

# **Bullying and Cyberbullying: The Interface between Science and Practice**

Joint Conference

COST Action IS0801 on Cyberbullying

Austrian Federal Ministry for Education, the Arts and Culture

Faculty of Psychology, University of Vienna

October 19<sup>th</sup>, 2012

Aula der Wissenschaften (Hall of Sciences)

Wollzeile 27a

1010 Vienna, Austria



**PROGRAM  
&  
ABSTRACTS**

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*Picture: Susanne Stemmer*

Ladies and Gentlemen!

Dear colleagues from Austria and abroad!

It is a great pleasure for me to welcome you to the conference on “Bullying and Cyber-Bullying: The Interface between Science and Practice” jointly organized by the COST Action IS0801 on Cyberbullying, the Austrian Federal Ministry for Education, the Arts, and Culture, and the Faculty of Psychology, University of Vienna.

There is evidence based on a large number of studies that aggression and violence are severe problems at school having various negative effects for all students involved. An estimated 200 million children and youth around the world are being frequently abused by their peers. Many prevention and intervention activities have been taken to cope with this problem. However, it turns out that for sustainable prevention an intensive cooperation between researchers, politicians, practitioners, and administrators is needed.

The conference aims to bring together researchers and practitioners working in the field of bullying and cyberbullying prevention. It combines the final conference of the COST Action IS0801: “Cyberbullying: Coping with negative and enhancing positive uses of new technologies in relationships in educational setting” with the annual stakeholder conference within the Austrian national strategy on violence prevention in the public school system “Weiße Feder – Gemeinsam für Fairness und gegen Gewalt”.

I wish all participants an interesting and stimulating conference and many fruitful discussions on the interface between science and practice in the field of violence prevention.

Christiane Spiel  
Local organizer



Dear Colleagues

This is the final conference of COST Action IS0801: Cyberbullying: Coping with negative and enhancing positive uses of new technologies, in relationships in educational settings. The Action started 4 years ago, and we have had 28 European countries involved, plus Australia and Ukraine as associated members.

Over the 4 years we have had meetings and associated conferences in Lodz, Poland, April, 2009; Sofia, Bulgaria, October 2009; Florence, Italy, October 2010; Dublin, Ireland, November, 2011; and Paris, June 2012. We had a first workshop in Vilnius, Lithuania, August, 2009, on issues of definition and measurement; a Training School: “From research to policy and practice” in Melbourne, Australia, April 2010; a second workshop in Antwerp, Belgium, May 2010, on legal aspects of cyberbullying; a further Training School “Adolescents and Social Media Interventions” plus a third workshop in Turku, Finland, May 2011. Many publications and journal articles have been produced by members of the action, plus a booklet on guidelines.

I would like to thank Professor Christiane Spiel and her colleagues for organizing this final meeting, and the Austrian Federal Ministry of Education, Arts and Cultural Affairs for their support. I hope that you find the meeting useful and productive in our common efforts to reduce cyberbullying

Peter K Smith

Peter K Smith  
Chair, COST IS0801



*Picture: Repolusk*

Ladies and Gentlemen!

Wherever many people spend a lot of time together, emotional situations will quite naturally arise. Certainly, this also holds true for schools, and unfortunately, some of these situations may escalate into psychological and physical violence. Violence prevention in schools is a crucial aspect of providing support to students and helping them deal with such situations.

To focus all strategies for violence prevention in schools, Austria launched the programme “White Feather – Joining Forces for Fairness and against Violence” in 2007, making it an international pioneer.

I am particularly happy to see these valuable and productive efforts of the Federal Ministry for Education, the Arts and Culture culminate in this international conference. The exchange of experience and knowledge between the international participants in this conference will allow us to learn from one another and to make the efforts essential for violence prevention more inclusive, more targeted and more effective.

With this aim in mind, I hope that the conference in Vienna will be an engaging experience for all participants.

A handwritten signature in black ink that reads "Claudia Schmied". The script is fluid and cursive.

Dr. Claudia Schmied  
Federal Minister for Education, the Arts and Culture

## PROGRAM

Friday, October 19th, 2012		
Hall of Sciences		
9.30 – 10.30	Get together	
10.30 – 11.00	Opening	<p><u>Welcome by:</u>  <b>Christiane Spiel</b>, University of Vienna, local organizer  <b>Peter K. Smith</b>, Goldsmith College London, COST chair  <b>Andreas Obermaier</b>, Science Officer, COST  <b>Heinz W. Engl</b>, Rector of the University of Vienna  <b>Kurt Nekula</b>, Director General of the Austrian Federal Ministry for Education, the Arts and Culture</p>
11.00 – 11.45	Presentation of the Austrian national strategy on violence prevention in the public school system “Weiße Feder – Gemeinsam für Fairness und gegen Gewalt”	<p><b>Kurt Nekula</b>, Austrian Federal Ministry for Education, the Arts and Culture  <b>Christiane Spiel</b>, University of Vienna  <b>Gerhard Krötzl</b>, Austrian Federal Ministry for Education, the Arts and Culture</p>
11.45 – 12.30	Presentation of the COST action on cyberbullying	<p><b>Peter K. Smith &amp; Georges Steffgen</b>, COST chairs  <b>Representatives of the working groups:</b>  <b>Ersilia Menesini</b>, University of Florence  <b>Roma Simulioniene</b>, Klaipeda University  <b>Maritta Valimaki</b>, University of Turku  <b>Zehra Ucanok</b>, Hacettepe University, Ankara  <b>Conor McGuckin</b>, Trinity College Dublin  <b>Angela Costabile</b>, University Calabria Rende</p>
12.30 – 13.30	Lunch Break	

13.30 – 15.30	<b>Poster Session</b>	
13.30 – 14.30	Science meets Practice	Posters on practical work are presented, e.g. by the projects and the partners of the Austrian national strategy on violence prevention (“Weiße Feder”)
14.30 – 15.30	Practice meets Science	Research posters are presented, e.g. by the COST members
15.30 – 16.00	Coffee Break	
16.00 – 16.45	Invited Speaker	<b>Childerik Schaapveld</b> , Head of the Council of Europe Office in Vienna
16.45 – 18.00	Round table discussion: What should be done to sustainable prevent violence and particular cyberbullying? Lessons learned from the COST action and the Austrian national strategy	<u>Participants:</u> <b>Gerhard Krötzl</b> , Austrian Federal Ministry for Education, the Arts, and Culture <b>Ersilia Menesini</b> , University of Florence <b>Childerik Schaapveld</b> , Council of Europe <b>Heidi Schrod</b> t, school principal <b>Peter K. Smith</b> , COST chair <b>Barbara Spears</b> , University of South Australia <u>Moderation:</u> <b>Christiane Spiel</b> , University of Vienna
18.00 – 18.45	Cocktails	



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# **Abstracts**

## **Science meets practice**



# FAUSTLOS (no-fist) - Curriculum

Aigner, H.  
Heidelberg Prevention Centre

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To implement the general strategy for violence prevention at Austrian schools, “Joining Forces against Violence” (s. [www.weissefeder.at](http://www.weissefeder.at)), the Federal Ministry for Education, the Arts and Culture has purchased 1200 “No Fists” kits as part of the focus on primary schools in Austria, which are made available to schools upon request.

“No Fists” is a curriculum to promote social and emotional skills and to prevent violence among children 6 to 10 years old. Aggressive behaviour results from a lack of social skills, which are considered key to constructive conflict resolution. “No Fists” helps children develop empathy, learn impulse control and deal with frustration and anger.

## Contents and structure

“No Fists” consists of 51 lessons for 3 school years.

“No Fists” teaches age-appropriate and development-adequate pro-social skills and values related to **empathy, impulse control and dealing with frustration and anger**, contributing to the prevention of aggressive behaviour.

## Materials

Photo slides showing children in various social situations are used to illustrate the lessons. The lessons are described in detail in an instruction manual. The instructions are structured as a preparation section, a story with discussion questions and an advanced section including role-playing exercises and other exercises to apply the lessons in practice.

The quality and effectiveness of “No Fists” is ensured by means of a mandatory one-day training session conducted by the Heidelberg Prevention Centre.

## Objectives of “No Fists”

“No Fists” aims to teach students to identify emotions, put themselves in someone else’s place and respond in an empathetic way.

Application of problem-solving strategies is intended to reduce impulsive and aggressive behaviour of students.

Students learn to identify frustration and anger and to use calming techniques.

**Keywords:** violence prevention, emotional and social skills, ability to deal with conflict, classroom atmosphere.

# Science meets practice – case study analyses of a Finnish guideline

Anttila, M.<sup>1</sup>, Kurki, M.<sup>2</sup>, Hätönen, H.<sup>1,3</sup> & Välimäki, M.<sup>1,4</sup>

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<sup>2</sup>Primary Health Care Organization of the City of Vantaa

<sup>3</sup>Municipality of Imatra

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**Background:** Cyberbullying among young people is an increasing problem all around the world. Even though guidelines have been developed to prevent and counter bullying, they tend to be unspecific and lack concrete coping strategies.

**Purpose:** To illustrate one cyberbullying guideline made for parents' use in Finland.

**Methods:** The guideline was chosen as a case study because it was available on a web-site and was published by a well-known Finnish organization specializing in children's affairs. Analysis was done using Agree II (Brouwers et al. 2010) as a framework aiming especially at clarity of presentation.

**Results:** The recommendations included education such as 1) being positive towards web use, 2) responsible ways to use the web, 3) learning to use the web in a safe way, 4) being present at child's life 5) guiding in activities other than web use, 6) being confident about oneself. The guideline also included information on children's rights, ways to use the web, bullying and cyberbullying. Finally, there were instructions on what to do in case of concern or incidences of bullying.

**Discussion:** The guideline included specific and unambiguous recommendations which were easily identifiable because of the headlines and numbering used. However, there were no examples or illustrations of cases that can be considered to constitute cyberbullying nor of coping strategies in case of conflict.

**Conclusions:** Guidelines can be used to educate adolescents, schools and parents about how to cope and prevent cyberbullying. However, concrete information is needed that can be used in practice, such as peer support.

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## Unbeatable Together – A Violence Prevention Project for Third- to Twelfth-year Pupils

Bieglmayer-Leitner, L., Brodesser, C., Eckenfellner, M., Haslinger, M., Janvier, J., Meissner, E., Putz, C., Reinisch, C., Starzer-Knierzinger, M. Storm, V., Tischer, N. & Wimmer, B.

OEZPGS Austrian Centre for Psychological Prevention of Violence in Schools

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Aggressiveness and willingness to use violence among children and teenagers is often a consequence of lacking emotional and social skills. In addition to empathy and constructive ways of dealing with your own and others' feelings, readiness to compromise, concrete strategies for conflict resolution and awareness of your social responsibility are essential to ensure peaceful interactions. Following an analysis of classroom atmosphere using questionnaire surveys and teacher interviews, the classroom project "Unbeatable Together" therefore uses a total of six modules to promote emotional and social skills of pupils, improve classroom atmosphere and work on constructive, non-violent conflict resolution strategies. By raising awareness of the issues of bullying and cyberbullying, participants' awareness of the problem is increased and useful strategies for action are developed. The contents are dealt with methodically using group work, role playing, group dynamics exercises, a keynote video and group discussions. Teachers and parents are involved in the project so as to ensure its sustainable effect. As the project focuses on individual issues depending on classroom situation and age group, no systematic evaluation studies are available as yet. So far, however, feedback from schools indicates a positive impact on classroom atmosphere.

**Keywords:** violence prevention, social skills, emotional skills, bullying, cyberbullying, conflict resolution strategies, classroom atmosphere.

### **"I Didn't Do It!" Teaching Teachers How to Deal with Bullying**

Demmel, I., Kaiser, W. & Steinbacher, Raimund  
OEZPGS Salzburg

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In the first research-based bullying intervention programme, Olweus (1991) ascribed a key role in implementation to teachers as attachment figures for pupils. Taglieber (2005) states that teachers have to protect the victims and, depending on

the method, take the bullies to task and involve them in finding a solution. Scientific studies have shown, however, that teachers often find it difficult to distinguish between harmless teasing, playful fighting and bullying (Costabile, Smith, Matheson, Aston, Hunter & Boulton, 1991). Furthermore it has become apparent that victims in many cases suffered increased bullying if teachers not trained in bullying intervention tried to intervene (Fekkes, Pijpers & Verloove-Vanhorick, 2005).

Based on these findings, the OEZPGS team (Austrian Centre for Psychological Prevention of Violence in Schools) in the province of Salzburg considers teacher training a prerequisite for preventing violence in schools. In a one-day training course, teachers are provided with theoretical information about the basic concepts (aggression, competition, conflict, escalation, violence, bullying) and about group dynamics. By means of self-awareness and reflection exercises, teachers are taught to recognise bullying and understand group dynamics. However, since teachers' actions are not the only factor in changing bullies' behaviour (Rigby, 2005), a focus is put demonstrating intervention methods in a practical manner. By means of role playing, violence prevention exercises and checklists, teachers practice implementation of these methods in everyday school life. In this context, however, it is essential to address the limits of interventions by teachers and to highlight the option of professional support systems for cases of severe bullying.

**Keywords:** bullying, teacher training, group dynamics.

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# OEZPGS - Austrian Centre for Psychological Prevention of Violence in Schools

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**The prevention of violence in the general sense** refers to institutional and personal measures that serve to prevent or reduce violence. These can relate to people, living environments and social systems. The aim is achieve a desired change in awareness, experience and behaviour.

Since 1 April 2011, psychologists at the **Austrian Centre for Psychological Prevention of Violence in Schools (OEZPGS)** have been working in this context. They are assigned various projects by the ministry of education or by the educational psychology services of the provincial school boards and the Vienna school board. They work in close cooperation with the ministry's educational psychology and counselling service.

Effective **violence prevention in schools** should always occur as part of a school development process in which all school partners are involved. Its aims include improving school culture, dealing with conflicts in a constructive way and solving problems effectively for the benefit of all school partners. Based on the timing and the aim of the measures, we distinguish between primary, secondary and tertiary prevention of violence in schools:

- **Primary:** working with classes/groups, coaching teachers, facilitating interdisciplinary counselling teams, teachers' office hours, casework by (school) psychologists, implementing/supporting programmes and projects
- **Secondary:** interventions by (school) psychologists if needed e.g. conflict resolution, mediation, preventing bullying, preventing reinforcement of disordered or aggressive behaviours
- **Tertiary:** treatment by (school) psychologists and support to mitigate damage after negative experiences, stabilization of positive changes achieved

## **We work**

- as partners of students, teachers, school administrators and parents,
- as counsellors, coaches and facilitators of projects to prevent violence in schools,
- on an individual basis, at the subsystem and system level,
- in an advisory and supportive capacity, providing treatment and help,
- with individually designed workshops and lectures for students, teachers and parents,
- **free of charge, on a confidential and anonymous basis** in casework.

**Keywords:** prevention of violence, conflict, school

## **Canoeing: Let's put it in a nutshell!**

Feichtel, E.<sup>1</sup> & Brezina, N.<sup>2</sup>

<sup>1</sup>OEZPGS

<sup>2</sup>Teacher at the vocational school for automobile and metal engineering in Vienna

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Canoeing is an integrative outdoor project used to develop social skills like teamwork, tolerance, consideration and responsibility as well as cognitive abilities and psychomotor skills. It's also a useful project for preventing any sort of bullying in our classrooms.

The main goal of the project is to improve the working environment by forming teams of apprentices with different cultural and social backgrounds. It serves to teach young people how to learn from and respect one another so as to achieve the goal of forming a boat crew that works well together.

During the last weeks of regular education, all students in their first year of apprenticeship are taken canoeing on the Marchfeld Canal.

The first part of each project day is dedicated to issues of health and safety.

The participants have to become familiar with the outdoor conditions, the boats and the safety equipment. Subsequently the canoeing materials are made available to the vocational school and the participants learn how to get their equipment ready and use it properly. Each boat crew consists of three persons who seek to develop and prove their skills as a team.

Common difficulties that have been observed include the cognitive inability to distinguish between what one in fact is and what one would ideally like to be for reasons of individual and cultural diversity.

Due to these weaknesses it's interesting to observe the participants' creative ways of cooperating to solve problems.

The project started two years ago with approximately 50 apprentices and has grown to more than 200 participants aged between 15 and 18 who want to take part in the current event.

**Keywords:** social skills, cultural diversity, working environment.

# Learning from Being a Buddy

Fuchs, K.

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The research project “Learning from Being a Buddy”, carried out by the Institute for Education Development and Quality Management at the University College of Teacher Education in the province of Tyrol and co-funded by the Tyrolean Science Fund (TWF), evaluates the impact of the Buddy Initiative Tyrol.

It focuses on two research hypotheses: “Pupils learn social interaction skills when acting as buddies” and “The role of buddies changes classroom atmosphere”.

170 pupils (buddies and non-buddies) in primary school, lower and upper secondary school were surveyed using questionnaires, and eight buddy teachers were interviewed.

## **Buddies have great skills**

Analysis of the data collected showed that three elements of the buddy skill sets described by Kurt Faller are particularly salient: communication skills, support skills and counselling skills. In the opinions of those interviewed, buddies appeared to have great skills in the areas of communication (e.g. listening, asking specific questions, cooperating with others) and problem-solving as it relates to providing support and giving advice.

The survey also furnished indications of the decisive factors that cause pupils to become buddies. Willingness to become a buddy declined with increasing age and rose with improved academic performance and improved image of buddy activities. Gender had no effect on such decisions.

## **Buddy projects work**

The survey confirmed that both buddy activities and increasing age correlated with improved social interaction skills. No correlation was found for gender and academic performance.

If assessment of classroom atmosphere by pupils is taken as an indicator of classroom atmosphere, the analysis also confirmed the second research hypothesis, i.e. that buddies have a positive impact on classroom atmosphere. Buddies and classes with buddy activities rate classroom atmosphere as more positive than non-buddies and classes without buddy activities; younger pupils rate classroom atmosphere as more positive than older pupils. Again, gender and academic performance had no effect on the assessment.

**Keywords:** buddy, social interaction skills, classroom atmosphere, violence prevention, education development.

## **References:**

Faller, K. & Kneip, W. (2007). *Das Buddy-Prinzip, Soziales Lernen mit System*. Düsseldorf: buddy E. V.



## **“Lernen ohne Angst” (Learning Without Fear) Action against Violence in Schools**

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Plan International in cooperation with IKM

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Around the world, millions of children suffer violence in schools. At many Austrian schools, violence is also part of the everyday experience of girls and boys. Many of them experience verbal abuse, exclusion and structural discrimination. One in three schoolchildren has been a victim of bullying; one in ten is afraid to go to school. Even physical violence is not uncommon. Teachers and parents are increasingly helpless to stop physical and psychological violence and promote non-violent conflict resolution.

The children’s charity Plan International and the Institute for Constructive Conflict Resolution and Mediation (IKM) have developed a project for violence prevention in schools. Its main objective is to focus on the experiences and ideas of adolescents and to encourage them to actively promote peaceful coexistence in schools. Girls and boys assume responsibility for the project and develop specific activities to end violence at their schools, supported by teachers, school administrators and school committees.

**Do you want to address the different forms of violence at your school and sustainably prevent violence?**

**Do you want to get children and adolescents involved and help them develop their skills?**

The project “Learning Without Fear – Youth in Action Against Violence” supports schools in efforts to improve school atmosphere and prevent violence. As part of the project, students take an active part in developing and implementing specific action plans for violence prevention.

The project lasts two school years and includes:

- Further training for teachers
- A project week for participating classroom communities
- Analysis of the school from the students’ perspective
- An action plan designed specifically for the school
- In-depth work with representatives and committees
- Information for parents
- Supporting documents (method folder and DVD)

The supporting documents detail the complete course of the project, providing background information, worksheets, detailed descriptions of methods and teaching suggestions for the implementation of the project. All descriptions of methods can be adjusted to the specific conditions at the school during the further training course.



During the project week, classroom communities conduct an in-depth discussion of the issues of violence, gender, prejudice and discrimination, supported by school psychologists or liaison teachers. Mixed-year groups carry out a student-driven analysis of violence at their school. Based on the results, they develop a specific action plan. Representatives of classroom communities further develop the action plan with all school committees, so that an effect of actual change is achieved at the school in the following year.

**Target group:**

- Fifth-year students and older
- Teachers
- School administrators
- School committees

**Project phases:**

1. Awareness-raising
2. Analysis
3. Action plan
4. Implementation

**Timeline:**

Two school years

1<sup>st</sup> year: 8 project days for classroom communities and 20 two-hour workshops for various working groups

2<sup>nd</sup> year: 4 coordination meetings and 10 two-hour workshops

**Further training and support** provided by Austrian school psychologists and, if necessary, by liaison teachers trained by school psychologists

**Plan International**

Plan International is one of the oldest children's charities and works in 50 countries, regardless of the prevalent religions and political systems. In development cooperation, Plan International funds sustainable, child-focused capacity building projects, mainly through sponsorships, but also by means of individual donations and public funds. Plan International supports more than 1.2 million child sponsorships, including more than 6,000 from Austria, and reaches out to almost nine million people in its programme areas in Asia, Africa and Latin America. Plan International's campaign "Because I am a Girl", with Senta Berger as its patroness, draws attention to the situation of girls around the world.

**Keywords:** fear, violence, school, coexistence.

## Joining Forces for Fairness and against Violence Tyrol Network

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Schools are communities and places of encounter for many students and teachers for many hours per day, often in very limited spaces. Students may have extremely diverse family backgrounds and have learned different rules, and are required to get along well all of a sudden. This raises the question: What role do I have or am I given in this social structure – a good or bad role? It is a social expectation that everyone in a school get along well, which is quite a big challenge. Conflicts are therefore not unusual, and an important aspect of encounters and opportunities for social learning.

However, the question also arises: Who will support schools in dealing with these processes?

Networks emerge when we succeed in joining forces across individual initiatives to achieve a common goal. In the regional Tyrolean network “Joining Forces for Fairness and against Violence”, institutions that deal with issues such as violence prevention in schools were integrated into a common platform so as to be able to offer useful services for working with classroom communities and further training of teachers.

Cooperation develops when we succeed in appreciating the efforts of cooperation partners, allaying fears of contact and integrating our efforts to focus on shared concerns. Networks need someone who assumes responsibility, defines objectives, keeps in mind the needs of all network partners and supports them.

The poster shows the network and the latest pamphlet on the services offered in the 2012/13 school year. These are described in detail, listed systematically and made accessible on the website [www.gewaltpraevention.tsn.at](http://www.gewaltpraevention.tsn.at).

**Keywords:** violence prevention, networking, coordination of regional partners, further training, work with classroom communities.

## **Nationwide Theatre Initiative Macht | schule | theater**

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### **Nationwide Theatre Initiative Macht | schule | theater**

The Macht|schule|theater initiative was launched by the Federal Ministry for Education, the Arts and Culture in 2008. It is a key component of the wider art and education “Kunst macht schule” programme, and also part of “Weiße Feder”, an initiative to prevent violence in Austrian schools. Macht|schule|theater includes dialogue events that linked with “Aktionstage Politische Bildung”.

The theatre initiative has been extremely successful, both in artistic terms and in terms of participation. Since the SY 2008/2009 nearly 42,000 people have seen the performances and more than 2,500 pupils have been involved directly as writers, actors, stage designers etc.. Since the SY 2008/2009 nearly 90 theatres have worked together with more than 200 schools. The productions have won prizes and have been invited by festivals. Cyberbullying has frequently been a subject of plays.

**Keywords:** Violence prevention in schools using theatre, art and cultural education, personality development.

#### **Website:**

[www.machtschuletheater.at](http://www.machtschuletheater.at)

## **EFEU**

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EfEU is an organisation with a focus on gender, diversity and education that is unique in Austria and the German-speaking countries.

Our services are addressed to people active in education and childcare (kindergartens, schools, after-school childcare and youth activities), to parents, education and training coordinators in adult education, organisational development experts (especially school development experts) and gender mainstreaming experts.

Our products and services:

- **Consulting** and project consulting, **library**

- **Further training programs**, workshops (esp. for facilitators, some also for adolescents)
- **Contacts with expert speakers** (on issues such as self-defence, immigration background, sexual abuse, work with young men...)
- **Design and organisation of events** (e.g. on the issue “Islam and Equal Rights”; exhibition “Headscarf Experiments”; “School Quality and Gender Mainstreaming”)
- **Research and evaluation** (of school projects, of a gender-sensitive kindergarten...), **expertises on gender issues** (e.g. gender analysis and consulting for projects of “White Feather” [www.gemeinsam-gegen-gewalt.at](http://www.gemeinsam-gegen-gewalt.at))
- **School development and consulting** (e.g. gender competence schools)
- **Publication of the EfEU newsletter** [www.efeu.or.at/newsletter.html](http://www.efeu.or.at/newsletter.html)
- **PR work**
- **Publications** (“Gender-sensitive proposals for violence prevention in schools”; “Education tenet ‘Education for equal opportunities for women and men’”. Information and suggestions for implementation in primary and secondary schools; specialised publications on transculturalism and working with adolescents, on gender-specific education methods and violence prevention, on violence prevention in work with adolescents etc.) – available for download at [www.efeu.or.at/publikationen.html](http://www.efeu.or.at/publikationen.html)

In addition, EfEU is one of the 45 organisations on the **Platform Against Domestic Violence** of the Federal Ministry of Economy, Family and Youth (BMWFJ) and competent for issues of violence against and among adolescents in Vienna [www.gewaltinfo.at/plattform/jugendliche](http://www.gewaltinfo.at/plattform/jugendliche).

For more information on our work, see [www.efeu.or.at](http://www.efeu.or.at) !

## **The multi – plane work in schools using the example of a small elementary school in southern Burgenland**

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This abstract shall illustrate how many levels the work of a psychologist in schools has to cover.

The concerning 3rd grade elementary class consisted of 15 pupils. The first two school years the class was taught by a teacher who retired. The class started the 3rd year with a new teacher. In this class there are three boys with maladjusted social behavior who didn't seem to make any problems during the first two years at school. Starting the 3rd year the problems begun to arise. Initially the new teacher

tried to cope by herself. However, as in the second semester two of the boys threatened a girl with a chair, the teacher called for help and the psychologist of the ÖZPGS came into action. At first the psychologist visited the class for accomplishing a class observation. After that, steps on three different levels were put into action:

- (1) **Class level:** Class workshops concerning different topics of learning of social behavior were held every second week for a duration of two school hours. Additionally the class attended for a duration of two days a workshop at Burg Schlaining (Friedenswochen – [www.friedenswoche.at](http://www.friedenswoche.at)).
- (2) **Teachers level:** Many hours of supervision, coaching, self – reflection and pre and post – processing of incidents were spent with the teacher to ease the tension and ameliorate the working climate for her in the classroom.
- (3) **Parents level:** Two parents – evenings were held. The first one consisted of the problems of the class and possible solutions. Topics of the second were changes and improvements concerning the class climate.

## White Ribbon Österreich

Meschnigg, G.

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The White Ribbon Campaign (WRC) is one of the largest effort of men working to end violence against women. In over fifty-five countries, campaigns are led by both men and women, even though the focus is on educating men and boys. The White Ribbon Austria Campaign has been launched in 2000 as a non profit association - with a volunteer Board of Directors and a small staff. The main goal of WRC is ending violence against women in all its forms. We accomplish this in five ways: 1. Challenging everyone to speak out, and think about their beliefs, language and actions. 2. Educating young people, especially young men and boys, on the issue through educational resources we produce. 3. Raising public awareness of the issue. 4. Working in partnership with women's organizations, the corporate sector, the media and other partners to create a future with no violence against women. 5. Supporting White Ribbon Campaigns around with our experience, resources and networks.

The White Ribbon Campaign believes a „Strength Based Approach“ holds the most promise for gender equality work with men and boys. We are more likely to realize transformative social change - when our conversations and campaigns focus on preference, hopes, and intentions as opposed to guilt, shame or fear. The work of White Ribbon is informed by Critical Masculinity Studies and Feminist Theories.

**Keywords:** White Ribbon Campaign, Violence Prevention, Gender Equality, Critical Masculinities.

## **A proposal of assessment of initiatives against bullying and cyberbullying to improve the good practices: The “I Am Not Scared” project**

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Since the first anti-bullying program were developed in 1983 by the Norwegian government (Olweus & Roland, 1983), a high number of different initiatives to deal with school bullying (and more recently also against cyberbullying) have been designed and carried out. However, most of those proposals have not been evaluated in a systematic and rigorous way. To cover this gap, we have built an assessment tool, mainly based on factors linked to successful interventions identified by Ttofi's and Farrington's (2011) meta-analysis, which can be used like a checklist of quality/success indicators (where more indicators suggest higher probability of success). Within the European research project "I Am Not Scared", and using this assessment tool, we have analyzed about one hundred programs to combat bullying and cyberbullying selected from nine European countries (Belgium, Bulgaria, Germany, Greece, Italy, Lithuania, Romania, Spain, and United Kingdom). The results show that most of the programs do not include a large number of quality indicators. Programs which include positive external evaluations are associated to higher numbers of quality indicators, reinforcing the validity of the instrument. It is clear that this kind of instruments could not replace systematic evaluation of programs, however this approach could provide us some information about success before applying the program, and could also be a helpful instrument to improve the initiatives that are already going on.

**Keywords:** intervention programs, bullying and cyberbullying, evidence-based programs, best practices, quality indicators.

# **jetzt – Soziale Arbeit in der Schule**

## **Pilot project of school social work in Salzburg**

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Verein Spektrum

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### **Getting assistance! Finding solutions! Translating ideas!**

Nowadays children and teenagers live in a world of possibilities and instabilities at the same time. Physical and emotional needs which are attended by such uncertainties and social forces can interfere with school life and affect the children's role as students.

**jetzt – Soziale Arbeit in der Schule** is a pilot project in Salzburg which is run by the non profit organisation Verein Spektrum and was established on request of the governess and the federal school inspector in 2010. The service is provided in three secondary schools (Neue Mittelschulen), one of them specialised in challenging behaviour, which includes an elementary school.

The social workers of **jetzt** are the link between school, home and the community in providing direct as well as indirect services to students, parents and school staff to support and promote students social skills and academic success. The main purposes are prevention, intervention, early diagnosis and crisis response. General principles are confidentiality, voluntariness, easy access and partiality.

Beside case management and counselling another important task of the social workers is to provide prevention programs and educational workshops for groups of students throughout the entire school, addressing topics like bullying prevention, social media, sexual education, children's rights, teamwork, social skills and any topics the students are interested in.

Further tasks of **jetzt** are networking, referring to other social services or educational institutions, general school improvement planning and the development of the school social work profession itself.

Offering constant relationships, sustainability, communication and availability describe the road to success in this integrated model of school social work.

**Keywords:** link, prevention, intervention, relationship, advocacy.

### **References:**

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- SiO Sozialarbeit in Österreich Ausgabe 1/10: Schulsozialarbeit Boom



# Evaluating the use of Quality Circles in Addressing Bullying & Cyberbullying in Schools

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An earlier study (Paul, Smith, & Blumberg, 2010; Paul, Smith & Blumberg, 2012) reported the use of Quality Circles (QC) in the context of further understanding bullying and cyberbullying. This study reports the final stage of follow up work in the same school setting, as part of case study research of a UK secondary school.

The QC approach involves student groups exploring problems in school, specifically bullying and cyberbullying. The purpose of group work is to propose new ideas and develop solutions, then over time deliver a student led project to help solve bullying problems in school. In the third year of QC work students were asked to consider practical solutions for bullying and cyberbullying and suggest different ways of investigating problems in school and in class. A total of 20 students took part in 3 QC groups (all aged between 11 to 12 years old, with 10 males and 9 females). Each group was asked to identify three solutions and relate this to problems both inside school and outside school and to consult students as well as staff on potential project ideas.

Student report continued change in cyberbullying activities but bullying behaviour remained similar. When evaluating the use of QC from the student perspective, this study confirmed QC as an engaging process, as reported by students themselves. The knowledge gained from ongoing work with students has proved a valuable information resource, especially when considering the pace of change in cyberbullying.

**Keywords:** Quality Circles, Bullying, Cyberbullying, School, Students.

## References:

- Paul, S., Smith, P. K., & Blumberg, H. H. (2010). Addressing cyberbullying in school using the quality circle approach. *Australian Journal of Guidance & Counselling*, 20, 157–157, doi: 10.1375/ajgc.20.2.157.
- Paul, S., Smith, P. K., & Blumberg, H. H. (2012). Revisiting cyberbullying in schools using the quality circle approach. *School Psychology International* (in press).



# The virtual Anti-Bullying-Village for Kids (ABV4 Kids) project: an example of creating a positive online community to counteract negative online and offline behaviors, from a Polish experience

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The poster presents the results of hitherto experience with the implementation of ABV4 Kids project into Polish circumstances/reality. A strong emphasis is put on the process of the creation of the Virtual School and the ways it functions, which are the core elements of the project. The Virtual School events provided by the schools involved e.g. poster/video exhibition, role plays, film displays, contests etc. are all related to the project overall topic of school bullying, violence, racism and xenophobia. The ongoing participation in the project has already revealed several issues concerning the methodology of working with young people in the OpenSim – 3D virtual learning environment (3DVLE).

The ABV (anti-bullying village) comprises:

- a **Virtual Parliament** that hosts parliamentary sessions for the pupils. Members of the Parliament are represented by their avatars and come from all partner countries
- a **Virtual School** that includes classrooms partly designed and created by the school teams
- a **Creative Arts Centre**, a public place that includes e.g. exhibition areas and will be the venue of a young people's international conference lasting 2 days

The ABV4Kids project aims to establish an online community and virtual village created together by the partners and school teams from the partner countries within cyberspace.

The ABV4Kids&Teens is an innovative and cooperative project prepared by experts and schools from Germany, the United Kingdom, Norway, Poland, and Israel, and supported by IT-experts from Italy and designers from Bulgaria<sup>2</sup>. The project has been funded by the Comenius Program of the European Commission (ABV4kids 510062-LLP-1-2010-1-IT-COMENIUS-CMP). Duration of the project: 1 January 2011 - 31 December 2012.

**Keywords:** cyberbullying, virtual environment, online community, bullying prevention.

<sup>2</sup>**Project partners:** Italy: CINECA - Consorzio Interuniversitario, Germany: Zentrum für empirische pädagogische Forschung, Universität Koblenz-Landau - Project coordinators. Bulgaria: ET Infoart; Israel: The Open University of

Israel; Norway: Barnevakten - Kids and Media; Poland: The Pedagogical Academy in Lodz; The United Kingdom: Actionwork.

**See also:**

<http://www.abv4kids.org/>

<http://www.facebook.com/abv4kids>

<http://www.facebook.com/groups/antiviolencevillage/>

## **OEZPGS Psychologists in Secondary School Peer Mediation**

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The presentation of the project described is based exclusively on work in practice. The poster presentation will serve to briefly define the terms and to describe the roles and tasks of OEZPGS psychologists in Vienna in basic and advanced training of peer mediators in secondary schools. In addition, an overview will be given of the framework and key contents of basic and advanced training seminars.

**Keywords:** peer mediation, OEZPGS, training.

**References:**

see [www.peermediation.at](http://www.peermediation.at)

## **Viennese Social Competence Training (ViSC) – Practical Implementation at Upper Austrian Compulsory Schools**

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In the academic year 2010/11, a first group educational psychologists and psychologists of OEZPGS participated in training at the University of Vienna to become ViSC counsellors. Implementation of the programme at schools was started at the same time. This presentation will give an insight into experience in practice with Viennese Social Competence Training (ViSC).

For sustainable violence prevention, it is essential to also involve teaching staff who will be more difficult to reach with specific offers of support when the case arises. ViSC creates the ideal conditions for implementing established models of educational psychology at schools in a structured and binding way.

To enable school administrators and teaching staff to sufficiently support measures, it is useful to offer registration for the programme on a voluntary basis and after providing information on its structure (e.g. timetable) and contents (e.g. differentiation between primary and secondary prevention). It has proven effective to motivate schools to participate by means of personal contacts. In addition, written agreements provide clarity as to the necessary framework conditions and facilitate their creation.

Work in schools and the related development of school culture are perceived as important factors in the programme's effectiveness in practice. For instance, formation of a ViSC team in the school is essential.

Depending on the needs of each school, the training programme's contents were expanded (e.g. advanced training on new authorities, anti-bullying strategies) and the training methods adapted by the counsellors (e.g. development of training units by classroom teachers).

Working in teams of two ViSC counsellors proved advantageous. Communication between trainers working in Upper Austria and exchange of best practices contributed to the quality of implementation.

Based on numerous positive experiences with the programme, further educational psychology staff will be trained as ViSC counsellors in 2012.

**Keywords:** ViSC programme, experience in practice, violence prevention.

## Enabling Schools to deal with Critical Incidents

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*“a first order intervention after a crisis, an emergency or a disaster, [is] designed to reduce the distress caused by the exposure to a traumatic event, and to enhance the knowledge of the protective factors that helped the person to survive the event” (The Sphere Project, 2004).*

Enhancing the preparedness to psychological effects on victims of traumatic events is recommended in complete relevant guidelines (f.e. EAHC, IASC, NATO, NICE).

Therefore the author developed a curriculum for an advanced training to meet the needs of children as well as of adults after critical incidents striking schools. In four modules teams of three to five persons including principals, teachers and school doctors learn about crisis management in schools and crisis intervention as first

psychosocial aid to cope with situations like death, violence against others and self, escalating bullying situations, school shootings and other traumatic events.

**Keywords:** critical incident, first psychosocial aid, advanced training, violence, trauma.

### **References:**

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## **Austrian Centre for Personal Development and Social Learning (ÖZEPS)**

Schröder, B.

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ÖZEPS is a federal centre hosted by the University College of Teacher Education in Upper Austria. Since 2005, ÖZEPS has been working on behalf of the Federal Ministry for Education, the Arts and Culture to promote improvement of personal and social skills at all educational institutions in Austria, to highlight the importance of personality development and to raise awareness of the need to implement relevant measures in school systems.

The centre's mission is to provide support for the sustainable adoption of methods, models and implementation tools for teaching and learning interdisciplinary, personal and social skills in all types of schools and all institutions of teacher education and further training for teachers.

Practical support and events are the pillars of the services offered by ÖZEPS. Fostering a network is considered of particular importance.

### **Guiding principles:**

Any productive learning process is based on an appreciative, supportive relationship, and this holds particularly true for learning processes in schools. In addition, learners need time and space to develop ego strength and learn social skills. To create and maintain good relationships, all those involved in a learning process also need, amongst other things, self-confidence, trust in the group and a

great interest in diversity – diversity among the learners and diversity of their learning styles. That is why ÖZEPS has made it its mission to help learners and teachers strengthen all aspects of their personalities, and to support them in creating relationships conducive to learning and in designing their shared lessons in such a way that learning and teaching are productive experiences.

ÖZEPS focuses its resources on education development, HR development and organisational development. It is a platform and hub for catalysts in the fields of social learning and personality development, and bridges the distance between research and a practical approach based on theory.

Keywords: perspectives of learning, personality development, personal and social skills

## **ÖZEPS mission statement**

Schröder, B.

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Any productive learning process is based on an appreciative, supportive relationship, and this holds particularly true for learning processes in schools. In addition, learners need time and space to develop ego strength and learn social skills. To create and maintain good relationships, all those involved in a learning process also need, amongst other things, self-confidence, trust in the group and a great interest in diversity – diversity among the learners and diversity of their learning styles. That is why ÖZEPS has made it its mission to help learners and teachers strengthen all aspects of their personalities, and to support them in creating relationships conducive to learning and designing their shared lessons in such a way that learning and teaching are productive experiences.

Practical support and events (conferences and Train the Trainers seminars) are the pillars of the services offered by ÖZEPS.

ÖZEPS focuses its resources on education development, HR development and organisational development.

ÖZEPS is a platform and hub for catalysts in the fields of social learning and personality development.

ÖZEPS pursues a practical approach based on theory and bridges the distance between research and everyday reality in schools.

ÖZEPS seeks to enhance contacts between partners in schools and non-school environments.

ÖZEPS is a learning organisation.

# Pilot Project in Upper Austria: Group Training for Pupils to Promote Social Skills

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As part of a pilot phase, two social skill building courses for pupils were held by educational psychologists and psychologists of OEZPGS in Upper Austria in the academic years 2010/11 and 2011/12. The courses were intended for primary school pupils with conspicuously aggressive and oppositional behaviour with the aim of improving their social skills. Associated counselling for parents and teachers served to support the transfer of the skills learned in the group training courses into everyday life and situations encountered at school.

In a small group setting with groups consisting of 4-6 children, the pupils practiced fair interactions and socially appropriate expression of their needs and emotions in a safe environment. Individual counselling served to help pupils learn to increase self-awareness, to better control impulsiveness and to accept boundaries. In addition, the children were reinforced in dealing with frustration and using conflict resolution strategies as an alternative to aggressive behaviour.

Along the lines of a resource-based approach, appreciative interactions and responsiveness to children's individual needs were at the focus of practical psychological work with the pupils. In addition, behavioural therapy measures were employed in the group. During weekly meetings, the desired prosocial behaviours were developed and reinforced in a playful way using group tasks and partner tasks, cooperation games, role playing and psychoeducational input. Observation tasks, transfer tasks and feedback loops involving parents and teachers served to ensure realisation of the desired goals in everyday school situations.

In summary, practical experience so far, as well as positive qualitative feedback, has confirmed that a systemic approach at several levels (pupil, parents, teachers) is necessary to enable long-term behavioural change (cf. e.g. Petermann, Döpfner & Schmidt, 2008).

**Keywords:** social skill building, group training, aggressive and oppositional behaviour, prosocial behaviour.

## References:

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## Bullying and Cyberbullying

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### School – A Place to Feel Safe

Violence prevention in schools is of particular importance in this day and age. In the province of Styria, selected schools are therefore provided with regular on-site counselling over a period of about two academic years. These activities are based on as-is analysis in classrooms and schools.

In the following, the survey at the secondary school for music in Weiz will be presented by way of example.

185 pupils from 9 classrooms were surveyed using Eder and Mayr's Linz Questionnaire on School and Classroom Atmosphere for 4<sup>th</sup> through 8<sup>th</sup> year pupils. In group sessions lasting 20 minutes each, 42 questions on classroom life and 17 questions on everyday school life were answered anonymously using a five-point answer scale.

The questionnaire was deliberately geared towards assessing the pupils' perspective. Their subjective impression has a greater impact on actual behaviour in school than objective circumstances.

The survey yielded 14 scores for elements of classroom atmosphere, such as rivalry. In summary, it resulted in assessments of 4 dimensions of classroom atmosphere, as well as an overall score for classroom atmosphere and 2 scores for school atmosphere, which were strictness and warmth. In conclusion, the score for "well-being" gave an indication of the emotional atmosphere at the school.

In the case discussed as an example, pupils gave their school good scores.

Based on the results, the school is provided with a structural diagnosis including the status quo of individual classrooms and an overall result for the school as a whole.

These results are thus feedback on "customer satisfaction", but can also be used to evaluate measures taken in school development.

Further to the survey, several interventions such as the "class council", "Becoming a Classroom Community – Being a Classroom Community" and a "no-blame approach" were implemented and their effectiveness was assessed using a repeat survey.

**Keywords:** violence prevention, as-is analysis, Linz Questionnaire on School and Classroom Atmosphere, well-being.

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Eder, F., Mayr, J. (2000): LSFK 4-8. Linzer Fragebogen zum Schul- und Klassenklima für die 4. bis 8. Klassenstufe. Göttingen, Hogrefe.

## **Destructive Relationship Patterns: Interventions in School Psychology**

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The work of school psychologists has a basic purpose: to provide help for persons in the school system by means of psychological interventions. Within a wide range of situations where such help is needed, bullying, cyberbullying and – more generally – destructive relationship patterns are those with especially high affective engagement of the persons involved. Moreover, their actions are closely interconnected, but there is simply little knowledge about the others' perspectives and a declining confidence in what they have said. Such situations can be characterized as dramatic, complex, with a tendency to further escalate and a variety of interdependencies. Corresponding to these findings, there are several issues that can serve as starting points for psychological interventions. Based on the author's work experience, several kinds of interventions will be presented, ranging from personal counselling in a face-to-face situation to specific procedures addressing different groups of affected persons and a more systematic approach to in-service teacher training.

**Keywords:** school psychology, psychological interventions, destructive relationship patterns.

## **Parents' Health Platform of The Austrian League for Child and Adolescent Health**

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The idea to establish "Plattform Elterngesundheit" (Parents Health Platform, PEG) was developed on the basis of the Children's Health Dialogue, which was initiated by the Austrian health minister in 2010. Experts agreed that in order to improve children's health and health habits, it was absolutely essential to also integrate parents into the process. Parents' values and attitudes have a decisive influence on the lifestyle and health habits of children, as parents are important role models for their children.



As a consequence, the Austrian League for Child and Adolescent Health established the Parent's Health Platform in December 2010 as a cooperation project of Austria's three federal parents' associations.

A working group developed the working programme with four major elements:

- 1) An annual nationwide health conference for parents (17 Nov. 2012 at the University of Applied Sciences in Dornbirn: "What's for Dinner?")
- 2) The Internet platform [www.elterngesundheit.at](http://www.elterngesundheit.at)
- 3) Parental education (e.g. cooperation with the parental education department of the Federal Ministry of Economy, Family and Youth)
- 4) Raising awareness in the media and among policy-makers

PEG seeks to provide a link between research, health promotion and parents (parents' associations). It addresses current health issues, stresses the influence of parents from the perspective of health promotion and highlights the broad range of parental education offers provided by parents' associations. It also offers opportunities for networking and exchange of experience.

A further focus is placed on the development of programmes together with relevant partners in the administration, research and health promotion. Ultimately, the work of PEG aims at improving the health skills of parents and therefore also of children.

## Secondary School Peer Mediation

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Peer mediation in schools means mediating in cases of conflict between pupils. Upper secondary pupils (peers) help lower secondary pupils solve conflicts. Conflict mediation by peers is more likely to be accepted by conflict parties than conflict mediation by adults.

Peers provide guidance for conflict parties to find a win-win solution satisfactory for both parties of their own accord. Peers learn clearly structured, solution and results driven communication methods.

Peer mediation is an important factor in violence prevention in schools.

Secondary School Peer Mediation has been an exceedingly successful project of the Vienna School Board for 15 years. There are currently 700 peers active in secondary schools.

**Keywords:** secondary school peer mediation, Vienna School Board.

**References:** see [www.peermediation.at](http://www.peermediation.at)

# **Violence Prevention in the Innviertel Region: Learning from Each Other: Psychologists and Educators, Theory and Practice**

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When working in violence prevention, we consider the following aspects important: connecting psychologists and educators, linking theory and practice, and considering system levels and levels of intervention.

At the primary violence prevention level, we raise the question, “What can I do to prevent violence from occurring?” This concerns mainly issues of school culture, such as politeness, respectful interactions and mutual appreciation. We explore ways of creating timeframes, spaces and relationships.

The secondary violence prevention level describes everyday processes in schools and explores the question, “What can I do to prevent violence from increasing?” Being present and ensuring transparency as a sign of appreciation for students fosters trust and creates reliability. Students need feedback that also acknowledges their favourable behaviours and strengths so as to develop motivation for successful change and stable self-esteem.

The tertiary violence prevention level concerns situations with a high degree of escalation and great frequency and intensity of violence. The question that must be addressed is, “What have we failed to do?” – without assigning blame, but instead with a view to the future, to determine what can be done to prevent such situations from occurring again, thus coming full circle to the first level of violence prevention.

Potential forms of intervention:

- Interventions by decision-makers in the school (such as models for peer mediation, timeout and training room models)
- Support by external counsellors, such as support teachers, special education centres, school psychologists and other counselling and support services.

The phenomenon of violence cannot be considered and addressed on a purely individual basis. Educators and school administrators must see themselves and their actions as part of the school as a system and also as part of the problem. In addition, group dynamics are a strong driver that facilitates and reinforces violent behaviours. Structures that impede a feeling of community in classrooms and schools must be identified and addressed as part of school development processes. Teachers cannot work alone to address the issue of violence – a joint effort of all the adults involved is essential.

# Classroom Intervention in the Case of Bullying

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The OEZPGS (Austrian Center for Prevention of School Violence) Team of the federal county of Salzburg has been engaged in improving the living together in schools since 2010. Our poster deals with an intervention in school classes as soon as bullying is indicated. Our work is based on substantial scientific research and field experience carried out by our psychologists.

Referring to Olweus (1991, 1993) we involve teachers, pupils and their parents in a joint solution of this problem. Based on Crick & Dodge's (1994) Social information-processing Model, intervention focuses on different steps of social cognitions, in particular on perspective-taking and enrichment of behavioral repertoire. Understanding bullying as a group process (Salmivalli, Lagerspetz, Björkqvist, Österman & Kaukiainen, 1996; Sutton & Smith, 1999) we work with the whole school class and concentrate on a change of the bystanders' behavior. Basically we try to deprive the bully of his audience by motivating the the bully's reinforcers to a more prosocial behavior. As far as known from several studies (Kärnä, Voeten, Poskiparta & Salmivalli, 2010; Salmivalli, Voeten & Poskiparta, 2011) the risk of victimization can be minimized when the number of defenders of a victim is large and the number of reinforcers is low in a classroom. In class workshops we try to initiate a change in group dynamics by using creative and self-experienced methods. A crucial point of the intervention is the psychological attitude of the trainers in terms of the „No-Blame“ approach (Taglieber, 2005).

**Keywords:** Bullying, Intervention, Classroom-Workshops, psychological attitude.

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## **Abstracts**

### **Practice meets science**

## **First results of a national French survey about cyberviolence amongst middle school students: are the victims and perpetrators the same individuals?**

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The phenomenon of cyberviolence has been very little studied in France and we have very few quantitative data about this issue in our country. We propose in this poster to present the first results of a national survey conducted last spring in middle schools. Based on a sample of 900 students (11-16 yrs old), our analyses will primarily give an insight on the nature and the extent of cyberviolence. We will then examine the link between victimization and perpetration to see if victims and perpetrators are likely to be the same students or not. This question seems to be very important in terms of prevention and intervention.

**Keywords:** Cyberviolence, nature, extent, victimization, perpetration.

## **Contextual risk factors in traditional and cyberbullying: from research to intervention in schools and families**

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In this study we aimed at describing the diffusion of traditional bullying (direct and indirect) and cyberbullying (mobile and Internet) among Italian middle school students from different geographical areas of Italy with respect to the roles of bully and victim. A second aim was to examine the predictors of direct, indirect, mobile and Internet victimization focusing on socio-demographic and contextual variables such as gender, Region, mother's and father's level of education and school climate, and for cyberbullying victimization the access to ICTs and the event of being a

victim or a bully in traditional bullying. A questionnaire was administered to 1000 Italian adolescents (mean age=12.3 years) from three Italian regions (Emilia Romagna, Tuscany and Calabria). Findings showed higher percentages of adolescents involved in indirect bullying, followed by direct bullying, cyberbullying via mobile phone e via the Internet. A negative school climate perception was a significant predictor for direct, indirect and mobile victimization, but not for Internet victimization. Moreover, being involved as a bully or a victim in traditional bullying increases the risk of being victim of cyberbullying (both via mobile phone and via the Internet). These results point out that bullying and cyberbullying were diffuse in Italy across different regions, with a relevant continuity between traditional bullying and cyberbullying in particular between indirect and mobile bullying, suggesting that virtual contexts may reflect social interactions that preadolescents may have in personal offline relationship.

**Keywords:** bullying, cyberbullying, victimization.

## **Evaluation of the Program Conocer, Construir y Convivir en la Red against cyber-bullying**

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The intervention from the schools to ease and prevent bullying has showed scientific evidence that have allowed a better comprehension of the problem. In turn, the evolution of the ITCs in our youngsters' lives has substantially modified the nature of this phenomenon which has led to the controversy on whether cyber-bullying must be considered or not as a concrete shape of bullying. The objective of this work has been to evaluate a program designed against both phenomena, bullying and cyber-bullying, in which the whole school community has participated (pupils, teachers and parents) during three months. By means of a quasi-experimental design and with a participation of 893 pupils - 595 experimental and 298 control – the Program Conocer, Construir y Convivir en la Red (the ConRed Program) has been evaluated. The results show that the program has worked differently depending on the roles implied. The repeated measurements ANOVA show that the cyber-victims reduced their inadequate perception of control of the

personal information that they display on the Internet so as their involvement as victims of bullying and cyber-bullying. Cyber-aggressors have reduced their addictive use of the Internet and their involvement on the phenomenon. Bully-victims reduced their involvement as cyber-aggressors. Bystanders perceived their school to have less security problems and negative interactions among peers, so as a reduction of the interpersonal addiction to the Internet. From a gender perspective, significant differences appeared showing a higher impact of the program on boys. The evaluation of the ConRed Program evidences that, in addition to the population for which it has been designed, it has achieved positive changes in other relevant aspects of the convivencia and cyber-conduct that are showed differently depending on the role of involvement.

## **Technology Mediated Bullying: Understanding the Factors that Influence the Resistance-to-Report Phenomenon**

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Whilst the benefits offered by Information & Communication Technologies (ICT) are undisputed, all technology is a double-edged sword that also contains the potential to be used negatively. This paper outlines the changes that information and communications technologies have brought to the ways in which adolescents interact. It describes some of the negative social effects of ICT usage particularly amongst adolescents who are growing up immersed in the use of ICT. The differences that exist between traditional forms of bullying and technology-mediated bullying i.e. cyberbullying are outlined and some of the deficits in our knowledge of this phenomenon are highlighted. The paper concludes by emphasizing the need for further research to identify the reasons why those adolescents who are targets of cyberbullying resist informing their parents or teachers regarding the cyberbullying experience, despite having previously stated that they would do so in such a circumstance. The literature providing evidence of this phenomenon is also discussed. Understanding the factors that influence this resistance to communicate on the part of adolescents will assist caregivers, teachers and those involved in the formulation of school anti-bullying policies in their attempts to counter the cyberbullying phenomenon.



**Keywords:** Information and Communication Technologies, Cyberbullying, Digital Natives.

## **Coping with Cyberbullying: The Perspective of Irish Second-Level Students.**

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Research (Perren et al., under review) has indicated that there is a paucity of research which provides empirical evidence of the success of coping strategies used to address cyberbullying. The primary aim of this study was to examine the coping methods utilised and / or recommended by Irish second-level students. A questionnaire design was selected to collect data, and more than 2,500 students from around Ireland were sampled. The questionnaire is an adapted version of that designed for use by Machmutow, Perren, Sticca, and Alsaker (in press) in a longitudinal study of Swiss adolescents, and also examines adolescents' media use, experiences of traditional bullying, experiences of cyberbullying and cyber aggression, empathy levels, bystander behaviour, depressive symptoms, and psychological well-being. Preliminary results suggest that there are similarities between Swiss and Irish samples. This research will shed light on the ability of second-level students to cope with cyberbullying and the extent to which their chosen responses can stop the cyberbullying, and buffer the negative impact of victimization.

**Keywords:** cyberbullying, coping, depressive symptoms, well-being.

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# **An exploratory study on Interpersonal values and Internet addiction risks among Italian students**

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Internet and in particular social networking applications have created new communication challenges and opportunities for young people. Although one of the most important result in psychological studies concerns the positive effect of virtual communication, several investigation have also analysed negative use of technological environments. The virtual systems can help adolescents to build more confidence with themselves and then to elicit a sense of connection with to others. These cognitive and social changes allow to the teenagers to enrich their interpersonal values that will serve as a basis for their adult lives.

The aim of this exploratory study is to investigate the relationships among interpersonal values and the Internet use, in order to evaluate the possible addiction risks. Research involved 188 students from different Italian's school levels (primary, secondary, and high). The Interpersonal values were measured applying the Italian version of Survey of Interpersonal Values (SIV), whereas the Italian translation version of the Young's Internet Addiction Test (IAT) was administered to measure the addiction risks among subjects. Although there is a significant relationships between all the school levels and most of the SIV factors, results carried out that subjects are not affected by Internet addiction disorder. Since they perceived a compromised social and individual quality of the social life, they used alternative ways and tools to cover this communication gap. Overall, the results outlined some behavioural evidences by showing the motivational needs which led the subjects to use Internet and emerging technologies for communicating.

**Keywords:** internet addiction disorder, interpersonal relationships, adolescent, shared cognition.

# Internet and friendship: Do they go hand in hand for adolescents?

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The majority of Internet-effects studies seem to point toward positive effects of the Internet on adolescents' friendship relations. However, these studies are characterized by several shortcomings. First, despite the fact that the Internet constitutes a significant mental health promotion setting, hardly any Internet-effects studies have focused on adolescents with psychosocial problems. Secondly, the concept of Internet use has been operationalized by time spent on the Internet which is methodologically problematic since a large proportion of this time is not social. Thirdly, evidence on the possible mediating variables that may underlie the Internet–friendship relationship is still scarce. So, our study was targeted towards adolescents with Learning Disabilities (LD) because they are at risk for social difficulties. In this target group we tested the relationship of social networking websites with the quality of offline friendships (i.e. friendships originated in face-to-face settings) in that these sites are preeminently used for social interaction. We also examined the mediating effect of self-disclosure because it plays an important role in interpersonal exchanges. The sample consisted of 160 students with LD in grades 7 to 12 and attended regular classes. For each one a non learning disabled classmate of the same sex was selected. Self-report measures were administered. Findings revealed that the Internet can be treated as a “virtual community” that enhances positive friendships relations in both adolescents with and without Learning Disabilities.

**Keywords:** Internet, Social Networking Websites, Self-disclosure, Friendship, Learning Disabilities.



European Union  
European Social Fund

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# **Bullying and Cyberbullying: How is the special situation in an institution assisting children/adolescents with mental health problems/disorders?**

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Bullying is a phenomenon resulting in serious long-term consequences both for victims and bullies. Research also showed that this is especially true for children/adolescents that are poly-victimized (e.g. Finkelhor, Ormrod, & Turner, 2007). Bullying in its different forms is particular investigated in the school setting, but it is assumed that the rate is considerably increased among children/adolescents with mental health problems/disorders and thus a very relevant topic for persons working in this field. The purpose of the present study is to get insight into the frequency and types of bullying (including cyberbullying) among those children/adolescents in comparison to a representative sample of schoolchildren (in depth study of PISA 2009; see Strohmeier, Grading, Schabmann & Spiel, 2012).

A study was conducted in an agency that provides therapy and care for children/adolescents with mental health problems/disorders. This agency consists of a net of different projects. Up to now 249 children/adolescents (57% girls) completed a survey at the timepoint of entry into a project. Their experiences of direct and indirect aggression by peers (verbal, physical, relational, cyber) as well as violence towards respectively by relevant grown-ups (parents, carer in the institution) were investigated. Besides this, they were asked about dating aggression and attitudes towards aggression. Results showed that bullying experiences are frequent in this sample. To get deeper insight into different patterns of experiences of bullying/aggression among these children/adolescents, a cluster analysis was conducted.

**Keyword:** Bullying, Cyberbullying, Aggression, Youth, Mental Health.

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Strohmeier, D., Grading, P., Schabmann, A. & Spiel, C. (2012). Gewalterfahrungen von Jugendlichen: Prävalenzen und Risikogruppen. In F. Eder (Hrsg.), *PISA 2009. Nationale Zusatzanalysen für Österreich* (S. 166-209). Münster: Waxmann.

## **Cybervictimization among Swedish 4<sup>th</sup> and 6<sup>th</sup> graders and their suggested ways to stop it**

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The aim of this study was to investigate the prevalence of cybervictimization amongst Swedish pupils and suggested coping strategies. Differences in coping strategies related to grade, gender and victimization were also investigated. In total, 729 pupils, in 4<sup>th</sup> grade (10-years old) and in 6<sup>th</sup> grade (12-years old), from 21 different schools in Gothenburg, Sweden were surveyed. With an overall prevalence rate of 11.6%, cybervictimization was twice as common in grade 4 as in grade 6, and girls were more likely to be victimized. The two most often suggested strategies were “telling someone” (70.5% of all responses), and “confronting the bully” (25.5% of all responses). Concerning age differences, younger pupils more often suggested “telling parents” compared to older pupils who more often suggested “telling a friend”. Furthermore, older pupils were more likely to suggest “confronting the bully” than younger pupils. Concerning gender differences, girls were more likely than boys to suggest “telling someone” about being cyberbullied. Boys were however more likely than girls to suggest they would bully back, using traditional bullying. Finally, victims were less likely to “suggest telling someone” compared to non-victims. This might indicate that those pupils that are victims of cyberbullying have a less optimistic view of the help they can receive from others. In sum, differences in suggested coping strategies were found related to grade, gender, and victimization, thus indicating that these aspects need to be considered when understanding childrens’ and adolescents’ view of what is effective to counteract cyberbullying.

**Keywords:** Coping strategies, cybervictimization, developmental psychology.

# **Prevention of Cyberbullying: The Evaluation of the ViSC Social Competence Program**

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Students involved in bullying show negative short and long term consequences. Prevention programs are increasingly applied, which are - as a best practice – evidence based (Strohmeier & Noam). But still, little is known how to prevent cyberbullying, a special form of bullying carried out via electronic means. Therefore, a theoretically grounded prevention program to prevent cyberbullying is needed. Research shows that similar mechanisms are responsible for bullying and cyberbullying.

The aim of the present paper is to examine the effectiveness of the ViSC Social Competence Program to prevent cyberbullying and cybervictimization. In former studies the ViSC program has been proven its effectiveness (Yanagida, Schiller, Strohmeier, Stefanek, von Eye, & Spiel). In the present study 790 adolescents from 35 classes were asked about their involvement in cyberbullying and cybervictimization (assessed with two 7 item scales) at three time points. Multilevel modelling was used to test the program's efficacy concerning cyberbullying and cybervictimization. The results show that the intervention has a buffering effect for the involvement of cyberbullying and cybervictimization. Students in the intervention group showed a lower increase in cyberbullying and cybervictimization than students in the control group. To conclude, a general program to prevent aggressive behaviour and to foster social competencies is also effective in preventing cyberbullying and cybervictimization.

**Keywords:** cyberbullying, bullying, prevention, evaluation.

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Yanagida, T., Schiller, E.-M., Strohmeier, D. Stefanek, E., von Eye, A., & Spiel, C. (2011). *Evaluation of the ViSC Social Competence Program in Austria*. Poster presented at the 15th European Conference on Developmental Psychology (ECDP), Bergen, Norway.

## **The correlation between cyberbullying, social support and loneliness experience among adolescents with learning disabilities attending general and special education classes**

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The study examined the internet behavior patterns of students with learning disabilities (LD) attending general education classes or special education classes, their involvement in cyberbullying, and the correlation between cyber-victimization, social support and loneliness experience. The study included 507 students attending three middle schools and two high schools, with age range from 12 to 17 years ( $M = 14.4$ ,  $SD = 1.18$ ). Of the sample, 149 students diagnosed with LD were included in general education classes, 116 students with sever LD attending special education classes and 242 typically achieving students. Findings indicate that although no significant differences emerged in the internet use patterns between the 3 groups, students attending special education classes are more likely to be cyber-victims and cyber-perpetrators.

Two ways MANOVA's analyses were conducted for cyber-victimization and loneliness. Results revealed that students in special classes reported on intensified experience of emotional loneliness, and social loneliness compared to students with or without LD attending general education classes; Cyber-victims reported a higher experience of social loneliness, as well as emotional loneliness, compared to students who were not cyber-victims. No significant interaction was found educational settings and cyber-victims.

Results of two ways MANOVA's analyses for cyber-victimization and social support revealed significant differences: Students who were not cyber-victims reported a higher level of family and friends support compared to students who were cyber-victims.

The study results reveal important specific implications for developing prevention and intervention programs of coping with Cyberbullying for adolescent with LD.

**Keywords:** Cyberbullying, cyber-victims, learning disabilities, general education classes, special education classes.

## **Cyber peer aggression among high school students in Japan: A study of responses to cyber peer aggression via mobile phone survey**

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To determine the behaviour patterns of Japanese high school students who encountered cyber peer aggression in one form or another, a sample of 500 students participated in mobile phone survey. By investigating the rates of the varying responses of those who observed abuse within their social circles at school, we categorised their responses into four distinct behaviour patterns: participating or contributing to an environment that facilitates peer aggression (emulating); attempting to inhibiting, mediating or reporting aggression (mediating); attempting to comfort the victim (supporting) and simply observing without participating (bystanding). The rates of aggression and victimization were also investigated. From the results of this research, the division of the 500 participants (in percentage) in each pattern category was as follows: aggression, 2.4%; victimization, 11.4%; emulating, 13.2%; mediating, 37.2%; supporting, 26.0%; and bystanding, 22.0%. These behaviour patterns were not mutually exclusive; 7.8% of students who participated in an aggressive behaviour (such as emulating) also participated in a supportive behaviour (such as mediating and supporting).

**Keywords:** cyber peer aggression, high school students, behavior patterns.



## **Bullying prevention: a children's rights priority**

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Circa 4100 (800 German and 3400 French speaking) 10 to 12 year old public school pupils from the Swiss alpine canton of Valais/Wallis took part in a wide-ranging survey on the prevalence of school bullying. Preliminary results show the following prevalence rates of school bullying: 5.5% situations of physical bullying, 8.7% of verbal bullying, 5.8% of sexual bullying and 2.7% of cyberbullying.

Results suggest that a positive school and class climate depresses bullying rates, that boys are more likely to be victims than girls, and, surprisingly in this particular local context, that smaller schools do not influence the rate of bullying. Regarding cyberbullying, results show that proportionally more girls cyberbully girls and that this form of violence is more present in the 6<sup>th</sup> grade than in the 5<sup>th</sup> grade.

The phenomenon of bullying and its interface with new technologies is examined from the perspective of the conceptual tools of the interdisciplinary field of children's rights. In particular, the UN Convention on the Rights of Child (1989) and the Council of Europe Conventions provide a framework to identify pathways, based on the principles of non discrimination, protection and participation, to establish safer and more positive school and class environments. A basic children's rights premise is that children that are aware, knowledgeable about and empowered with their rights are less vulnerable to bullying. This hypothesis constitutes a novel sociolegal research question our interdisciplinary team is investigating.

**Keywords:** Bullying, cyberbullying, prevention, children's rights.

# Is cyberbullying experience different for boys and girls in 9th and 11th grades?

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Cyberbullying appears to be a digital threat to young consumers of new Information and Communication Technologies (ICT); indeed *“the parallel universe” of cyberspace, which exists alongside family and schooling contexts, presents additional challenges for “real” world relationships* (Spears Slee, Owens, Johnson, 2009). The recognition of threats to quality of life and well-being of youth due to a bad use of ICTs in addition to the overlap between bullying and cyberbullying behavior oblige policy makers, school authorities and experts to revise and adapt anti-bullying programs. A prerequisite for the development and further establishment of an effective preventive and intervention program is to acknowledge the patterns of youth’s experience of cyberbullying regarding gender and across development. A paper-pencil questionnaire survey into cyberbullying was conducted with pupils in grades 9 (281 boys and 291 girls) and 11 (283 boys and 328 girls) in twenty schools in Thessaloniki, a city in northern Greece. One of the objectives of the research was to identify any gender or age differences on the use of ICT, cyberbullying experience such as the medium through cyberbullying occurs, how they feel and to whom they tell about cyberbullying incident, in three different roles; as targets, perpetrators and bystanders. Research findings contribute toward a better understanding of cyberbullying.

**Keywords:** cyberbullying, gender, grade, adolescents, roles.

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Spears, B., Slee, P., Owens, L., & Johnson, B. (2009). Behind the scenes and screens. insights into the human dimension of covert and cyberbullying. *Journal of Psychology*, 217(4), 189-196.

# Cyber peer aggression among high school students in Japan: A study of encounter rates via mobile phone survey

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To determine the encounter rates of cyber peer aggression, a sample of 2639 first- to third-year Japanese high school students participated in a mobile phone-administered survey. Cyber peer aggression occurs in many shapes and forms; however, for the purpose of this research, we targeted five specific types of cyber peer aggressive behaviours that were most prevalent in Japan. In the survey, we asked the students if they had ever heard about, engaged in, or been the victim of cyber peer aggression during their high school years. The following percentages represented the encounter rates which were the union of the sets of students who indicated that they had heard about, engaged in, or been the victim of each respective behaviour: posting abusive messages, 29.4%; sending an abusive email, 13.2%; gossip, 28.6%; having personal information exposed, 12.0% and collusion to exclude an individual, 9.6%. As a result, we found that 44.0% (1160 respondents) had encountered cyber peer aggression in one form or another within their social circles at school. Data indicates that females encountered cyber peer aggression at a higher frequency than males. In addition, ‘posting abusive messages’ and ‘gossip’ account for 91.9% of the 1160 respondents who encountered cyber peer aggressive behaviours, thereby showing that these behaviours are the primary forms of cyber peer aggression.

**Keywords:** cyber peer aggression, high school students, encounter rates.

# How participants in bullying morally evaluate hypothetical bullies and defenders

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The study examined effects of adolescents' participant role in bullying and gender on their moral evaluation of bullying in a sample of 357 sixth-graders aged 11 to 13 years. The moral evaluation was assessed by an original semiprojective method Comics presenting hypothetical bullies and a hypothetical defender. The adolescents' evaluations using lists of the most basic verbal statements resulted in several meaningful, semantically differentiated aspects of moral evaluation. The exploratory factor analysis of the characteristics condemning bullies resulted in four factors: Evil Soul (ethic-psychological personality profile of an unscrupulous cruelty), Contempt (consisting of pejorative expressions), Deviance (condemning a behavior unaccepted by a group), and Cowardice. The factor analysis of the characteristics appreciating the defender indicated five factors: General Admiration, Courage, Empathic Care (dedication and empathy for the victim), Fair Justice, and Cool (an opposition to ethical pathos). The effects of adolescents' participant role in bullying and gender on their moral evaluation were tested using MANOVA statistics. The evaluator's participant role in bullying had no main effect on the evaluation of bullies, but had main effect on the evaluation of the defender. Gender proved to have main effects on both the profiles. No interactive effects of participant role in bullying and gender on the two components of moral evaluation were found. The findings indicate some suggestions for moral education.

**Keywords:** adolescents, bullying, elementary school, moral cognition, moral evaluation.

# Educator's perceptions and attitudes towards cyberbullying

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Students in developed countries have ready access to the Internet and mobile phones (Livingstone, Haddon, Görzig & Ólafsson, 2011). Parallel to this, cyberbullying has become a serious problem for many students (Smith, Mahdavi, Carvalho, Fisher, Russell & Tippett, 2008). In order to assist school staff in addressing this issue, the current study used a Social-Ecological framework to examine the perceptions and attitudes of 210 teachers and senior managers via an anonymous online survey. The results showed that most school staff understood what behaviours constitute cyberbullying, however, many were unlikely to identify social exclusion as a component of cyberbullying. They perceived cyberbullying as conducted by students across all age groups, but mainly by girls. Moreover, school staff were concerned about cyberbullying, they were empathetic towards cybervictims, and they believed that cyberbullies should be helped. However, they were unlikely to perceive cyberbullying as a problem in their schools and reported low frequencies of cyberbullying. Furthermore, school staff felt only moderately responsible for preventing cyberbullying. Implications of these findings are discussed.

**Keywords:** Cyberbullying, school staff, perceptions, attitudes.

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## **Corporal Punishment as an Antecedent of Victimization to and Perpetration of Traditional and Cyberbullying**

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The association between exposure to corporal punishment as a child and subsequent aggressive and bullying behaviour at school was investigated in three consecutive studies. In Study I, investigating bullying among 10-13 year old school children of the Åland Islands (N = 874), it was found that victims of school bullying had been exposed to corporal punishment to a greater extent than non-victims (39.5 % vs.16.8 %). Two instruments, The Brief Corporal Punishment Scales (Österman & Björkqvist, 2007) and The Cyber Bullying Scale, including both a victim and a perpetrator version (Österman & Björkqvist, 2007) were developed and utilised in Study II (N = 1247, age range 12-16 yrs) and Study III (N = 620, age range 10-16 yrs). In both studies based on representative samples from Swedish-speaking areas in Western Finland, it was found that exposure to corporal punishment predicted both victimization to and perpetration of both traditional and cyber bullying/aggression at school. The association appeared to be stronger in the case of girls than in the case of boys, and higher for cyber aggression than for traditional forms of aggression.

## **Noncadiamointrappola 4<sup>th</sup> edition! Students and teachers together against bullying and cyberbullying**

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Noncadiamointrappola (Let's not fall into the trap!) is an ongoing project carried out since 2008 to prevent and reduce bullying and cyberbullying. Starting from the positive results of the previous years (Menesini, Nocentini, 2011; Palladino, Nocentini, Menesini, submitted), we maintained the same peer led model and some

effective components (i.e. promoting adaptive coping strategies, online and offline activities for peer educators) adding also new components: such as involvement of school teachers through a specific training; more structured activities for peer educators both online and offline and new activities for teachers and students together. Compared to previous years, the sample was enlarged involving schools from different geographical areas and the project steps were more structured to standardize the intervention for other schools. The aim of the present study is to describe and evaluate the project.

Participants in the study were 926 adolescents (males=56.7%), enrolled in 9th to 11th grades of 8 high schools in Tuscany (experimental group: peer educators N= 132 and other students of the experimental classes N= 558; control group N= 236). The longitudinal comparison (pre, middle, and post-intervention) between the 3 groups shows a significant pattern of decrease in bullying, victimization and cybervictimization in the experimental group in comparison with the control group (with an effect size of average moderate level). In particular, both in peer educators and the other students of the experimental classes, we found effects while, in the control group we didn't found significant changes during the year.

**Keywords:** evidence based intervention; bullying; cyberbullying; peer education; peer support.

## **References:**

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- Palladino B. E., Nocentini A., Menesini E. (in press). Noncadiamointrappola! (Let's not fall into the trap!) . Online and offline peer led models against bullying and cyberbullying. *Psicothema*.

# Empathy in mediated communication: Do Cyberbullies lack affective and cognitive empathy?

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Cyberbullying is aggression mediated via mobile phones or internet applications. In this type of communication the opportunities for emotional feedback from the target are limited and it may be therefore more difficult to show empathy with the target. Empathy includes at least two dimensions: cognitive empathy as the capacity to comprehend the emotions of another and affective empathy as the capacity to experience the emotions of another. Concerning cyberbullying some studies have found a negative relationship with affective and cognitive empathy (Ang & Goh, 2010; Steffgen, König, Pfetsch & Melzer, 2011), while others do not find differences between cyberbullies versus non-involved students in affective or cognitive empathy (Almeida, Correia, Marinho, & Garcia, 2012). It is unclear, therefore, whether affective and cognitive empathy are negatively related to cyberbullying.

The current study aimed to analyze this relationship using hierarchical regression analyses and variance analyses. A sample of  $N = 979$  adolescents aged between 8 and 16 years ( $M = 12.02$ ;  $SD = 1.69$  years; 54.9% females) completed a paper-pencil questionnaire concerning different behaviors of cyberbullying. Further, participants reported on affective and cognitive empathy in self- and peer-report.

As expected, affective and cognitive empathy were negatively related to cyberbullying, although the magnitude of the relationship was small. Interestingly, peer-reported empathy was a stronger predictor for cyberbullying than self-reported empathy. Especially relational cyberbullying is linked to lower empathy. In sum, results from this study point at the importance of empathy in cyberbullies, especially as perceived by others.

**Keywords:** Cyberbullying, Empathy, Self- and Peer-report, Relational Aggression.

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## Which Cyber Incidents are Perceived Most Distressing?

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Research on cyberbullying is still in its infancy and many open issues remain, for example the question which criteria are most relevant for cyberbullying. A transfer of the defining characteristics of bullying to cyberspace has been proposed (i.e., intent to harm, repetition, and power imbalance) but additional aspects might be just as relevant (e.g., kind, publicity, medium, or motive). These attributes, each with multiple corresponding levels, were analyzed in this study in an adaptive conjoint design administered via an online questionnaire. Participants (adolescent sample:  $n = 131$ , age  $M = 17.40$ ; young adult sample:  $n = 82$ , age  $M = 20.29$ ) judged the respective degree of distress from the target perspective. We found that attributes significantly varied in perceived values ( $F(4.49, 948.06) = 29.59, p < .001$ ), with publicity, kind, and repetition the most important attributes (respective utility values: 0.198; 0.195; 0.195) and with medium the least important one (utility value: 0.132). The levels within each attribute also varied significantly. For example, regarding kind of cyberbullying *denigration* was judged most distressing while *outing* was considered least distressing and regarding the degree of publicity, *public* cyber incidents were judged more distressing than *semi-public* ones followed by *private* ones. Additionally, we found no systematic differences between the independent adolescent and young adult samples, pointing to the validity of our findings. On our poster we will also discuss the relevance of these findings for the definition and measurement as well as for the prevention of cyberbullying.

**Keywords:** definition, measurement, distress, conjoint analysis.

# Anti bullying strategies used in New Zealand schools

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The two main approaches to bullying prevention and intervention are Whole-School and Curriculum. The Whole-School approach is based on the Social-Ecological Framework, with effective interventions targeting multiple areas of an individual's life. In contrast, the Curriculum approach is pragmatic and usually has a narrow focus (Boulton & Flemington, 1996). Despite the availability of a large number of anti-bullying strategies available in New Zealand, the rates of bullying are among the highest in the OECD (Carroll-Lind, 2009). We conducted an anonymous online survey to gather information from 210 educators about Whole-School versus Curriculum-based anti-bullying strategies currently used in New Zealand schools. Most respondents acknowledged there was bullying at their school, with a high percentage indicating they had a current anti-bullying strategy in place. Furthermore, most indicated a Whole-School approach should be taken, however Curriculum strategies were more likely to be implemented. A large number of the respondents had no training on bullying prevention/intervention. Theoretical and applied implications are discussed.

**Keywords:** bullying, interventions, Whole-School approach, Curriculum approach.

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- Carroll-Lind, J. (2009). *School Safety; An Inquiry into the safety of students at school*. Office of the Children's Commissioner, Wellington, New Zealand.

# The Emotional Impact of Bullying and Cyberbullying among 8-11 Year Olds

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The current study focuses on the emotional impact of bullying and cyberbullying on the victim as perceived by bullies and reported by victims.

306 children (N=132 boys and N=174 girls) from five primary schools in Southeast England participated. Children completed an anonymous self-report questionnaire, which asks about access to new technologies, involvement in bullying and cyberbullying (as victim or perpetrator) and the behaviours experienced (see Monks et al., in press). Children were asked about the perceived effect of bullying and cyberbullying and the emotional impact of these behaviours on the recipient.

Levels of cyberbullying behaviours were similar to those previously identified among secondary school children. Children predominately reported involvement in cyberbullying through nasty emails, chatrooms, instant messenger and online games. Participants felt that cyberbullying was as upsetting as bullying. Victims of bullying and cyberbullying reported experiencing similar emotions; worry, upset, and fear. The perpetrators of these behaviours appeared to have a good understanding of the upset caused. Understanding the impact of cyberbullying among this age group will assist the development of age-appropriate interventions.

**Keywords:** cyberbullying; emotional impact; primary school; victims.

## References:

Monks, C. P., Robinson, S., & Worlidge, P. (in press). The emergence of cyberbullying; a survey of primary school pupils' perceptions and experiences. *School Psychology International*

## **Comparative study of cyberbullying in Qatar and the UK: risk factors, impact on health and solutions**

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Traditional and cyber-bullying are currently high-profile concerns for health practitioners, policymakers, schools and communities. The potential for cyberbullying has grown with the increasing penetration of networked computers and mobile phones among young people. There have been some studies on cyberbullying in the UK. However, research on traditional and cyber bullying is lacking in Qatari schools. These issues need to be investigated and addressed, since cyberbullying causes huge distress to the victim (Ybarra et al., 2006; Smith et al., 2008) and the potential breadth of the audience for cyberbullying acts serves to intensify their impact. The proposed study is a longitudinal study that investigates cyberbullying in Qatari and UK school children over 3-years. The objectives are to evaluate the diagnostic tools used by health practitioners when diagnosing problems related to cyberbullying; evaluate the adequacy of the current socio-legal and policy context and perform a systematic review and meta-analysis on cyberbullying studies. The study aims to describe the incidence and nature of bullying in the converged online-offline-environment experienced in both countries (age 11-16), to investigate the risk factors and consequences of cyberbullying amongst children and adolescents in a smaller sub-sample in Qatar and the UK. A qualitative study to investigate the perceptions of pupils on cyberbullying and exploring the visual representation of the personal accounts of bullying of young people from both countries will also be performed. The study will inform health practitioners, policy makers and schools of suitable intervention programmes and legalization for cyberbullying to reduce its negative impact and prevalence.

**Keywords:** Cyberbullying; risk factors; consequences; legal; UK; Qatar.

**Acknowledgement:** This study is supported by Qatar National Research Fund (QNRF)

## **Bullying Behaviours among Middle School Students in Tamil Nadu (South India)**

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Bullying is a pervasive problem threatens the schools around the world and India has no exemption to this trend. There is a great deal of research on bullying around the world, in contrast there is a relatively small amount of the research on bullying in India. Bullying is a subtype of aggressive behaviour in which the perpetrator exerts power over a weaker victim through various means including physical size, strength, age or psychological advantages, and that is repeated over time. Bullying has serious consequences not only for victims and perpetrators, but the entire school. Bullying is often tolerated and ignored. Hence there is a great need for thorough investigation of bullying in Indian context. The aim of the present study was to explore the prevalence of bullying behaviours among middle school students. The study adopted a survey design. A sample of 450 middle school students was selected through random sampling technique in the Government schools of Tamil Nadu - a south Indian state. Information was collected from the students through the administration of standardized questionnaires. Results showed that significant correlations among grade level, types of bullying behaviours and gender. Significant relationships were also found between Self-, Peer-, and Teacher-reports. This study has implications for preventative methods to reduce and eliminate bullying in middle schools, and points to the use of involving teachers and students in efforts to decrease and prevent bullying.

**Keywords:** Bullying, middle school students, grade level, types of bullying, gender.

## India awakens to Cyberbullying

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The Internet penetrated into our country very fast and we were not educated on how to use it safely. The excitement for being connected was so much that today Facebook has 59 million monthly active users in India as of June 30, 2012. Unfortunately, social networking sites have become a powerful tool for bullying. A recent study by Microsoft has thrown up some shocking numbers. Global Youth Online Behavior Survey' conducted by Microsoft across 25 countries in the world among more than 7,600 children ages eight to 17, on how kids are treating one another online and whether parents are addressing online behaviors revealed that India was in the third position on the prevalence of Cyberbullying, falling behind only China and Singapore. In another survey 'How safe are Indian kids online?', commissioned by McAfee, 62% of children who participated in a survey said they shared personal information online, 39% do not tell their parents about these online activities and 12% had been victims of some kind of cyber threat. The survey found that 45% of Indian parents believed a child in their community was being cyberbullied, while a majority (53%) parents are aware of the issue. Seeing these alarming figures, cyberbullying should be dealt with by the joint efforts of the parents, school, law, and children themselves. Strategies to tackle the menace have been discussed.

**Keywords:** Cyberbullying, India.

# Supporting evidence-based prevention in schools with the Austrian Violence Evaluation Online Tool (AVEO)

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To date there is broad evidence that violence among students is a widespread problem. Still, many principals are neither aware of the actual occurrence of violence in their schools, nor of their teachers' strategies in handling violence among students. Without data on those factors, it is difficult to plan or evaluate preventive activities. As external data collection and preparation of results are expensive and time-consuming, self-evaluation tools can support schools in making evidence-based decisions about violence prevention.

The Austrian Violence Evaluation Online Tool (AVEO) was developed at the University of Vienna in cooperation with the Austrian Federal Ministry for Education, Arts and Culture. AVEO enables the self-assessment of data about violence in schools by teachers and principals with a variety of online-questionnaires. Teachers can assess violence rates among students and complete self-evaluation scales about their self-efficacy and behavior in bullying situations. Principals can initiate surveys among their teachers and view the aggregated results of student- and teacher-surveys conducted in their schools. The results can be discussed in conferences and used for planning and evaluating preventive activities on the school level and on the classroom level.

In order to achieve high usability and comprehensibility of the tool, teachers and principals of different school types were involved throughout the development process of AVEO in focus groups and pilot studies. The resulting instrument is an easy-to-use self-evaluation tool, which helps securing the sustainability of the Austrian National strategy for the prevention of violence in schools.

**Keywords:** violence prevention, evaluation, self-assessment, school.



# Stakeholders' Perception of the Cyberbullying Prevention Program “Medienhelden”

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“Medienhelden” (engl. = Media Heroes) is a structured, manual-based cyberbullying prevention program implemented by trained and supervised teachers within the existing school curriculum. It targets middle school students (7<sup>th</sup> to 10<sup>th</sup> grade), their teachers and parents. Medienhelden aims to promote media competencies and prevent cyberbullying by using cognitive behavioral methods. Our research demonstrated that this program effectively reduces cyberbullying behavior, increases socio-emotional competencies and well-being when using indirect outcome measures (Schultze-Krumbholz, Wölfer, Jäkel, Zagorscak, & Scheithauer, 2012). This poster presentation is about the acceptance and perception of the program by all of the three targeted stakeholder groups: students, teachers and parents. The majority of teachers liked the materials provided by the program and reported changes in the classroom after implementing the program. Students feel more confident in dealing with cyberbullying, which applies to both cybervictims and potential defenders. Further, we will also present data of parents' perception of the Medienhelden program. The results show that Medienhelden is well accepted by all target groups, is perceived as highly applicable and increases important subjective components beyond objective measures.

**Keywords:** cyberbullying, prevention program, media literacy, school, stakeholder acceptance.

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# Cyberbullying: Does the Perception of Harm and the Length of Victimization Matter?

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Cyberbullying is a problem that some children using electronic devices face. Recent studies have shown that children differ not only in ways they were cyberbullied but also in responses to cyberbullying (Schenk & Fremouw, 2012; Tokunaga, 2010). Further research has revealed responses to cyberbullying are determined by several aspects such as forms of cyberbullying (e.g. denigration, exclusion), the anonymity of a perpetrator, or psychosocial characteristics of victims (Gradinger, Strohmeier, & Spiel 2009; Ševčíková, Šmahel, & Otavová, in press; Šléglová & Černá, 2011). The present study on 2,092 Czech children aged 12-18 (55% girls) aims to examine in which aspects three groups reporting online victimization differ: the first group experienced online victimization that lasted for a couple of days and was not perceived as harmful; the second group was victimized online for a couple of weeks and longer which was perceived as somewhat harmful, and the last group was also victimized online for a couple of weeks and longer which was perceived as very harmful. The findings will be discussed in relation to identifying severe forms of cyberbullying, effective responses to cyberbullying, and characteristics of victims that may be important for practitioners.

**Keywords:** Cyberbullying; Length of Victimization; Perceived Harm.

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## **Prevalence and Nature of Bullying Amongst Higher Education Students**

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Previous studies suggest that bullying in school reduces with age. Surprisingly though, little attention has been paid to bullying amongst higher education students. A small number of surveys conducted in colleges, universities and vocational higher education institutions have found that bullying does continue in higher education. Young adulthood is a very significant time and the educational environments in which individuals study during this period can be critical for their well-being and personal development.

We report results from a national Student Health survey conducted in Finnish universities (N = 4,969), and designed by a multi-disciplinary group of researchers. We report the prevalence of bullying and victimization experienced by university students, and make comparisons between genders. To examine the characteristics of bullying in higher education, we collected qualitative material from victims (N = 64), by means of an Internet questionnaire. The poster focuses on respondents' experiences of cyberbullying.

The findings indicate that bullying occurs in higher education. Male students reported being perpetrators more often than female students, although both genders were equally victimised. Typical forms of bullying were discrimination, gossiping, name-calling, and underestimating. Cyberbullying was experienced as criticism posted on Facebook, understatements on shared e-learning environment, and concealing from the target person important information located on the Internet. Having been bullied had also affected victim's use of online communication; one of the coping strategies was to remove the bullies from one's Facebook friends.

Attempts to intervene in bullying in higher education have been rare. We make suggestions for dealing with bullying in higher education.

**Keywords:** bullying, victimization, cyberbullying, higher education, students.

## **Incidence and Predictors of Victimization and Cyber-Victimization in Thailand**

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A survey was made of 1200 students from 12 schools in 3 southern provinces of Thailand. The questionnaire covered demographic information, ICT use, and experiences of being a victim or perpetrator of bullying (not cyber) and cyberbullying. Pupils were mainly aged 14 to 17 years, and valid responses were obtained from 1183 students; 86% owned a mobile phone (for about half, this was a smart phone), 86% had been online, with 60% having access to the internet at home. We report incidence and predictors of being a victim of bullying and cyberbullying. Students were asked if they had been bullied (not cyber), or cyberbullied at school in the past couple of months. Taking a lenient criterion (including even if it only happened once or twice), 16.0% were traditional victims and 14.9% were cybervictims; taking a stricter criterion (2 or 3 times a month or more), 6.0% were traditional victims and 3.7% were cybervictims. Logistic regression analyses were carried out to predict victim status from 5 variables: gender, grade, religion, province and parent education. Four analyses were carried out, for lenient and severe traditional victim, and cyber victim. Grade, province, and religion were non-significant in all four analyses. Gender was significant in all four analyses; male students were more likely to be victims, although this was more marked for being a cyber victim than a traditional victim. This was not due to overall ICT use; however male students did spend more time surfing the net, and playing games, which might provide more opportunities for cyberbullying; female students spent more time using the internet for schoolwork, and also on facebook. Parent's education was significant, only for lenient cybervictims: higher parental education as associated with greater victim risk. Follow-up analyses suggest that this was partly accounted for by students with more highly educated parents having

greater access to the internet at home, and being more likely to have a smart phone; thus, this find may be due to opportunistic factors. Results are discussed in relation to findings in other eastern and western cultures; and to further research and intervention needed in Thai schools.

**Keywords:** Cyberbullying, Victimization, Thailand.

## **Traditional versus cyber – victimization and emotional problems**

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It's common to find a significant overlap between traditional and cyber - victimization. These findings may lead practitioners to an assumption that the victims of traditional and cyber- bullying have the same emotional problems and should therefore be handled the same way. This study investigates the relationship between cyber – victimization versus traditional victimization and emotional problems such as anxiety and depressive symptoms. The sample – comprising 3053 adolescents – is regarded as representative for pupils age 15 -16 in Norwegian secondary schools. The pupils answered a questionnaire anonymously.

In general the main findings of the study show a strong correlation between both cyber - victimization and traditional victimization and anxiety. The study also found a strong correlation between both cyber – victimization and traditional victimization and depressive symptoms. When analyzed separate for boys and girls the findings also show a difference connected to gender. For instance boys show a significant and substantially stronger correlation between anxiety and cyber – victimization than girls. These findings have important practical implications for the further developing of anti – bullying work and programs and their focus on the victims.

**Keywords:** Cyber - victimization; traditional victimization; Gender, Adolescent; Emotional problems.

# Empathic responsiveness of different participant roles in bullying and cyberbullying

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Theoretical considerations and empirical findings show that a lack of empathic responsiveness may be characteristic of cyberbullies in particular (Steffgen et al., 2011). Following the participant roles approach assistant, reinforcers, defenders and outsiders might also have different empathic responsiveness. 292 students of Luxembourg secondary school filled in a form including a German and French version of the cyberbullying questionnaire (Smith et al., 2008), of a new developed questionnaire on different participant roles, as well as of a new developed questionnaire on media empathy. Findings support the thesis that holder of different participant roles differ significantly in empathic responsiveness. Especially defenders show more empathic responsiveness. The implications of the findings are discussed in terms of their impact on interventions for (cyber)bullying.

**Keywords:** empathic responsiveness, participant roles, bullying, cyberbullying.

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# **The ViSC-REBE Program: Improving the effectiveness of school based prevention programs to reduce aggressive behaviour in Romania and Austria**

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Violence among students has emerged as a major concern in most European countries. The results of The Health Behaviour in School-aged Children (HBSC) study (WHO, 2008) support the impetuosity of evidence based prevention school programs to reduce aggressive behaviour both in Romania and Austria. In both countries, high prevalence rates of aggressive behavior and bullying were reported and prevention programs were developed by research teams.

The ViSC program (Strohmeier, Atria, Spiel, 2008; Strohmeier, Hoffmann, Schiller, Stefanek & Spiel, 2012) developed in Austria aims to reduce aggression by fostering empathy and perspective taking, by enhancing responsibility and by broadening the behavioural repertoire among as many students in the school as possible. The REBE program (Trip & Bora, 2010a, 2010b) developed in Romania aims to teach students recognize their negative dysfunctional emotions, especially anger, to discover, dispute and find alternative rational alternatives to low frustration tolerance beliefs. Although these programs show some similarities, they also have distinctive features. Therefore, the present research project combines the two programs (ViSC + REBE) to increase their aggression reducing effects. The combined program will be implemented in schools in Romania starting in September 2012 and its effectiveness will be evaluated within a randomized longitudinal control group design.

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## **The ViSC Program: Preventing aggressive behavior via promoting moral development?**

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The ViSC program aims to combat aggressive behavior and to foster social and intercultural competencies in adolescents. It is theoretically grounded in the concepts of instrumental and reactive aggression (e.g. Card & Little, 2006), bullying as a group phenomenon (e.g., Salmivalli, 1999), social information-processing theory (e.g., Crick & Dodge, 1994) and concepts of Moral Development (e.g., Malti, Gasser, & Buchmann, 2009). The ViSC program is a school development project during one school year with trainings for teachers and students. The evaluation of the program effects with a randomized intervention control group design (497 teachers, 1640 students) yielded reduced bullying behavior in classes. Furthermore, teachers in the treatment schools used more anti-violence strategies and reported more self efficacy in dealing with critical incidents in schools where the ViSC program was implemented with high fidelity.

To investigate the mechanism of change in aggressive behavior via moral development a research in cooperation with Dr. Tina Malti and Dr. Simona Caravita is carried out. Within this research 497 students' moral cognitions and moral emotions were assessed with six vignettes developed by Tina Malti and moral disengagement was assessed with 32 items from the Bandura Scale (Bandura et al.,

1996) at four times of measurement. Direct and indirect aggression and victimization was assessed at two measurement points with peer nomination measures developed by Crick and Grotpeter (1995). Based on the theoretically background of the ViSC program the improvement of moral development should lead to less aggressive behavior in adolescents.

**Keywords:** Prevention, aggressive behavior, moral development.

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**AAC - Action Against Cyberbullying, a program to empower school communities through knowledge about the nature and processes of cyberbullying and processes for respond in order to effectively to it**

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This poster provides an overview of the AAC- Action Against Cyberbullying program. This program uses knowledge, strategic responses and the accessing of a school community's resources to understand the nature of cyberbullying and other



cyber-dangers and to access useful tools and skilled individuals to provide effective responses to both individual incidents and to the problem as a whole.

AAC consists of 6 inter-related components. Components 1 and 2 are designed to create a knowledge base relating to the steps and processes involved in planning and launching a cyberattack, and to provide access to what the research and scholarship has discovered about the characteristics, instances, etc. of cyberbullying. Components 3 and 4 provide understandings aimed at developing best practice and accessing community expertise to assist the addressing of this complex and difficult problem. Components 5 and 6 provide useful information for how best to turn theory into practice in relation to cyberbullying per se as well as single acts of cyberaggression, and the other malicious cyber dangers lurking both within and outside of the school community.

### **Smartphone as a new gateway to cyberbullying and related problems: Collaborative views on problems and interventions by experts in Japan**

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Japanese mobile phones have been developed differently. The Japanese so-called “Galapagos kehtai” devices are multi-equipped with such functions as the Internet browsing, electric cash, camera, etc. Above all, the Internet connection by mobile phones started in 1999, and since then it has been usual for most of Japanese to browse the Internet by mobile phones.

This was same for teenagers. Some were overwhelmed with frequent mutual sending, which forced themselves to send texts during bath time. This phenomenon was named “kehtai dependence”. Much worse problems followed. “Deai-kei” pages which introduce men and women sometimes caused prostitution among aged men and teenage girls. In addition, information for suicide, cheat billing, and other problems were wide-spread via mobile phones.

To prevent such problems, in 2007, Japanese Ministry of Internal Affairs and Communications requested mobile phone companies to enhance filtering for children. Organisations, such as NetStar, EMA, were established as third parties. Then after the discussion by the governmental committee, a new act was enacted. This filtering and law proved themselves effective.

However, smartphone usage made the act in vain, as wi-fi connection to the Internet is not regulated by the filtering. The increase of the usage of smartphone among teenagers will correlate with the increase of problems. Japanese children are now not protected by filtering from aggression and other problems.

To tackle these problems, we will present multi-views from various experts, such as government, companies, third parties, lawyers, the media etc. Japanese “Galapagos kehtai” seems to have delivered the complex problems into teenagers earlier than other countries. This is a shame. However, in a coming period of the usage of smartphone by children, the problems would be much similar between countries, and we believe we should collaborate and utilise Japanese former experience.

## **Evaluation of DigitalME’s Safe programme**

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DigitalME, a social enterprise, commissioned Goldsmiths to evaluate their Safe programme for schools. The Safe Programme is a curricular, e-safety resource for safe social networking and consists of Primary Safe for 7-11 year-olds and the Safe Secondary for 11-12 year-olds. Primary Safe has two levels: the first level is for the youngest students, with older students completing both levels. Safe Secondary is based on the primary resource but expanded to include more independent learning. This is at pilot stage. The aim of this evaluation was as a ‘health check’ on the two-year old Primary Safe resource and to provide feedback on Safe Secondary pilot. The evaluation took place in 3 primary and 3 secondary schools with pre and post-Safe questionnaires for teachers and students. Teacher and student questionnaires were identical. The questionnaire was in two parts. The first part included more general questions on personal use of phones/IT to access social networks; which social networks were used; and how much was known about safe social networking. Participants were then asked to choose one social network that they used most for contacting friends and answer questions on their personal profile;

privacy settings; passwords; sharing files; tagging photos and any experience of cyberbullying. Participants were also asked to define a digital footprint and what advice and guidance on e-safety was provided by their school. Findings will be presented in the poster and the evaluation will impact directly on DigitalME's resources.

## **Cybergroomer – a new danger for well-known victims?**

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While the use of information and communication technologies has become ubiquitous among individuals, new forms of cyber aggression like cybergrooming have emerged. However, little is known about cybergrooming. Several studies showed victims of (cyber-)bullying display assorted social difficulties e.g. from frequent rejection; exclusion from online peer activities to lack of friendships. Therefore, the purpose of the study was to explore if bullied and cyberbullied students appeared to be more vulnerable and targeted by cybergroomers who fake personal interest and friendships.

The sample based on a sample of German students (N=518 students; Grade: 5<sup>th</sup> to 10<sup>th</sup> ; 49% male; 50.8% female). The study was conducted by the CAPI method partly following the «Mobbing Questionnaire for Students» by Jäger et al. (2007).

Regarding cybergrooming, 6.5 % could be identified as victims; no age differences could be found in the data. However, cybergrooming prevalence is significantly higher for girls than for boys (8.7% vs. 4.3%),  $t(514) = 3.28$ ,  $p = .001$ ; lower for students who are not willing to meet strangers (4.4% vs. 15.5%),  $t(514) = 4.91$ ,  $p < .001$  and lower for students who are not willing to discuss problems with strangers (5.6% vs. 11.4%),  $t(514) = 3.93$ ,  $p < .001$ . ANCOVA revealed a most parsimonious model with a three predictor solution: sex, willingness to meet strangers and being cyberbullied,  $F(3, 512) = 23.39$ ,  $R^2 = 0.12$ ,  $p < .001$ .

The findings not only shed light on understanding cybergrooming, but also suggest worth noting associations between various forms of cyber aggression.

**Keywords:** cybergrooming; cyberbullying; risk factors, bullying.

# Is school bullying a risk factor for cyberbullying? A person-oriented analysis of cross-contextual continuity in bullying victimization

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This study focuses on the continuity of adolescent victimization across different contexts, in which bullying occurs. In particular, we look at the links between victimization through traditional forms of school bullying on the one hand, and relatively new ways of bullying through electronic communication tools on the other hand, such as e-mail, cell phone, chat-rooms, instant messaging, or websites. The main question explored in this study is whether being a victim of bullying at school is a risk factor for subsequent cyberbullying victimization. In other words, we are interested if there is a certain degree of cross-contextual continuity in bullying victimization among late adolescents. Using a person-oriented approach the study examined whether bullying victimization at school continued into cyberspace victimization in a large sample of high school students in Lithuania ( $N = 1667$ , 58% girls), age 15–19 ( $M = 17.29$ ,  $SD = 0.95$ ). Three forms of traditional bullying (verbal, physical and relational) and seven forms of cyberbullying victimization through cell phones and computers were included in the analysis. The findings revealed that 35% of traditional bullying victims were also bullied in cyberspace. In particular, adolescents who experienced predominantly verbal and relational bullying at school, showed a higher risk of victimization in cyberspace a year later, while this was not observed for predominantly physical forms of traditional bullying. The findings point to the importance of a cross-contextual perspective in studies on stability of bullying victimization.

**Keywords:** Victimization; bullying; adolescents, cyberbullying, person-centered analysis.