30 – 16:00	Individual Oral Presentations (Thematic Sessions)
16:00 – 16:15	Break
16:15 – 17:15	Workshops
17:15 – 17:30	Break
17:30 – 17:45	The Norwegian Ombudsperson for Children
17:45 – 18:30	Youth Panel
19:00–	Aperitif and Welcome Dinner at Clarion Energy Hotel

Thursday, June 12

08:30 – 09:15	Keynote: Professor Dagmar Strohmeier
09:15 – 09:45	Partnership Against Bullying
09:45 –10:00	Break
10:00 – 11:30	Symposia
11:30 – 11:45	Break
11:45 – 12:45	Workshops
12:45 – 13:45	Lunch
13:45 – 14:30	Keynote: Professor Insoo Oh
14:30 – 14:45	Break
14:45 – 16:15	Individual Oral Presentations (Thematic Sessions)
16:30/ 17:30	Transfer from Stavanger Forum to boat
17:00/ 18:00	Boat leaves Bekhuskaien for Conference Dinner at Flor & Fjære

Friday, June 13

08:15 – 09:00	Keynote: Professor Ingunn Størksen
09:00 – 09:15	Break
09:15 – 10:45	Symposia
10:45 – 11:00	Break
11:00 – 12:00	Workshops
12:00 – 12:15	Break
12:15 – 13:15	Poster Festival
13:15 – 14:15	Lunch
14:15 – 15:00	Keynote: Professor Robert Thornberg
15:00 – 15:30	Closing Ceremony

Keynote Speakers



Anthony A. Peguero

Foundation Professor of Sociology and Criminology
Arizona State University

Keynote Title: **School Safety and Security: Violence and Victimization Implications for Racially Minoritized Youth in the United States**

Professor Anthony A. Peguero is a Foundation Professor of Sociology and Criminology at Arizona State University. His research interests involve youth violence, the intersection of the educational and juvenile justice systems, socialization and marginalization, racial/ethnic inequality and disparity, and the adaptation of the children immigrants. Prof. Peguero is a member of the National Academies of Sciences, Engineering, and Medicine, Committee on “The Impact of Active Shooter Drills on Student Health and Wellbeing.” He directs the Laboratory for the Study of Youth Inequality and Justice.

This keynote will provide a multilevel overview of the racial/ethnic patterns of bullying within the United States. He will discuss how the pursuit of addressing bullying with stringent school safety and security practices are having disparate implications by students’ race, ethnicity and sex. His talk will also reflect on the complexities of addressing bias-based bullying that occurs within an educational system that has a persistent legacy of inequality.



Tracy Vaillancourt

Professor in Counselling Psychology
University of Ottawa

Keynote Title: **The neurobiology of bullying victimization: Implications for mental health**

Professor Tracy Vaillancourt is a Tier 1 Canada Research Chair in Youth Mental Health and Violence Prevention at the University of Ottawa where she is cross-appointed as a full professor in Counselling Psychology, Faculty of Education and the School of Psychology, Faculty of Social Sciences. Prof. Vaillancourt is also a member of the Brain and Mind Institute, Faculty of Medicine and the Centre for Health Law, Policy, and Ethics, Faculty of Law, Ottawa.

Bullying victimization is common childhood experience that causes profound harm to young people. Although bullying interferes with all aspects of functioning, it has a notable negative impact on mental health. In fact, longitudinal studies point to a causal relation between exposure to bullying and subsequent adjustment problems. In this keynote the neurobiology of bullying victimization will be examined, with a specific focus on how exposure to bullying gets under the skin to confer a risk for mental health problems in children and adolescents.

Keynote Speakers



Dagmar Strohmeier

Professor
University of Applied Sciences Upper Austria

Keynote Title: **Teacher bullying**

Professor Dagmar Strohmeier is Professor at the University of Applied Sciences Upper Austria, Linz in Austria and Professor II at the University of Stavanger in Norway. Her research focuses on peer relations among children and adolescents from a cross-cultural and cross-national perspective, with particular emphasis on immigrant youth. She has developed, implemented and evaluated a program to foster social and intercultural competences in schools (ViSC program) that has been implemented in Austria, Cyprus, Romania, Turkey and Kosovo.

In her presentation, Prof. Strohmeier will discuss how bullying by teachers could be distinguished from related phenomena. She will propose arguments how bullying by teachers could be related to peer bullying and summarize existing evidence. Further she will discuss how bias-based bullying by teachers might harm the positive development of immigrant youth and present available evidence. The presentation will conclude with suggestions on how the bullying by teachers could be integrated in schoolwide anti-bullying efforts.



Insoo Oh

Professor
Ewha Womans University

Keynote Title: **Effective response to the ever-evolving challenges of cyberbullying in Korea**

Professor Insoo Oh, is a professor in the Department of Education at Ewha Womans University in Seoul, Korea. He holds a doctoral degree in Counselor Education from the Pennsylvania State University. Prior to his current position, he served as an Assistant Professor at the University of South Carolina and a Fulbright Scholar at the University of Hawaii-Manoa. His research has focused on bystander's reaction to school bullying and cyberbullying. Prof. Oh's conducted practical preventive intervention research on bullying based on 10 years of public school teacher experience. Recently, he has been interested in interventions that prevent bullying based on positive psychology and social-emotional learning (SEL).

In his speech, Prof. Oh introduces effective response to the ever-evolving challenges of cyberbullying in Korea. Based on a contextual understanding of Korea, the characteristics of the cyberbullying phenomenon in Korea are explained. It introduces not only various interventions and national level programs to reduce cyberbullying in Korea, but also suggestions for effectively preventing cyberbullying in the future.

Keynote Speakers



Ingunn Størksen

Professor of educational psychology
Centre for Learning Environment at the University of Stavanger

Keynote Title: **Prevention of Bullying in Early Childhood Education and Care**

Professor Ingunn Størksen is a professor of educational psychology at the Centre for Learning Environment at the University of Stavanger. She has led multiple research and development initiatives focused on early childhood education and care (ECEC), with particular emphasis on children's emotional development, social skills, and self-regulation. Currently, she leads a large randomized controlled trial (RCT) known as SELMA, which aims to foster children's social and emotional development, well-being, and sense of mastery, thereby helping to prevent bullying and harassment among young children.

Social and emotional development, well-being, and a sense of mastery in early childhood form the foundation for lifelong health, educational achievement, and social adjustment. While the importance of high-quality ECEC is widely recognized, much of the focus remains on pre-academic skills. However, with growing awareness around mental health, positive social interactions, and overall well-being, social and emotional learning (SEL) interventions have become critical for equipping children with the tools they need for lifelong resilience and empathy. This presentation focuses on how early childhood SEL interventions can strengthen children's social skills and prevent bullying.



Robert Thornberg

Professor of Education
Linköping University

Keynote Title: **Social and Moral Processes of School Bullying**

Professor Robert Thornberg is a Professor at Linköping University in Sweden, where he also earned his Ph.D. in Educational Research. His research focuses on school bullying and bystander behaviors related to bullying and peer victimization, particularly in terms of moral and social processes. Prof. Thornberg is currently involved in several funded research projects covering topics such as peer defending, sexual harassment in schools, hate speech, school safety, and the links between class climate, teacher support, bullying, and student engagement. In recognition of his significant contributions to the field, he received the BRNET-WABF Award for Outstanding Contributions to Bullying Research in 2021.

This keynote speech presents research on how involvement in bullying is associated with individual and classroom-level moral disengagement, student-teacher relationship quality, classroom-level authoritative teaching, class climate, and classroom collective efficacy. The findings underscore the importance of considering classroom-level characteristics in the bullying process. Bullying prevention efforts should not only aim to reduce individual moral disengagement but also address classroom-level social and moral dynamics.



Forum Emcee



Brita Strand Rangnes

Associate Professor

Brita Strand Rangnes is an Associate Professor in English-language culture and literature at the University of Stavanger (UiS). From 2017 to 2023, she served as Vice Dean of Education at the Faculty of Arts and Education.

Rangnes is also the founder and former leader of the ECIU Teacher Education Network, a collaboration between European universities focusing on teacher education and societal challenges. She emphasizes the importance of educating teachers not only for the classroom but also to contribute to societal development: *"We develop as a society in schools. [...] This makes teacher education crucial in addressing major societal challenges."*

In addition, Rangnes is active as a literary critic and communicator. She is popular as a moderator and host, and has led numerous events.

Special Guests



Kari Nessa Nordtun

Norwegian Minister of Education

Kari Nessa Nordtun is Norway's Minister of Education, appointed in October 2023. She is a lawyer and a prominent politician representing the Labour Party. The Minister will officially open the Conference.

Before taking on her current ministerial role, Nordtun served as the Mayor of Stavanger from 2019 to 2023, and was a member of the Stavanger City Council from 2011. Her leadership in local government was marked by a strong focus on inclusive education, youth engagement, and community development.

As Minister of Education, Nordtun is responsible for shaping national policy across all levels of education—from early childhood to higher education. She has been a vocal advocate for safe and inclusive learning environments, and has prioritized efforts to combat bullying in schools. Her approach emphasizes prevention, early intervention, and ensuring that all students have equal opportunities to thrive.



Mari Boine

Musician. Songwriter. Singer.

Singer, musician, activist, and cultural icon Mari Boine has long used her voice, musical or otherwise, to further her advocacy for preserving Sámi culture and identity. She and her musicians will perform during the Welcome Dinner.

Mari Boine was the artist who broke the pressing silence between the Sámi people and the Norwegian population and she has consistently and proudly presented many facets of Sámi life to her listeners. Her evocative musical language vocalises the inseparable bond between the Sámi people and the natural world.

Like so many people impacted by colonisation, which we see throughout the world today and throughout history, the Sámi people (separated by Norway, Sweden, Finland, and Russia) have been oppressed and deprived of their distinct Indigenous culture and language since the 17th century. Mari's music aims to convey a sense of oppression and frustration, anger and sorrow, which stems from this history.



Program by Day

Wednesday, June 11

08:00 – 09:00

Registration
Lobby

09:00 – 10:00

Opening Ceremony
Mastrafjorden A + C

10:00 – 10:45

Keynote — School Safety and Security: Violence and Victimization Implications for
Racially Minoritized Youth in the United States
Professor Anthony A. Peguero

Mastrafjorden A + C

10:45 – 11:00

Break
Lobby

■ Ind. Oral Presentations ■ Symposia ■ Workshops ■ Keynote or Special Ses ■ Break

Speakers marked in italic

There may have been changes in the program. Check out the latest version at worldantibullyingforum.com

Wednesday, June 11

11:00 – 12:30 SYMPOSIA

LYSEFJORDEN A

Creating a safe and sound learning environment in Early Childhood Education and Care (ECEC) settings- Perspectives from project leaders, supervisors, and participants in a national professional development project in Norway, and as an inspiration for a small-scale research project.

Chair and discussant: Ingrid Midteide Løkken (Centre for Learning Environment)

- 1. The learning environment project – a Norwegian innovation to promote a safe and sound environment in ECEC and to prevent, identify, and manage violations like bullying, violence, discrimination, and harassment

Anne Kristin Hansen Andersen, Marianne Torve Martinsen (Centre for Learning Environment)

- 2. Co-creating a community for a good psychosocial environment in ECEC

Anne Kristin Hansen Andersen (Centre for Learning Environment)

- 3. Experiences with “The Learning Environment Project” from a Sami ECEC

Hanne Mette Vindvik (Centre for Learning Environment), Tina Øwre (Karasjok Municipality)

- 4. The staff’s involvement and potential support in peer relations in ECEC toddler groups – an exploratory observational study

Ingrid Midteide Løkken (Centre for Learning Environment)

LYSEFJORDEN B

Exploring the Impact of Smartphone Bans on Cyberbullying, Digital Literacy and Children’s Rights

Chair and discussant: Sinan Asci (Dublin City University)

- 1. Exploring the Impact of Smartphone Bans in Schools on Cyberbullying Behaviours among Adolescents in Ireland

Megan Reynolds (Dublin City University)

- 2. Irish Teachers Perspective on Smartphone Bans and Cyberbullying Behaviours in Schools

James O’Higgins Norman (Dublin City University)

- 3. Rethinking School Phone Bans: Empowering Students with Media Literacy to Address School Bullying

Maryam Esfandiari (Dublin City University)

- 4. Children’s Rights in Tech: Mitigating the risk-factors of Cyberbullying Vs Protecting Children’s Rights

Sophie Butler (Dublin City University)

UBUREN

Bridging intentions and practice: unleashing the power of partnerships in community-building/ inclusive practices

Chair: Kathinka Blichfeldt (University of Inland) Discussant: Frode Restad (Oslo Metropolitan University)

- 1. From intentions to practice change: how can digital resources support translating the framework plan and national policy documents into action?

Vegar Baadstø, Vegard Meland (University of Inland)

- 2. Free-play as a pathway to build inclusive learning communities in schools

Charlotte Duesund, Ingrid Jacobsen (University of Inland)

- 3. A whole school approach through learning network – exploring didactical approaches in promoting inclusive classroom communities and positive social dynamics in peer-groups

Lasse Dahl, Charlotte Duesund (University of Inland)

- 4. Leveraging artificial intelligence to foster inclusive school practices

Morten Corneliussen Rustad (University of Inland)

SYNESVARDEN

The Omni model – a mindset and tools that helps to create safe and good growing up environments

Chair: Gøril Figenschou (Anti bullying ombud in Finnmark county)

Co-Chair: Jon Halvdan Lenning (Anti bullying ombud in Troms county)

- 1. The Omni model – how complex theory on bullying can be simplified and made accessible across age groups, roles, and educational levels

Jon Halvdan Lenning (Anti bullying ombud in Troms county),

Gøril Figenschou (Anti bullying ombud in Finnmark county)

- 2. The Omni staircase – both a result of research and a response to needs

Lasse Knutsen (Anti bullying ombud in Nordland county),

Anita Lervoll (Secondary school ombud in Troms county)

- 3. Culture, locality, recognition and current affairs – implementation. The important keys for implementation in Fauske municipality

Elisabeth Maarnes (Omni consultant in Fauske municipality), Tonje Koskinen (Legal advisor in RKK Salten)

- 4. The contemporary challenges in modern upbringing environments – an empirical analysis of sustaining factors in troubled learning environments

Ann Tone Håkonsen (Consultant learning- and upbringings environments Tromsø municipality)

Wednesday, June 11

11:00 – 12:30 cont. SYMPOSIA

KALDEFJELL

Bullying prevention needs teachers who intervene in cases of bullying. An RCT study on the synergistic effects of prevention and intervention

Chair: Ludwig Bilz (Brandenburg University of Technology) Discussant: Hilde Colpin (KU Leuven)

- 1. A Randomized Controlled Comparative Study on the Effectiveness and Mechanisms of an Anti-Bullying Intervention Training for Teachers: Trial Description

Saskia Fischer, Ludwig Bilz, Marc Allroggen (University Hospital Ulm),
Herbert Schethauer (Freie Universität Berlin)

- 2. Acting cooperatively against bullying: A training course for teachers on a systematic school-wide approach against bullying

Saskia Fischer, Ludwig Bilz (Brandenburg University of Technology)

- 3. Fairplayer. Manual – developmentally appropriate, school-based prevention of bullying and promotion of social competences

Herbert Scheithauer (Freie Universität Berlin), Marc Allroggen (University Hospital Ulm)

- 4. Assessing teacher responses to bullying incidents: A revised and updated version of the Handling Bullying Questionnaire

Ludwig Bilz (Brandenburg University of Technology), Saskia Fischer

JÆREN

Innovative Approaches for New Challenges: Rethinking Concepts and Methods in Bullying and Cyberbullying Research

Chair: Annalisa Guarin (University of Bologna) Discussant: Marina Camodeca

- 1. Impact of changes in educational and social landscapes on bullying and cyberbullying research agendas

Barbara Spears (University of South Australia)

- 2. Adolescents, Social Media, and Cyberbullying: Examining Perspectives and Theoretical Approaches

Alberto Amadori (Free University of Bozen-Bolzano)

- 3. Understanding Students’ Perceptions of Defenders in Bullying: Insights from an Ecological Drawing Task

Laura Menabò

- 4. The role of parenting style in bullying: a 3 waves longitudinal study

Carlo Marinoni (University of Pavia)

SNØNUTEN

Beyond Borders: Colorblind Racism and the Global Reach of Racist Bullying in Schools

Chair: Andrew Webb (Pontificia Universidad Catolica de Chile)

Discussant: Dorothy Espelage (University of North Carolina at Chapel Hill)

- 1. Racist Bullying in a US Middle School Context: Intersections of Colorblind Racism and White Fragility

Anne Williford (Colorado State University)

- 2. Racist Bullying and polite exclusion in Swedish Schools

Loyal Wiltgren (Linköping University)

- 3. School Bullying in the United States and the Significance of Immigration

Anthony A. Peguero (Arizona State University)

- 4. Seeking anti-racist school climates: experiences from collaborative research with school communities in Chile

Andrew Webb (Pontificia Universidad Catolica de Chile)

KJERAG

Bullying Intervention by Peers and Adults: Should We Promote the Good or Punish the Bad?

Chair: Lydia Laninga-Wijne Discussant: Wendy Craig (Queens University)

- 1. Do Targeted Interventions Stop Victimization? Short- and Long-term Effectiveness

Lydia Laninga-Wijnen

- 2. A Briefer Positive-Oriented Classroom Interventions to Address School Bullying: An RCT

Liu Yang (Beijing Normal University)

- 3. Pilot RCT of a family intervention for adolescents experiencing peer problems and emotional distress

Karyn Healy (The University of Queensland)

- 4. Exposure to bullying is not equal: Implications for peer defending among 2SLGBTQIA+ youth

Laura Lambe (St. Francis Xavier University)

MASTRAFJORDEN A

Dan Olweus: Life and Achievements

Chair: Vassiliki Artinopoulou (Panteion University of Social and Political Sciences)

Co-Chair: Yuichi Toda (Osaka Kyoiku University)

- 1. Overview and the early years in Sweden

Peter Smith (University of London)

- 2. Norway and the First Nationwide Campaign against Bullying

Erling Roland (Centre for Learning Environment)

- 3. Norway and the later years

Kyrre Breivik (Regional Center for Child Mental Health)

- 4. Dan Olweus and School Bullying Research in China: Impact and Impetus

Wenxin Zhang (Shandong Normal University)

- 5. The Olweus Bullying Prevention Program – Norway and overseas

Sue Limber (Clemson University)

Wednesday, June 11

11:00 – 12:30 cont. SYMPOSIA

PREIKESTOLEN

The Development of Bullying Across Childhood and Adolescence: Findings from Multi-Informant, Multi-Method Longitudinal Studies

Chair: Ann Farrell (Brock University), Heather Brittain (University of Ottawa)

Discussant: Tracy Vaillancourt (University of Ottawa)

- 1. Bullying Victimization and Teacher-Student Relationships
Marie Aurora Nordahl (University of Oslo)
- 2. Suffering in silence: Youth whose parents do not know they are being bullied are far more anxious than those whose parents know
Tracy Vaillancourt (University of Ottawa)
- 3. Bullying Perpetration, Popularity, and Approval Seeking Across Adolescence: Separating Between and Within Person Associations
Ann Farrell (Brock University)
- 4. Bullying Victimization in Adolescence and PTSD in Adulthood
Thormod Idsøe (University of Oslo)

VINDAFJORDEN

Predictors and Outcomes of Defending, Being defended and Friendships: A Focus on Victimization

Chair: Claire Garandau (University of Turku)

Discussant: Christina Salmivalli (University of Turku)

- 1. Defending Behavior and Victimization: Between and Within-Person Associations
Claire Garandau, Christina Salmivalli (University of Turku)
- 2. Peer dynamics of victimization and the moderating effects of class-level peer community
Daniela Chávez (University of Turku)
- 3. Student profiles of being victimized and defended: Transitions over time and implications for psychological adjustment
Daniel Graf (University of Turku)
- 4. Moral courage as a predictor of defending victims of bullying: A longitudinal study in preadolescence
Paula García-Carrera (University of Cordoba)

VÅRLIVARDEN

Peer-Aggression among Young Children: Nature and Potential for Intervention

Chair: Claire Monks

- 1. Social behaviour and peer victimisation profiles at school entry: The interplay between preschool executive functions and theory of mind
Sophie Chaput-Langlois (Université de Montréal)
- 2. Peer Aggression in Early Childhood: A Sample of Turkiye and England
Claire Monks
- 3. Exploring 4 – 7 year olds’ self-reports of victimisation experiences
Katie Rix (The Open University)
- 4. Development and application of the program for promoting young children’s positive peer relationships based on restorative justice approach
Seung-ha Lee (Chung-And University)
- 5. A systematic review and meta-analysis of school-based interventions to reduce aggression in 3-6 year olds
Claire Monks

12:30 – 13:30

Lunch
Forum Expo

13:30 – 14:15

Keynote – The neurobiology of bullying victimization: Implications for mental health
Professor Tracy Vaillancourt

Mastrafjorden A + C

14:15 – 14:30

Break
Lobby

Wednesday, June 11

14:30 – 16:00 INDIVIDUAL ORAL PRESENTATIONS

LYSEFJORDEN A

Bullying prevention in kindergarten – how to use puppets as playfull learning tool

Live Herheim (CEO of mobbets)

Team Skyfritt – the implementation of a support team in the municipality of Bergen working with bullying prevention in school and kindergarten

Camilla Blokhus Svensson, Petrin Listou Kvam (Bergen kompetansesenter for læringsmiljø)

Childrens Voices on Bullying in Kindergarten and School

Ingrid Lund (University of Agder)

Imaginative vulnerability and kindergarten choice in interethnic families: Parental concerns for children’s future sense of self and belonging

Thomas Andre Ims (University of Stavanger)

Healing emotional wounds in a comprehensive appoach to bullying

Mónica Rose Donnellan Barraclough (Asociación PDA Bullying)

LYSEFJORDEN B

Acceptance struggles and life trajectories for LGBTQI+ young people experiencing homophobic, biphobic, and transphobic bullying at school

Camilla Forsberg (Linköping University)

Deadnaming and misgendering as emotional triggers in young people’s experiences of transphobic bullying

Paul Horton (Linköping University)

What is a safe and good learning environment in a diverse classroom? Bias-based bullying and religious education in Norwegian schools

Geir Skeie (University of Stavanger)

Preventing bullying through subject teaching – how do they do it?

Frode Restad (Oslo Metropolitan University)

No hate against Sámi people – Youth Councils in Norway take a stand against hate speech and discrimination

Ida Berge, Ingrid Aspelund (The European Wergeland Centre)

UBUREN

Children’s perspectives on school bullying: theater as a research tool

Rozemarijn Van Der Ploeg (University of Groningen)

School Bullying and Suicidality: A Meta-Analytic Examination

Chiaki Konishi (McGill University)

CBT with Friends

Åsa Gustafsson

The role of humour in bullying dynamics and coping strategies: A social network analysis

Xiaowen Jiang (McGill University)

SNØNUTEN

What Guidance Do We Have? Bullying State Laws in the UK

Katherine Graves (University of Texas at Arlington)

Supporting the Front Line: capacity building and professional support in schools

Andrea Synnøve Eikset, Hilde Brendehaug Hugaas, Sissel Kulild (NORCE)

Crafting and Implementing a Sustainable School Anti Bullying Policy: It Takes a Village

Neena David (Mallya Aditi International School)

The transformation from a sense of urgency to a state of a safe and including community for children. During the last 5 years in the Norwegian municipality of Drangedal, the children’s learning environment as a whole and the conditions for being exposed to bullying have been in an ongoing and systematic change for the better. What did we do?

Frank Rafaelsen (Centre for Learning Environment)

A Logic Model Approach to Abu Dhabi’s Comprehensive School Anti-Bullying Strategy

Alfan Alketbi (UOS)

Wednesday, June 11

14:30 – 16:00 cont. INDIVIDUAL ORAL PRESENTATIONS

KALDEFJELL

- ▶ Trauma-Informed Bullying Prevention Methodology Project in a Hungarian Foster Care Home
Gabriella Dr. Kulcsár (University of Pécs)
- ▶ Blaming Myself or My Actions? Unpacking Attribution Styles and Their Impact on Chinese American Youth's Mental Health
Meg Stomski (University of California Berkeley)
- ▶ Legal tools to tackle bullying and cyberbullying
Tamás Pongó
- ▶ Cyberbullying Among Adolescents in Norway 2014–2016: Time Trends and Factors Associated with Perpetration and Victimization
Tore Bonsaksen (Universitetet i Innlandet)
- ▶ Building Safe Schools and Villages: A Socio-ecological Approach to Counter Bullying
Manjima Biswas

JÆREN

- ▶ The impact of tailored mentoring on bullying prevalence: Is there a mediating effect of universal actions?
Marie-Pier Larose (University of Turku)
- ▶ Professional-family collaboration in creating a safe play and learning environment in Nordic countries: A scoping review
Dziuginta Baraldsnes (Centre for Learning Environment)
- ▶ Empowering Bystanders: Enhancing Direct Intervention in Cyberbullying with EmojiGen
Jungup Lee
- ▶ School Belonging: an important but neglected construct?
Catherine Culbert (University of Lancaster), Peter Smith (University of London), Susanne Robinson
- ▶ Teachers' perceived effectiveness of a whole-school approach anti-bullying program and their practices for bullying prevention and intervening
Dziuginta Baraldsnes (Centre for Learning Environment)

SYNESVARDEN

- ▶ What works in hate speech intervention and prevention in schools? Results of a systematic review of school-based programs to deal with hate speech
Julia Kansok-Dusche (Brandenburg University of Technology)
- ▶ Bullying Victimization and Internalizing Problems of Children with Disabilities: The Moderating Role of Family Strengths
Chad Rose (University of Missouri – Columbia)
- ▶ A Latent Profile Analysis of Bullying Involvement and Outcomes Amongst Youth with Learning Disabilities
Sarah Manchanda
- ▶ Spiritually-enriched psychoeducation for the development of social emotional and intercultural skills and reducing bullying in Catechetical Schools
Olga Solomontos-Kountouri (Theological School of the Church of Cyprus)
- ▶ The Role of Bullying and Adult Responses in School Absenteeism Among Autistic Students – A Grounded Theory
Isabella Sasso (University of Oldenburg)

VINDAFJORDEN

- ▶ The Upstander Network facing Bullying and Cyberbullying
Fernando Domínguez-Hernández, Ana Toledo Del Cerro (CSEU La Salle / UNED)
- ▶ Of coaches and teammates: How motivational climate in sport shapes youth athletes' anti-bullying behavior
Elisa Bisagno (University of Modena and Reggio Emilia)
- ▶ To ignore, to join in, or to intervene? Contextual and individual factors influencing cyber bystanders' response to cyberbullying incidents.
Nikolett Arato (Eötvös Loránd University)
- ▶ Do Cognitive and Affective Empathy Predict Later Involvement in Bullying as Victims, Bullies and Bully-Victims? A Secondary Data Analysis of the Stand Together Trial
Katerina Romanova (University of Oxford)
- ▶ National level digital skills and cyberbullying involvement
Dóra Eszter Varnai

Wednesday, June 11

14:30 – 16:00 cont. INDIVIDUAL ORAL PRESENTATIONS

PREIKESTOLEN

- ▶ Exploring Moral Processing in Cyberbullying
Albara Mishkes
- ▶ The “collective we” in mainstream secondary schools in Norway. What do students, teachers and head teachers think about the “collective-we”? What do they do to foster it?
Nina Grini (Centre for Learning Environment)
- ▶ School-Level Association Between Social and Emotional Learning (SEL) Competencies and Bullying Involvement: A Four-Year Longitudinal Study
Chunyan Yang (University of Maryland)
- ▶ Following-up actions after bullying – a single case study in Norway
Anna Lange Moi (Centre for Learning Environment)
- ▶ Implementation matters – KiVa Program implementation and results from 2022 to 2024, a three-year cohort-longitudinal study
Kristiina Treial

KJERAG

- ▶ A recommendation for more mixed methods research
Peter Smith (University of London)
- ▶ Bullying Figurations: An Eliasian Pespective on the Civilizing Process
Andrew Webb (Pontificia Universidad Catolica de Chile)
- ▶ Centering Children’s Voices from an Empirical Children’s Rights Perspective
Marijke Van Buggenhout (Vrije Universiteit Brussel), Eva Dierickx (Artesis Plantijn), Els Dumortier (Vrije Universiteit Brussel)
- ▶ Early adolescent ACEs and associations with bullying perpetration and victimization, and peer relationship outcomes during late adolescence
Gabriel Merrin (Syracuse University)
- ▶ The association between school contribution to preventing bullying and student learning outcome
Christian Wendelborg, Ole Henning Nyhus, Joakim Caspersen, Jon Marius Vaag Iversen (NTNU Social Research)

VÅRLIVARDEN

- ▶ Does Onset of Non-Suicidal Self-Injury in Adolescents Increase Risk of Victimization One Year Later?
Jonas Bjärehed (Lund University), Marlene Bjärehed (Kristianstad University)
- ▶ Unsafe Places in School: Children’s Perspectives
Loyal Wiltgren (Linköping University)
- ▶ Teacher bullying victimization and the moderating effects of school climate
Jordan Kerere

MASTRAFJORDEN A

- ▶ How do Norwegian schools involve After School Programs in their work to detect and stop bullying?
Kari Gusfre (Centre for Learning Environment)
- ▶ Bullying intervention in the Norwegian after-school program
Ida Sjursø (Centre for Learning Environment)
- ▶ Cyberbullying as a Challenge to the Well-Being of Children and Adolescents – Perspectives on Cyberbullying from Finnish Young People
Paula Aalto (Mannerheim League for Child Welfare)
- ▶ Hidden Bullying Patterns and Constraining Conditions
Stine Kaplan Jørgensen (University College Copenhagen)
- ▶ Towards Safer Online Spaces with CILTER: A Participatory Design Study with Adolescents
Sinan Asci (Dublin City University)

16:00 – 16:15

Break
Lobby

Wednesday, June 11

16:15 – 17:15 WORKSHOPS

LYSEFJORDEN A

Generative AI and Cyberbullying: Prevention and Response

Sameer Hinduja (Florida Atlantic University)

LYSEFJORDEN B

Using Art to Engage Youth in (Cyber)Bullying Research: An Interactive, Creative Methodology Workshop

Giorgia Scuderi (Aarhus University), Isabel Machado da Silva (Dublin City University),

Kainaat Maqbool (National and Kapodistrian University of Athens)

UBUREN

Global Perspectives on Bias-Based Peer Victimization

Diana Meter (Utah State University), Kelly Lynn Mulvey (North Carolina State University),

Sevgi Bayram-Ozdemir (Orebro University), Alaina Brenick (University of Connecticut), Helen Cahill (University of Melbourne)

SNØNUTEN

Let's play! Using Escape room methodology as a tool in preventing bullying

Bodil J. Houg, Andreas Nilsson (Ombud for barn og unge i Akershus, Buskerud og Østfold)

KALDEFJELL

Helping LGBTQI+ Youth with Caring

Jasmin Roy (Fondation Jasmin Roy Sophie Desmarais)

JÆREN

Empathy and Social-Emotional Learning in Preventing and Addressing Bullying

Cathy Bruno-Paparelli, Stephen Duch (The Executive Leadership Institute)

SYNESVARDEN

Chat buddy 'Victor': How to increase the impact of a school play, based on the four basic emotions, in preschools? 'Chat buddy Victor' refers to the use of a specifically designed hand puppet and educational material

Fried Ringoot

VINDAFJORDEN

Student Participation: The Key to Better Well-being and Less Bullying

Madelen Kloster (School Student Union of Norway)

PREIKESTOLEN

How can cooperation between researchers and practitioners contribute to uncover cyberbullying?

Reflections on intervention and prevention

Theresa Ristad (NTNU), Tone Andersen (Huseby Elementary School and Sign Language Center)

KJERAG

"Brain-friendly school"

Ingrid Kristine Aspli, Per Helge Seljebotn, Elisabeth Vågen Bø, Gunn Helen Voll (Stavanger kommune)

VÅRLIVARDEN

Spotlight on Cyberbullying – a national approach from Australia's eSafety Commissioner

Nicky Sloss

MASTRAFJORDEN A

Cineáltas (Kindness): Ireland's whole education approach to preventing and addressing bullying behaviour in schools

Judith Lyons

17:15 – 17:30

Break

Lobby

17:30 – 18:30

17:30 – 17:45: The right to learn: Protecting Students from Bullying in Schools

Mina Gerhardsen, Ombudsperson for Children

17:45 – 18:30: Youth Panel – Bridging the Youth-Research-Practice Gap Through Intergenerational Dialogue

Moderated by: Hannah Baarøy

Participants: Daniela Moreno, Maria Hebling, Najib Mattar, Arissa Roy, Andre Fa'aoso, Yande Banda,

Amalia Mowafy, Jasper Löfberg

19:00 –

Aperitif and Welcome Dinner

Clarion Energy Hotel

Wednesday, June 11

My Schedule

08:00–09:00	Registration
09:00–10:00	Opening Ceremony
10:00–10:45	Keynote: Anthony A. Peguero
10:45–11:00	Break
11:00–12:30	Symposia
Topic:	
Room:	
12:30–13:30	Lunch
13.30–14:15	Keynote: Tracy Vaillancourt
14:15–14:30	Break
14:30–16:00	Individual Oral Presentations
Topic:	
Room:	

16:00–16:15	Break
16:15–17:15	Workshops
Topic:	
Room:	
17:15–17:30	Break
17:30–18:30	Ombudsperson for Children and Youth Panel
19:00–	Aperitif and Dinner at Clarion Energy Hotel

My very important notes on who I met and what I want to learn more about:



Program by Day

Thursday, June 12

08:30 – 09:15

Keynote – Teacher bullying
Professor Dagmar Strohmeier

Mastrafjorden A + C

09:15 – 09:45

Working together for an inclusive, safe and positive upbringing environment
Partnership Against Bullying

Mastrafjorden A + C

09:45 – 10:00

Break
Lobby

■ Ind. Oral Presentations ■ Symposia ■ Workshops ■ Keynote or Special Ses ■ Break 37

Speakers marked in italic

There may have been changes in the program. Check out the latest version at worldantibullyingforum.com

Thursday, June 12

10:00 – 11:30 SYMPOSIA

LYSEFJORDEN A

Bullying Prevention through Community-building Didactics

Chair: *Helle Rabøl Hansen (Board of Education in Greenland)* Discussant: *Tori Snerte*

- 1. Anti-bullying strategies: Methods external vs. internal to daily teaching
Stine Kaplan Jørgensen (University College Copenhagen)
- 2. Teaching as a community of practice and as a prevention in bullying
Helle Rabøl Hansen (Board of Education in Greenland)
- 3. Revisiting “significant we” as a concept for bullying preventive community-building
Selma Therese Lyng (Oslo Metropolitan University)
- 4. Preventing bullying through subject teaching – how do they do it?
Frode Restad (Oslo Metropolitan University)

LYSEFJORDEN B

Strength in Connection: Exploring Factors to Empower Youth Experiencing Identity-Based Bullying

Chair: *Kyla Mayne (Queen’s University)*

- 1. A Social Safety Shield: Exploring the Buffering Role of Social Safety on the Physical and Mental Health of Gender Diverse Adolescents Experiencing Bullying
Kyla Mayne (Queen’s University)
- 2. Perceived Effectiveness of School Policies: Associations with Identity-Based Bullying, Mental Health, Physical Health, and Stress
Ann Farrell (Brock University)
- 3. How Does Theory of Mind Shape Bystander Judgments and Responses to Social Exclusion of Refugees Through Justice Sensitivity
Seçil Gönültas (Bilkent University)
- 4. Bias-based bullying, social support and student outcomes
Irene Vitoroulis (University of Ottawa)
- 5. Experiences of Identity-Based Bullying: Intersections Across Weight, Racialization, and Gender Identity
Deinera Exner-Cortens (University of Calgary)

UBUREN

Teacher Responses to Identity-based bullying

Chair: *Natalie Spadafora*

- 1. Examining Factors that Influence Preservice and In-service Teachers’ Intention to Intervene in Gender and Sexual Minority Identity-based Harassment
Natalie Spadafora
- 2. Effects of teacher responses to gender-based bullying on pupils’ cognitions
Manon Deryckere
- 3. How social inequality, identity and diversity at teacher and school level affect teacher responses to identity-based bullying in the UK
Anke Görzig
- 4. Teachers’ perceptions and likelihood of intervening in identity-based bullying: Examining the effects of teacher ethnicity
Wendy Craig (Queens University)
- 5. Key predictors of intention to intervene against bias-based bullying: A comparison between primary and secondary school teachers
Giulia Prestera

SNØNUTEN

Who holds the power? Using innovative studies to challenge thinking about bullying prevention

Chair: *Deborah Green* Discussant: *Barbara Spears (University of South Australia)*

- 1. The development of the bystander: A socialization oversight?
Vanessa Green
- 2. Loneliness and bullying in school: A co-designed investigation of socio-emotional space
Ben Lohmeyer
- 3. School-based bullying and cyberbullying: Understanding the Australian context
Deborah Green
- 4. Addressing the Harms of ‘Power Over’: A Consideration of the Effects of Colonialism on Indigenous Peoples
Debra Pepler

Thursday, June 12

10:00 – 11:30 cont. SYMPOSIA

KALDEFJELL

Systematic approaches to understanding cyberbullying from different angles: contexts, consequences, and moderators

Chair: Serap Keles

- 1. Exploring Children’s Rights in the Digital Age with the Context of Parental Mediation Styles: A Scoping Review
Meghmala Mukherjee
- 2. Cyberbullying related to ethnicity or Indigeneity among children and adolescents: a systematic scoping review
Luisa Morello (Centre for Learning Environment)
- 3. The connection between children becoming peer bullying perpetrators and experiencing or witnessing violence/bullying by adults: a scoping review
Luca Laszlo
- 4. Meta-regression analysis to investigate atypical moderators: The role of school and family factors in moderating cyberbullying victimization outcomes
Ebru Ozbek (Centre for Learning Environment)

JÆREN

How socio-moral mechanisms impact on bullying and cyberbullying: keys for practical implications

Chair: Eva María Romera Félix (University of Cordoba)

Discussant: Simona Carla Silvia Caravita (Università Cattolica/ Centre for Learning Environment)

- 1. Schadenfreude, moral disengagement and aggressive behaviour in the phenomenon of bullying
Antonio Cabrera (Universidad de Córdoba)
- 2. Moral Disengagement Mechanisms as Predictors of Indirect and Direct Bullying Among Swedish Elementary Students: A Three-Wave Longitudinal Study
Björn Sjögren (Linköping University)
- 3. University students’ moral beliefs and (dis)engagement with cyberbullying and its perceived harm
Paula Ferreira (University of Lisbon)
- 4. Narrative Heroes: Playing to Rewrite the Bullying and Cyberbullying Script
Elena Serritella (University of Florence)

SYNESVARDEN

Evaluating the Be-Prox program. An effectiveness study of a bullying intervention in Norwegian Early Childhood and Educational Care Centers

Chair: Ingrid Kvestad (Regional Centre for Child Mental Health, West)

Co-Chair: Kyrre Breivik (Regional Centre for Child Mental Health, West)

- 1. The Be-Prox program to prevent and handle negative behavior and bullying among peers in an Early Childhood Educational and Care context
Morten Haaland (Regional Centre for Child Mental Health, West)
- 2. The effect of the Be-Prox program to prevent and handle negative behavior among peers in Norwegian Early Childhood and Educational Care Centers
Ingrid Kvestad (Regional Centre for Child Mental Health, West, NORCE)
- 3. Authoritative climate in a Norwegian Early Childhood Education and Care setting
Oda Lekve Brandseth (Regional Centre for Child Mental Health, West)
- 4. Successful intervention implementation – compliance to the Be-Prox program when delivered to Norwegian Early Childhood and Educational Care Centers
Merete Aasheim (Regional Centre for Child Mental Health, North)
- 5. Practical experiences of personnel working with the Be-Prox program in Norwegian Early Childhood Education and Care Centers – A qualitative study
Josefine Jonsson (Regional Centre for Child Mental Health)

VINDAFJORDEN

Fostering Safe and Inclusive Environments in Early Childhood Education: Addressing Bullying, Harassment, and Exclusion

Chair: Tone Rove Nilsen (Centre for Learning Environment)

Discussant: Thomas Moser (Centre for Learning Environment)

- 1. Bullying in Norwegian Early Childhood Education and Care and new regulations in the Kindergarten Act
Tone Rove Nilsen (Centre for Learning Environment)
- 2. Teachers’ Perspectives on Exclusion Among Toddlers
Silje Vignes Flesjå, Janken Camilla Sæbbø (Centre for Learning Environment)
- 3. Staffs Role in Negative Actions Between Toddlers in Norwegian ECEC
Ingrid Midteide Løkken (Centre for Learning Environment)
- 4. Children’s well-being in ECEC as a measure to prevent bullying
Ragnhild Lenes (Centre for Learning Environment)

10:00 – 11:30 cont. SYMPOSIA

PREIKESTOLEN

Methodological Innovations in Bullying Research: Capturing the Complexities of Group Interactions

Chair: Jingu Kim Busan (National University of Education) Co-Chair: Takuya Yanagida (University of Vienna)

Discussant: Naomi Andrews (Brock University)

- 1. Longitudinal Patterns of Popularity Motivation in Adolescence and Bullying: A Latent Transition Analysis
Tessa Lansu (Radboud University)
- 2. Using Longitudinal Social Network Analysis to Assess Negative Peer Experiences: Can We Reliably Analyze Disliking and Bullying?
Haining Ren (Arizona State University)
- 3. A blessing or a curse? The link between status hierarchies within friendship-cliques and bullying victimization
Jelle J. Sijtsema (University of Groningen)
- 4. Perceptions of Popular Peers’ Bullying Behavior in Early Adolescence: The Effects of Victimization Experience and Classroom Status Hierarchy
Bin Pan (Shandong Normal University)
- 5. Effectiveness of an Evaluative Conditioning Field Experiment to Change Peers’Explicit and Implicit Attitudes and Behaviors Towards Victimized Classmates
Tessa Lansu (Radboud University)

KJERAG

Proactive and Comprehensive Approaches to Anti-Bullying in Schools: Strategies, Implementation, and Outcomes

Chair: TBA Discussant: Tor Kristian Ervik

Participants: Britt Eva Gunvordal, Cecilie Heskestad, Hege Røen, Tor Kristian Ervik

- 1. Establishing the Center for Good Psychosocial Learning Environments: Background and Rationale
- 2. Theoretical Foundations and Operationalization of the Anti-Bullying Mandate
- 3. Proactive and Holistic Strategies for Preventing Bullying
- 4. Case Study: Implementing Anti-Bullying Strategies in Schools

VÅRLIVARDEN

Perspectives on Bullying Perpetration and Targeted Teacher Interventions to Stop Bullying

Chair: Tiina Turunen (University of Turku)

- 1. Developing and Applying Short-Form Measures of Adolescents’ Rage, Revenge Reward and Recreational Aggression Across Offline and Online Contexts
Daniel Graf (University of Turku)
- 2. From Genes to Bullying: The Mediating Role of Neurodevelopmental Symptoms
Marie-Pier Larose (University of Turku)
- 3. Popular, Liked, and Bully?
Daniela Cháves (University of Turku)
- 4. Longitudinal Investigation of Elementary School Bullies’, Middle School Bullies’, and Persistent Bullies’ Adjustment
Tiina Turunen (University of Turku)
- 5. Teachers’ targeted interventions to stop bullying: Guilt, shame, and sadness as potential mediators
Eerika Johander (University of Turku)

MASTRAFJORDEN A

Prevention and management of bullying, violence, and threats – From strategy to practice from a district level perspective

Chair: Kirsten Riise (Oslo Municipality)

- 1. Oslo municipality’s and the Education Agency’s superior plans and Overarching Guidelines
Kirsten Riise (Oslo Municipality)
- 2. The district levels support to Ensure Effective Systems and Increased Action Competence in Schools
Jens André Hansen (Oslo Municipality)
- 3. The Principle of Powerlessness
Håvar Brekkhus (Oslo Municipality)
- 4. Perspectives from the Anti-bullying Ombudsman in Oslo
Henrik Raustøl (Oslo Municipality)
- 5. The district level “The School environment team”
Håvar Brekkhus (Oslo Municipality)

Thursday, June 12

11:30 – 11:45

Break
Lobby

11:45 – 12:45 WORKSHOPS

- LYSEFJORDEN A**
What do schools need to support students dealing with cyberviolence?
Nicholas Carlisle (Power of Zero), Yong Feng Liu (UNESCO), Tae Seob Shin (Ewha Womans University), Benjamin Horta (Abrace Programas Preventivos), Viraj Doshi (Platform Safety Lead, Snap)
- LYSEFJORDEN B**
Voices from the Ground: Real-World Approaches to Preventing Bullying
Fred van de Perre (Bikers Against Bullies Worldwide), Ipek Isik (McGill Anti-Bullying Program), Janet Grima (Bully Zero), Julia Milad (McGill Anti-Bullying Program), Katie Govic (Bully Zero)
- UBUREN**
The need for a new (and) ontological understanding of bullying and anti-bullying
Bjørn Olav Larssen, Eirin Anita Annamo (Innland Norway University)
- SNØNUTEN**
The peer-to-peer mindset, Building safe relations in the classroom using students as an asset
Sigrid Houg
- KALDEFJELL**
respectme, Scotland’s Anti-Bullying Service – the ‘respectme reward’ programme
Lorraine Glass
- JÆREN**
Transforming a national tradition “The Norwegian Russefeiring”, through dialogue and collaboration
Henrikke Bugdø-Aarseth (Ombudet for barn og unge i Akershus, Buskerud og Østfold)
- SYNESVARDEN**
Hector’s World: Empowering Tamariki (Children) with a Technology-Positive Approach to Digital Challenges
Jennifer Anna Huddleston, Karla Sanders (Sticks ‘n Stones/Netsafe)

- VINDAFJORDEN**
Nothing About Us, Without Us – A World Café approach to elicit children’s views on solutions to bullying behaviour
Darran Heaney
- PREIKESTOLEN**
Trust-building work in the classroom – to create, maintain, and repair relationships
Gunhild Solem
- KJERAG**
SForce: Combatting Bullying and Promoting Safe, Inclusive Learning Environments
Marycollete Kekong, Joan Agbude, Adeyelu Olamide Enoch, Idowu Olorunshewa Deborah (SForce)
- VÅRLIVARDEN**
Breaking the Bullying Cycle
Craig Mathieson, Lorna Craig (The Polar Academy)
- MASTRAFJORDEN A**
Talking About Kids – Live Podcast with Brad Snyder: What you need to know about Norway’s bullying ombudsmen (“mobbeombud”) and why you might want to have one in your community
Brad Snyder (New Amsterdam Consulting)

12:45 – 13:45

Lunch
Forum Expo

13:45 – 14:30

- Keynote – Effective response to the ever-evolving challenges of cyberbullying in Korea**
Professor Insoo Oh
- Mastrafjorden A + C

Thursday, June 12

14:30 – 14:45

Break
Lobby

14:45 – 16:15 INDIVIDUAL ORAL PRESENTATIONS

LYSEFJORDEN A

School Bullying and Geographies of Generational Insecurity

Paul Horton (Linköping University)

Go to the Office! The Interactions among Bullying Participant Roles, Teacher-Student Relationships (TSR), and Office Discipline Referrals (ODRs)

Emily Skiba, Lillian Hucke, Victoria Naue, Raven Stepter, Sarah Warriner

Bullying in Comparative Perspective: How PISA Could Expand Its Data Collection

Daniel Salinas (OECD)

‘Nothing I had was left in peace’ – Indirect Physical Bullying in Narratives on Bullying

Anna Eriksson (Linköping University)

Strengthening Collaboration to Combat Bullying in the Nordic-Baltic Region

Frida Warg (Friends), Trygve Beyer Olsen (Partnership Against Bullying)

LYSEFJORDEN B

“The heartbreak of social rejection” Young children’s exprssion’s about how they experience rejection from peers in ECEC

Kari Nergaard (Early Childhood education)

An Eye-Tracking Study on the Impact of Developmental Stages in Physical and Relational Bullying Scenarios

Laura Menabò

Testing the social validity of the CATZ cross-age teaching zone anti-bullying intervention among school students

Peter Macaulay (University of Derby)

Giving the voice to children: Children’s perceptions on the role of the practitioners in dialogues in ECEC

Kari Nergaard (Early Childhood education)

The Role of Attachment and Coping in Relational Victimization among Elementary School Students

Nafsika Antoniadou (University of Ioannina)

UBUREN

Classroom ethnic diversity as a factor of bullying involvement: The role of student’s minority status and classroom climate

Ana Lampret (University of Maribor)

Children’s experiences and reactions to racist bullying in The Netherlands

Karen Sieben-Aduful

Characteristics and outcomes of image-based sexual abuse (IBSA) by peers coming to the attention of police

Lisa M. Jones (University of New Hampshire)

Preventing Online Racism in Ireland: A Participatory Design Approach

Darragh McCashin (DCU Anti-Bullying Centre)

Enacted Stigma, Suicidal Outcomes, and Protective Factors Among Sexual Minority South Asian Youth in Canada: Findings from BC Adolescent Health Survey, 2023

Monica Rana (university of British Columbia)

SNØNUTEN

Social and emotional competencies as a protective factor against cyberbullying in adolescence

Mariano Núñez-Florez (University of Cordoba)

Individual and Contextual Factors Shaping Bystander Roles in High School Bullying

Concetta Esposito (University of Naples “Federico II”)

Thursday, June 12

14:45 – 16:15 cont. INDIVIDUAL ORAL PRESENTATIONS

- ▶ Continuity of Bullying Perpetration from Middle to High School: Moral Cognitive Distortions and Violence Exposure as Risk Factors

Dario Bacchini (University of Naples “Federico II”)

- ▶ Adolescents’ Digital Escapism: Maladaptive Daydreaming Predicts Cybervictimization via Social Media and Game Addictions

Sofia Mastrokourou (University of Salerno)

- ▶ Associations between teachers’ moral disengagement toward bullying, students’ perceptions of teacher’s behaviors and attitudes, and bullying and victimization

Chloé Tolmatcheff (Radboud University)

KALDEFJELL

- ▶ Safer school environments: Students’ suggestions for what adults in school can do

Joakim Strindberg (Linnaeus University)

- ▶ Using Targeted Social and Communication Skill Instruction to Reduce Bullying Involvement and Increase Belonging Among At-Risk Youth

Chad Rose (University of Missouri – Columbia)

- ▶ Urban Minority Children’s Lived Experiences in Violence-embedded Community

Caleb Kim (Loyola University Chicago)

- ▶ Autistic pupils’ experiences of bullying in schools in Ireland

Sinéad McNally (Dublin City University)

- ▶ The Impact of a Bullying Prevention Teacher Professional Development on Youth with Disabilities’ Perceptions of Bullying Involvement and Prosocial Behavior

Chad Rose (University of Missouri – Columbia)

JÆREN

- ▶ Bullying&You: Development and evaluation of a new anti-bullying program and the challenges of school-based prevention work

Franziska Neumayer

- ▶ The role of friendship quality and reciprocity in children’s bullying roles: defending friends and aggressing with friends

Claire Monks, Rachel Maunder (University of Northampton)

- ▶ Social-ecological theory and bullying prevention in Schools

Aleš Bučar Ručman (University of Maribor)

- ▶ The Role of Social Dominance Orientation in Bullying Behaviour: A Systematic Review

Megan Reynolds, Dylan Pidgeon (Dublin City University)

- ▶ Was it My Fault? A Case Study on the Role of Attributions in Chinese American Bully Victims

Meg Stomski (University of California Berkeley)

SYNESVARDEN

- ▶ Racialized bullying and mental health: Results from a representative Canadian study

Irene Vitoroulis (University of Ottawa)

- ▶ The role of attributions for cause and cognitive appraisals in the relationship between being bullied and adolescent mental health

Katelynn Wilson (University Of York)

- ▶ Teacher Working Conditions and their Ability to Handle Bullying

Jennifer Maeng

- ▶ “The application of the Reciprocal Maieutic Method to strengthen social skills with the aim of inclusion, non- violent communication and democratic culture.”

Efstathia Pantazi (EPof Ionian Islands, Greek Ministry of Education)

- ▶ The current reality of school violence experienced by children and adolescents

Rebecca Pelayo

VINDAFJORDEN

- ▶ Disclosure and Measurement of Bullying in Children

Muhammad Waseem (Lincoln Medical Center)

- ▶ Developing new methods of student participation in anti-bullying research

Frode Restad, Sara Berge Lorenzen (Oslo Metropolitan University)

- ▶ Unveiling Childhood Bullying Through Drawings in Pediatric Emergency Department

Muhammad Waseem (Lincoln Medical Center)

- ▶ The Brave and the Kind: How Bullying Roles Influence Youth Prosocial Behaviors

Susan Swearer (University of Nebraska – Lincoln)

- ▶ On the conceptualization of bullying among school staff and students: A multi-method synthesis

Patrik Söderberg (Åbo Akademi University)

Thursday, June 12

14:45 – 16:15 cont. INDIVIDUAL ORAL PRESENTATIONS

PREIKESTOLEN

Bullying or counter-connecting? Inclusive definitions for SEND Schools

Julia Badger (University of Oxford)

Experiences with the 3:2 model after two years of operation at Lenden School and Resource Centre's alternative education arena «Skoletilbudet»

Sven Fandrem (Lenden School and Resource Centre), Trude Havik (Centre for Learning Environment)

Bullying as a Traumatic Experience: Evaluating the impact of a counselling intervention to support children who have been chronically bullied in school

Nathalie Noret (University Of York)

Shifting Gender Dynamics in Peer Exclusion: The Role of Social Media

Christian Wendelborg (NTNU Social Research)

The Power of Peers – Empowering Students in Bullying Prevention

Anna-Kaisa Hiedanniemi

KJERAG

Longitudinal Associations Among School Climate and Mental Health Risk: Peer Victimization as a Moderator

Lyndsay Jenkins, Stephanie Fredrick, Catherine Young

(En)Acting the complex findings from a Participatory Action Research (PAR) study on gender school bullying

Niamh O'Brien, Audrey Doyle

Exploring UK teachers' perceptions of banter versus bullying

Lucy Betts

What do adults pass by? What is it we do not see? What is it we do not act upon? A survey of practices in kindergarden and school to ensure that children are beeing looked after.

Geir Mosand

The Role of Cybervictimization and Past Bullying Experiences on Mental Health among Jordanian Youth

Ghada Shahrour

VÅRLIVARDEN

The 6 Ds Model of Cyberbullying strategies

Fernando Domínguez-Hernández, Ana Toledo del Cerro (CSEU La Salle)

Cyberbullying Podcasts: A new methodology for fostering Empathy and Reducing Moral Disengagement

Pedro Gamito, Sofia Francisco (Lusófona University)

Prevention and intervention against cyberbullying – An explorative study of collaborative partners inside and outside school

Klara Øverland (Centre for Learning Environment)

Students' Perspectives on Cooperation among Stakeholders to Overcome Cyberbullying in Norwegian Schools. Preliminary Results

Martyna Bell (Centre for Learning Environment)

Different professionals opinions on the phenomenon cyberbullying

Ida Sjørse (Centre for Learning Environment)

MASTRAFJORDEN A

Strategies for Survival: Bullying in Schools vs. Mafia-Formation in Failed States

Ole Martin Moen (Oslo Metropolitan University)

Whole-education-approach – Making scientific results available in School practice and provide a model for systematic approach on education for democracy

Hugo Wester

The Power and Love Project

Cathrine Lanne (Viking), Johannes Nilsson Finne (Centre for Learning Environment), Birgitte Ruud Kosberg (SLB)

The Leader in me

Ann-Kristin Lepsøe (Hoppensprett Barne- og ungdomsskole Brårud)

Spekter, a non-anonymous survey to systematically monitor and investigate bullying

Gulset Ungdomsskole, Henrik Gulland (Viedu), Johannes Nilsson Finne (Centre for Learning Environment)

16:30 / 17:30

Conference Dinner at Flor & Fjære

Bus transfer from Stavanger Forum to the boat

It is also possible to meet directly at Bekhuskaien where the boat leaves (17:00 and 18:00)

Note: See your reservation for scheduled bus and/or boat transfer

Thursday, June 12

My Schedule

08:30–09:15	Keynote: Professor Dagmar Strohmeier
09:15–09:45	Partnership Against Bullying
09:45–10:00	Break
10:00–11:30	Symposia
Topic: _____	
Room: _____	
11:30–11:45	Break
11:45–12:45	Workshops
Topic: _____	
Room: _____	
12:45–13:45	Lunch
13:45–14:30	Keynote: Professor Insoo Oh
14:30–14:45	Break

14:45–16:15	Individual Oral Presentations
Topic: _____	
Room: _____	
16:30/17:30	Transfer from Stavanger Forum to boat
17:00/18:00	Boat leaves from Bekhuskaien to Conference Dinner at Flor & Fjære

My very important notes on who I met and what I want to learn more about:



Program by Day

Friday, June 13

08:15 – 09:00

Keynote – Prevention of Bullying in Early Childhood Education and Care
Professor Ingunn Størksen

Mastrafjorden A + C

09:00 – 09:15

Break
Lobby

09:15 – 10:45 SYMPOSIA

LYSEFJORDEN A

Bullying, Identity, and Mental Health: Insights from the Health and Peer Relations Study
Chair: Amanda Krygsman (University of Ottawa) *Co-C: Irene Vitoroulis (University of Ottawa)*
Discussant: Tracy Vaillancourt (University of Ottawa)

1. Validity screening of child and adolescent Canadian students’ surveys
Amanda Krygsman (University of Ottawa)
2. Prevalence of bullying: General and identity-based forms
Irene Vitoroulis (University of Ottawa)
3. Mental Health Among Bullied Canadian Gender Diverse Youth: An Exploration of Intergroup and Intragroup Differences
Sarah Hobson (University of Ottawa)
4. Loneliness and mattering in schools: How loneliness and perceptions of mattering affect bullying victimization
Shawna Button (University of Ottawa)
5. Bullying Victimization and Problematic Outcomes: The Healthy Context Paradox in a Population-Based Study of Canadian Students
Heather Brittain (University of Ottawa)

Friday, June 13

09:15 – 10:45 cont. SYMPOSIA

LYSEFJORDEN B

Teacher responses to bias-based bullying

Chair: Maria Sapouna (University of the West of Scotland)

- 1. Teacher responses to racially motivated bullying in Scotland
Maria Sapouna (University of the West of Scotland)
- 2. Teachers’ Responses to Racism and Racist Bullying in Dutch Primary Schools
Roy Willems (Open Universiteit)
- 3. Unveiling the Black Box: Exploring Teachers’ Approaches to Ethnic Victimization Incidents at School
Sevgi Bayram-Ozdemir (Orebro University)
- 4. Pedagogy of discomfort as a way to prevent and intervene against bias-based bullying
Geir Skeie (University of Stavanger)
- 5. Teachers need socio-moral competencies to successfully address bias-based bullying: The case for promoting professional ethos
Eveline Gutzwiller (Schwyz University)

UBUREN

Unpacking Adolescent Bullying Dynamics: The Role of Social Status, Friendships, Defending Behaviors, and Social-Emotional Competencies from a Network Perspective

Chair: Xingna Qin

- 1. “I Like You, So I Bully You?” Exploring Peer and Perceived Teacher (Dis)liking in Bullying Network Dynamics Among Chinese Adolescents
Xingna Qin
- 2. Co-evolution of Bullying and Friendship Networks: Understanding the Influence of Dominance in Chinese Adolescents
Ping Ren (Beijing Normal University)
- 3. What makes them leaders? An examination of the consequences of being defended by positive and negative leaders
René Veenstra (University of Groningen)
- 4. Linking Social-Emotional Competencies and Bullying in Chinese Early Adolescents: A Cross-Lagged Panel Network Analysis
Shuyun Yang (Beijing Normal University)

SNØNUTEN

Holistic Work with School Environment from a district level’s Perspective

Chair: Kirsten Riise (Oslo Municipality) Discussant: Marianne Skogvoll (Oslo Municipality)

- 1. Community-Oriented Perspective on Bullying, The education Act and the LK20 core curriculum as foundational elements
Cynthia Myleen Ah-Pew (Oslo Municipality)
- 2. Perspectives on Students and Learning
Merete Borg (Oslo Municipality)
- 3. School’s Plan for a Safe and Positive Environment
Marianne Skogvoll (Oslo Municipality)
- 4. District level as a support system
Christine Johansen (Oslo Municipality)
- 5. School Contributions
Merethe Mørkeberg Nielsen (Oslo Municipality)

KALDEFJELL

The complex contextualisation of (cyber)bullying: insights from different theoretical and methodological approaches

Chair: Audrey Bryan (Dublin City University) Discussant: Giorgia Scuderi (Aarhus University)

- 1. Within-country inconsistencies of (cyber)bullying prevalence in cross-national datasets: What role do different bullying definitions play?
Shan Hu
- 2. Interconnected Spaces: How Socio-Economic Contexts Shape Young People’s Understanding of (Cyber)Bullying Across Physical and Digital Worlds
Isabel Machado Da Silva (Dublin City University)
- 3. Parents’ Childhood Bullying Experience and the Advice They Give Their Children
Anastasiia Petrova (University of Turku)
- 4. Parents’ situated experiences with gendered discourses in relation to their children’s involvement in online bullying
Deniz Celikoglu (Dublin City University)
- 5. Black Culture and Afrophobia: (De)Construction of Bullying in Communities of Practice
Kainaat Maqbool (National and Kapodistrian University of Athens)

Friday, June 13

09:15 – 10:45 cont. SYMPOSIA

SYNESVARDEN

Unpacking Teacher-targeted Violence and Aggression: Exploring Aggression, Attribution, and Support Systems Across China, South Korea, and the U.S.

Chair: Chunyan Yang (University of Maryland)

Discussant: Dorothy Espelage (University of North Carolina at Chapel Hill)

- 1. Can Social-Emotional Learning Competencies Protect Teachers? Longitudinal Links Between Teacher Victimization and Social and Emotional Competencies in China
Jin Hyung Lim (University of California), Yijing Zhang , Chunyan Yang (University of Maryland)
- 2. Whose Responsibility? Exploring K-12 Teacher Victimization Attribution Profiles and Their Association with Mental Health Outcomes
Quennie Dong (University of California), Krandhasi Kodaiarasu, Chunyan Yang (University of Maryland)
- 3. How Is Teacher Mental Health in South Korea? Exploring the Impact of Teacher Victimization by Parents
Danbi Choe
- 4. Who’s Behind the Aggression, and Who’s Behind the Support? Exploring Teacher Victimization and Support Networks Across China, South Korea, and the U.S.
Ella Rho

VINDAFJORDEN

‘Different together’ – a postcolonial understanding of bullying

Chair: Tora Petersen (The educational service centre of the Faroe Islands, Nám)

Discussant: Frode Restad (Oslo Metropolitan University)

- 1. “Double exclusion” of students in Greenland
Karen Mathiesen (Board of Education in Greenland)
- 2. Let’s meet everyone with tolerance and show respect for diversity
Ída Björg Unnarsdóttir (Barnaheill – Save the children)
- 3. Faroese experiences from a culturally adapted antibullying program
Tora Petersen (The educational service centre of the Faroe Islands, Nám)

JÆREN

Peer Defending: Current Research on Individual and Group Level Antecedents, Defending Strategies, and the Outcomes of Defending in Schools.

Chair: Cameron Hines (Queen’s University)

- 1. Defenders’ Other Roles in Bullying as Indicators of Defending Effectiveness: Low Profile, Antisocial, Pure, and Ambivalent Defenders’ Peer Status
Jeroen Pronk (TNO)
- 2. Group Dynamics and Peer Defending Behaviors: Insights from a Virtual-Reality Bullying Paradigm
Laura Lambe (St. Francis Xavier University)
- 3. Individual and Classroom Social-Cognitive Processes in Defending, Unconcerned Bystanding and Guilty Bystanding in School Bullying
Björn Sjögren (Linköping University)
- 4. The Influence of Prosocial Control Norms, Coercive Control Norms, Popularity, and Gender on Peer Defending in Adolescence
Cameron Hines (Queen’s University)
- 5. Does Defending Help? The Role of Peer Defending in Reducing Bullying Victimization and Enhancing Victims’ Psychological Adjustment
Lydia Laniga-Wijnen

PREIKESTOLEN

The Italian Law 71/2017 on Preventing and Contrasting Bullying: Protections, Strategies, Practices and Monitoring Activities for all and for each one

Chair: Elena Ferrara (Former Senator of the Italian Republic)

Co-Chair: Rosanna Di Gioia (Joint Research Centre of the European Commission)

- 1. A Multilevel Governance for Participatory Prevention
Elena Ferrara (Former Senator of the Italian Republic)
- 2. The Smartphone License as a new proposal for digital education. Good practices for the development of alliances in the educating community
Elena Ferrara (Former Senator of the Italian Republic), Andrea Donati (Coop manager CTA)
- 3. Happy Onlife: EU Commission’s gamified experience to prevent harmful behaviours, to enhance digital competences and dialogue among generations
Rosanna Di Gioia (Joint Research Centre of the European Commission)
- 4. Micropedagogy of discomfort
Guillermina Nora Carnicina, Cristina Baldi (Court of Appeal – Juvenile Section of Bari)
- 5. Community-based prevention and education
Andrea Donati (Coop manager CTA)

Friday, June 13

09:15 – 10:45 cont. SYMPOSIA

KJERAG

Peers, Teachers, and School Responses to Bullying

Chair: Karla Dhungana-Sainju (Ontario Tech University)

1. Teachers’ Responses to Bullying and Their Effects on Students’ Bullying Behaviors: A Person-Centered Approach

Hilde Colpin (KU Leuven)

2. Assessing the impact of school characteristics and teacher perceptions on teacher intention to intervene in identity-based bullying scenarios

Karla Dhungana-Sainju (Ontario Tech University)

3. Teachers’ primary and secondary responses to bullying incidents: Combinations and success from the teachers’ and the students’ perspectives

Saskia Fischer

4. Classmates and Teachers Matter: Effects of Class Norms and Teachers’ Reactions on Bullying Behaviors

Charlie Devleeschouwer (UC Louvain)

5. The effects of school involvement in combating bullying: a study on teacher training using ELISA platform data

Federica Stefanelli (University of Florence)

MASTRAFJORDEN A

The role of social and contextual factors in youth’s involvement in aggression, bullying, and bystanding

Chair: Naomi Andrews (Brock University)

Discussant: Wendy Craig (Queens University)

Participants: Elizabeth Al-Jbouri (Brock University), Naomi Andrews (Brock University), Tessa Lansu (Radboud University), Claire Garandeau (University of Turku), Wendy Craig (Queens University)

1. Comparing Social Factors Associated with Aggression Within Versus Outside of Friendships

2. A Dyadic Perspective on Evolutionarily Relevant Aggressive Functions: Links to Victim Characteristics

3. Changes in seating proximity and bullying: Are bullies who target popular and unpopular victims affected alike?

4. Does fear of victimization predict victim-defending and bully-following behaviors?

VÅRLIVARDEN

Cyberbullying and cybervictimization: Matters of individuals or also families?

Chair: Carlo Marinoni (University of Pavia)

Co-Chair: Simona Carla Silvia Caravita (Università Cattolica/ Centre for Learning Environment)

1. Exploring Traditional and Cyberbullying Profiles in Omani Adolescents: Differences in Internalizing/Externalizing Symptoms, Prosocial Behaviors, and Academic Performance

Shanyan Lin

2. Are socio-behavioral correlates of cyberbullying perpetration similar in Italian and Spanish preadolescents? A cross-national study and serial mediation analysis

Gianluca Mariano Colella (University of Calabria)

3. Early-adolescents with special needs and exposure to risks online: Which role of parental mediation styles?

Clara Cavallini

4. Parenting styles and cyberbullying: the moderating role of social goals

Carlo Marinoni (University of Pavia)

5. Adolescent-Reported Visual Sharenting is Associated with Cyber-victimization and Internalizing Symptoms: The Buffering Role of Social Support by Family and Friends

Matteo Angelo Fabris (University of Turin)

10:45 – 11:00

Break

Lobby

Friday, June 13

11:00 – 12:00 WORKSHOPS

LYSEFJORDEN A

Schools’ Handling of Bullying Cases: Two Approaches from the district level’s perspective
Tone Merete Ae Mee Udland, Cynthia Myleen Ah-Pew (Oslo Municipality)

LYSEFJORDEN B

Building Active Bystanders: Co-Designed Bullying Prevention Programmes With New Zealand Students
Karla Sanders, Jennifer Anna Huddleston (Sticks ‘n Stones/Netsafe)

UBUREN

Help after bullying: a conversation tool for young people who struggle after bullying
Anne-Hilde Lystad (Ålesund kommune), Kristin Valderhaug Martinsen (Ålesund kommune), Kristin Øksenvåg (Møre og Romsdal fylkeskommune), Selma Therese Lyng (Oslo Metropolitan University)

SNØNUTEN

Can football tackle bullying? Testimonies, resources, and practical experiences from the PINBALL project
Elisa Bisagno (University of Modena and Reggio Emilia), Li Åsebring (Friends)

KALDEFJELL

Tools for detection and community response: The importance of shared interprofessional systems that identify and tackle violence between peers
Mónica Rose Donnellan Barraclough (Asociación PDA Bullying)

JÆREN

The Cornerstones of Systematic Anti-Bullying Work: What are the key development areas from identified challenges and needs of schools?
Eeva-Liisa Markkanen, Hanna Rönnblom (Caring solutions)

SYNESVARDEN

The Bully, The Bullied, and The Not-So-Innocent Bystander: Breaking the Cycle of Violence and Creating More Deeply Caring Communities
Barbara Coloroso (kids are worth it! inc)

VINDAFJORDEN

Embedding a Whole-School Wellbeing Model: Proactive Strategies for Bullying Prevention and a Supportive School Culture
Laura Brennan (Association of Independent Schools of New South Wales)

PREIKESTOLEN

Stop Bullying and Cyberbullying – A Malaysian Perspective
Chan Nee Nee (UCSI University Kuala Lumpur)

KJERAG

Introducing the BudaPest Bullying Prevention (BPBP) program
Dóra Eszter Varnai, Éva Jármí, Nikolett Arato (Eötvös Loránd University)

VÅRLIVARDEN

Supporting Schools in Activity Obligations and Plans
Marianne Skogvoll (Oslo Municipality), Hilde Strømsjordet Sand, Morten Saksgård

MASTRAFJORDEN A

The Scientific State of Bullying: What We Know and What Needs Further Research
Anthony Volk (Brocku University), Christina Salmivalli (University of Turku), Dorothy Espelage (University of North Carolina at Chapel Hill), René Veenstra University of Groningen, Tracy Vaillancourt University of Ottawa, Wendy Craig (Queens University)

12:00 – 12:15

Break
Lobby

12:15 – 13:15

Poster Festival

Mastrafjorden B

Friday, June 13

13:15 – 14:15

Lunch
Forum Expo

14:15 – 15:00

Keynote – Social and Moral Processes of School Bullying
Professor Robert Thornberg

Mastrafjorden A + C

15:00 – 15:30

Closing Ceremony

Mastrafjorden A + C



Friday, June 13

My Schedule

08:15–09:00	Keynote: Professor Ingunn Størksen
09:00–09:15	Break
09:15–10:45	Symposia
Topic: _____	
Room: _____	
10:45–11:00	Break
11:00–12:00	Workshops
Topic: _____	
Room: _____	
12:00–12:15	Break
12:15–13:15	Poster Festival
Poster #: _____	
Poster #: _____	

13:15–14:15	Lunch
14:15–15:00	Keynote: Professor Robert Thornberg
15:00–15:30	Closing Ceremony

My very important notes on who I met and what I want to learn more about:

Posters

A1	Knowledge and Skills of Public Elementary School Teachers on Bullying Prevention and Management in Puerto Rico <i>Francisco San Miguel</i>	A12	A qualitative longitudinal study exploring the experiences of cyberbullying behaviour among primary school aged children with a diagnosis of Autism Spectrum Condition <i>Catherine Culbert (University of Lancaster)</i>	B1	Associations Between Bullying Participant Role Behaviors and U.S. Middle Schoolers’ School and Life Satisfaction <i>Sarah Warriner, Emily Skiba</i>	B11	School climate turbulence – How might intercultural research and information communication technologies calm the storm? <i>Roderick Sherlock (InfoNet Blaise Pascal, Inc.)</i>
A2	😬 means joking, not bullying?: Understanding the role of graphical cues in online banter from university students’ perspectives <i>Lucy Betts (Nottingham Trent University)</i>	A13	Engaging Students as Co-Designers: Enhancing Bullying Prevention Programmes through Participatory Research in New Zealand Schools <i>Jennifer Anna Huddleston, Karla Sanders (Sticks ‘n Stones/Netsafe)</i>	B2	Parent Bullying Victimization Predicts Child Bullying Victimization: The Role of Parental Guidance <i>Lisa Rosen (Texas Woman’s University)</i>	B12	Definition, Nature and Impact of Cyberbullying: Differences Between Developing and Developed Nations A Qualitative Systematic Review <i>Aftab Hossain (Daffodil International University)</i>
A3	Friendship and bullying interactions in special education schools: Network analysis <i>Julia Badger (University of Oxford)</i>	A14	Classifying Issues in Japanese Middle School Approaches to Severe Bullying Incidents Among non-attending Students: An Analysis of Official Third-Party Reports. <i>Takayuki Yoshimura (Kyushu University), Yoshiyuki Shimoda (Saga University), Yutaro Hirata (Kagoshima University)</i>	B3	Story Books about Bullying: Language Used and Lessons Learned <i>Lisa Rosen (Texas Woman’s University)</i>	B13	Preventing School Bullying: Should Schools Prioritize Psychological Safety Strategies over Physical Strategies? <i>Adrijana Grmuša</i>
A4	Chatbot Cathy, an agent conversationnel <i>Lydie Catalano (IA Medical)</i>	A15	Digital Media Reporting on Online Grooming: A Framing Analysis of National Media Outlets in Ireland <i>Sinan Asci (Dublin City University)</i>	B4	Examining the Relationship Between Help-Seeking and Help-Offering Education and Classroom Climate in Japan <i>Yutaro Hirate (Kagoshima University), Takayuki Yoshimura (Kyushu University), Yoshiyuki Shimoda (Saga University)</i>	B14	NettOpp: A mobile app for adolescents facing online challenges <i>Henriette Kyrrestad (UiT The Arctic University of Norway)</i>
A5	Behavioral and Social Status Profiles Among Early Adolescents: The role of Classroom Popularity Norms <i>Katja Košir</i>	A16	Cyberbullying and Mental Health Impacts among Higher Education Students in Republic of Ireland <i>Sayani Basak</i>	B5	Teachers’ profile for promoting didactic actions against cyberbullying among adolescents <i>Mariano Núñez-Flores (University of Cordoba)</i>	B15	Components to empower schools in building safe and bully-reducing environments <i>Andrea Synnøve Eikset, Hilde Brendehaug Hugaas, Sissel Kulild (NORCE)</i>
A6	Kindergarten owner’s systematic approach for a better psychosocial environment: Shared understanding and practice in the prevention and handling of bullying <i>Pia Katarina Halvorsen</i>	A17	How secondary teaching and non-teaching staff construct their roles, responsibilities and collaborative efforts with parents when responding to disclosures of problematic social media behaviours amongst students. <i>Katie Niven (Nottingham Trent University)</i>	B6	Cybervictimization prevalence according to age and gender and the role of repetition <i>Amy Hannuzet (Université catholique de Louvain-la-Neuve)</i>	B16	Words matter. What about the use of the word “harcèlement” as a translation of bullying in France <i>Azur Courant (Laboratoire de Psychologie, Besançon)</i>
A7	Support Group; A Model for Social Inclusion and Bullying Reduction in Schools <i>Lisbeth Gravdal Kvarme, Tora Gjestvang Ween (Oslo Met)</i>	A18	Kill it with Kindness?: A Critical Analysis of Social-Emotional Learning as a Response to Bullying in an era of Digital Transformation <i>Audrey Bryan (Dublin City University)</i>	B7	Ideological Bullying and Anti-Gender Movements: Examining Digital Hostility as a Mechanism of Control and Exclusion in Cyberbullying Contexts <i>Karolin Rippich (DCU Anti-Bullying Centre)</i>	B17	Exploring Classroom Climate and Personality in Adolescent Social Networks: Implications for Anti-Bullying Interventions <i>Kyosuke Takami (Osaka Kyoiku University)</i>
A8	Overlaps between (cyber)bullying and cybergrooming. Findings from a systematic review on cybergrooming victimization <i>Catherine Schittenhelm</i>	A19	Perception of Bullying Training among Undergraduate Physical Education Teaching Students and Physical Activity and Sports Sciences Students <i>Xènia Ríos, Marta Borrueco Carmona (Universitat Autònoma de Barcelona)</i>	B8	Win-win in school bullying: Reciprocal relations between defender self-efficacy and defending behavior <i>Xing Zhao (Leiden University)</i>	B18	The impact of bullying on parents: A scoping review. <i>Sarah Wild (University of York)</i>
A9	(Cyber-)bullying and disinformation: Insights from a scoping review on disinformation among young people <i>Maxime Kops</i>	A20	Bullying in Physical Education: Impact of an education program for undergraduate Physical Education Teaching students <i>Marta Borrueco Carmona, Xènia Ríos (Universitat Autònoma de Barcelona)</i>	B9	How are Adverse Childhood Experiences Associated with Cyberbullying in Adolescents? Serial Mediation from a Longitudinal Perspective <i>Qijia Cong</i>	B19	Promoting Classroom Climate and Why it Matters in Anti-Hate Speech Prevention Programs: A HateLess Evaluation Study <i>Sebastian Wachs</i>
A10	Starting Young: Early Antibullying Strategies in Kindergarten <i>Odera Achingale</i>			B10	The application of Critical Discursive Psychology to the design and analysis of a post-primary school antibullying intervention <i>Karen Hagan (The Open University)</i>	B20	Norms and Bystander Intervention Training (NAB IT!): Creating Upstanders to Bullying, Cyberbullying, and Sexual Harassment <i>Amanda Nickerson, Lyndsay Jenkins (Florida State University), Stephanie Fredrick (University at Buffalo)</i>
A11	Examining the Role of Socio-Emotional Functioning in Italian and Dutch Bystanders’ Responses to Cyberbullying on Social Media <i>Alessandra Ragona (University of Rome)</i>						

Posters

C1	Behind the Scenes – Transforming Academic Research into Empowering Technology for Children & Young People <i>Teresa Di Manno (DCU Anti-Bullying Centre)</i>	C11	Digitally extended bullying: dimensions of extension and their implications for survivors and interventions <i>Suhana Jacobs (University of KwaZulu-Natal)</i>	D1	Examining the Mediating Role of Dream Quality in the Impact of Peer Victimization on Psychological Adjustment and Student-Teacher Relationships in Primary School Children <i>Francesca Giovanna Maria Gastaldi</i>	D10	Chat services – empowering communication for mental health? <i>Hildegunn Marie Tønnessen Seip (Ansgar University College)</i>
C2	How Do Teachers Respond to Stigma-Based Bullying? An Analysis of Individual and Contextual Factors. <i>Salvatore Ioverno (Roma Tre University)</i>	C12	The role of school policy in supporting parents through experiences of bullying. <i>Karina Milligan (University of York)</i>	D2	United Against Bullying programme in schools in England, trends for gender, SEND and FSM and associations with school experience and pupil wellbeing. <i>Susanne Robinson</i>	D11	Project Prevent and Address Bullying Behavior at all Tiers (PPABB): A Funded Collaborative Training Grant <i>Christine Malecki, Julia Ogg, Michelle Demaray</i>
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BRP IS TAKING A STAND AGAINST INTIMIDATION

WE ARE A GLOBAL LEADER IN THE WORLD OF POWERSPORTS PRODUCTS, PROPULSION
SYSTEMS AND BOATS BUILT ON 80 YEARS OF INGENUITY AND INTENSIVE CONSUMER FOCUS.

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OUR PURPOSE

We exist to create new ways to
move people so that experiences
are measured in emotion rather
than distance. **WE REIMAGINE
THE WAY YOU ACCESS
YOUR WORLD.**



OUR GLOBAL CAUSE

In 2022, we adopted intimidation as a 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 more than **CA\$10 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.



**WE'RE JUST GETTING STARTED, AND
WE WILL CONTINUE TO DRIVE POSITIVE
CHANGE FOR YEARS TO COME.**

**WANT TO LEARN MORE ABOUT
THE RIDE OUT INTIMIDATION
PROGRAM? PLEASE CONTACT
BRP'S COMMUNITY
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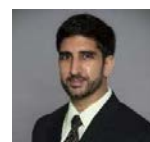
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