

Index

- absolutist approach, 213, 400
- academic achievement, 32, 84, 105, 109, 123, 127–128, 136, 193, 401
- age differences, 12, 14–17, 20, 33, 36, 57, 59, 63–64, 80, 96, 108, 116, 120, 145, 175, 180–181, 400
- anonymity, 46–47, 60, 86, 339, 344
- assertiveness training, 305, 382
- attitudes, 16, 21, 37, 82, 100, 104, 119–120, 125, 127, 136, 144, 157–159, 171, 175, 177, 180–182, 318, 358, 365, 406
- autism, 58
- Be Net-Wise, 385
- bias bullying, 13, 412
- bias issues, 217
 - administration bias, 219
 - construct bias, 218
 - instrument bias, 220
 - item bias, 220
 - method bias, 219
 - sample bias, 219
- blaming the victim, 43, 100, 158–159
- Building Harmonious School
 - Environments Together, 379–380
- bully to victim ratio, 4, 16, 182, 261, 345, 404–406, 411
- bully/victims, 19, 39, 47, 59–60, 86, 104–105, 108, 174–175
- bystanders, 75, 108, 139, 141, 154, 312, 318–319, 329, 352, 358, 373
- callous-unemotional traits, 19
- cartoon task, 114, 280, 285–286, 288, 402, 411
- child abuse, xxii, 73, 77, 85, 87–88, 105, 107, 111, 157
- class level factors, 21, 75, 126, 163
- class size, 247, 254
- compulsory schooling, 234, 253
- conformity, 82, 100
- Cool Schools Peer Mediation program, 324
- coping strategies, 10, 16, 18, 66, 83, 85, 101, 121, 139, 145, 160–161, 166, 190, 358, 389, 405–406
- curriculum materials, 304, 313, 315–318, 355–357, 359–360, 378–382, 384
- cyberbullying, 4, 7, 9–11, 15, 18, 30, 44–47, 58–61, 64–67, 85, 96, 142–146, 167, 301–304, 310, 312, 319, 321, 336, 343, 378, 381, 386, 391, 400, 404, 406, 415
- deafness, 37, 43
- defenders, 5, 20–21, 34
- definition, 3–4, 10, 12, 14, 31, 44, 58–60, 68, 75, 78, 94, 134, 138, 146, 153–154, 182, 261, 281–282, 303, 401
- depression, 6, 18, 23, 37, 39, 41, 47, 65, 83, 87, 127, 145, 213, 383, 401
- direct sanctions, 307
- disability, 7, 15, 30, 36, 44, 304, 412
- dominance hypothesis, 20
- duration of bullying, 16, 35
- educational systems, 284
- empathy, 19, 40, 46, 87, 120, 157, 181, 317, 319, 383, 415
- equivalence issues, 216
 - construct equivalence, 216
 - measurement equivalence, 217
 - scalar equivalence, 217
 - structural equivalence, 216
- ethnic minority, 6, 68
- ethnicity, 37
- etic-emic, 213–215, 280–283
- EU Kids Online project, 11, 301, 403
- externalizing problems, 104, 125, 127, 157
- faith-based bullying, 32
- families, 6, 18, 21–22, 39, 44, 66, 86, 88, 101, 103–104, 107, 125, 141, 157, 378, 381–382, 385, 391, 406
- focus groups, 21, 66, 287, 415
- Fourth-R program, 316

Index

421

- friends, 15–16, 20, 60, 64, 82, 106, 121, 123–125, 145, 156, 158, 160–162, 166, 183, 283, 402, 406
- gender differences, 12, 15, 17, 32–33, 35, 37, 41, 47, 57, 59, 61, 64–65, 83, 97, 107, 118, 120–121, 124, 128, 138, 144, 175, 177, 180–181, 183, 400
- genetics, 18, 22
- Global School Health Survey (GSHS), 403
- grade retention, 238, 407
- Harmony program, 354, 363
- Health Behaviour in School-aged Children (HBSC), 11–12, 31–32, 38, 276, 280, 403, 408
- HELP-ing program, 352, 363
- history of research, 3–4, 6, 8, 30–31, 56, 73, 93, 113, 135, 153–155, 201
- homophobic bullying, 6–7, 13–14, 37, 304, 412
- hostile attributions, 80
- I Can Make a Difference program, 356
- imbalance of power, 3–4, 12, 31, 39, 46, 58, 77, 81, 99, 113, 119, 122, 134, 146, 153–154, 161, 261, 282, 400, 402, 416
- impulsivity, 19, 107, 127, 157, 317
- individualism–collectivism index, 108, 121, 153, 165, 171–172, 212, 218, 259, 262–263, 265, 274, 276, 284, 405, 408–409
- indulgence vs restraint index, 413
- internalising problems, 22–23, 157
- internet addiction, 85–86
- interviews, 46, 85, 140, 154, 198
- ISCED, 231, 233–234, 243, 258
- KEDI School Violence Prevention program, 359
- Kia Kaha, 324
- KiVa program, 5, 21, 312–313, 325–326, 399, 414–415
- legal requirements, 7–9, 68, 74, 113, 201, 302, 321, 323, 337, 351, 365, 377, 389
- Let's Play Friend program, 361
- levels of education, 231, 233
- location of bullying, 16, 64–65, 119, 144, 163, 403
- long-term orientation index, 412
- masculinity–femininity index, 284, 411
- media, 10, 31, 74–75, 80, 93, 106–107, 135, 139–141, 193, 390
- Melbourne Declaration, 322
- mental health, 60–61, 65, 122, 138, 192
- moral disengagement, 19, 30, 42–43, 81
- National Safe Schools Framework, 322, 326
- nominations, 5–6, 23, 30, 34, 38, 41, 266, 274, 345
- Norwegian National Anti-Bullying campaign, 5, 312, 413
- number of aggressors, 82, 94, 98, 119, 263, 269, 275, 284
- observations, 30, 34–36, 407
- OECD, 62, 229, 235, 237–239, 241, 243, 247, 257
- Olweus Bullying Prevention Program, 5, 198, 312, 320, 326, 365, 399, 414–415
- Olweus questionnaire, 4–6, 10–12, 95, 114, 116, 154, 174, 213, 368, 387
- online disinhibition, 46
- onlooker, 75, 78
- organisational structures for education, 242
- ostracism, 21, 108
- outsiders, 120
- parents. *See* Families
- participant roles, 5, 42, 46, 105, 120
- PATHS to Adulthood program, 384, 389
- peer group factors, 20–21, 105, 123
- peer rejection, 20, 35, 38, 106, 124, 127
- Peer Relations Questionnaire, 57, 60
- peer support, 7, 27, 189, 192, 194–196, 199, 202, 306, 339, 412
- personality, 19, 81, 103, 122, 157–158, 213, 215–216, 222, 356–357
- Pikas method, 5, 308–309, 311, 379, 387–388, 399, 414
- PISA, 230, 239, 241, 245–247, 251, 255, 257
- playground environment, 305
- power distance index, 284, 411
- prevalence, 10–12, 15, 23, 31–33, 39, 45, 57–59, 63, 67, 86, 95, 108, 114, 116, 136, 138, 140, 144–146, 155, 171–172, 175, 282–283, 368, 403, 406, 408
- proactive strategies, 303
- process model of bullying, 78
- Project CARE, 381
- prosocial behaviour, 61, 120–121, 318
- provocative victims, 15
- psychosocial adjustment, 33, 38, 126
- psychosomatic symptoms, 6

422 Index

- Q-sort, 222
 quality circles, 304
 Quest for the Golden Rule, 315
 questionnaires, 9–11, 13, 23, 39, 81–82, 85, 95, 138–139, 154, 173, 265, 281, 345, 382, 386, 404
- racist bullying, 32, 37–38
 Rainbow program, 360
 ratio of bullies to victims. *See* bully to victim ratio
 Reach out your hands program, 357
 reactive strategies, 307
 reasons for bullying, 32–33, 46, 58, 81, 99, 139, 158
 recess, 33, 252, 407
 reference group effect, 221–222
 relativist approach, 214, 400
 repetition, 4, 11, 31, 58–59, 77, 94, 96, 138, 153–154, 261, 282, 294
 restorative approaches, 307, 388, 414
- Safe School Ambassadors program, 319
 scapegoating, 21
 school absenteeism, 86–87
 school anti-bullying policy, 7–8, 67–68, 165, 190, 303–304, 311, 318, 322–323, 387
 school class groupings, 241
 school climate, 7, 22–23, 75, 106, 126, 191, 195, 303, 318–319, 338, 366
 school day, structure of, 248, 254
 school enrolment rates, 237
 school size, 22, 245, 254
 school system, 80, 123, 162, 164, 196, 229–230, 407
 school transfer, 244
 school year grouping, 238, 241
 Second Step program, 317
 self-esteem, 6, 33, 38, 65, 78, 83, 103–104, 107, 122, 157–158, 193–194
 self-group distinction, 263–265, 268–269, 274, 276–277
 self-harm, 22, 324
 sexist and sexual bullying, 7, 13
 sexual orientation, 14, 44, 295
 Sheffield project, 74, 302–303, 365, 414
 shyness, 21, 122, 158
 Siubou program, 355
 social cognition, 19, 41, 181
 social ecological model, 30, 43
 social information processing, 30, 42, 80, 87
 social network analysis, 5, 314
 social skills, 19, 39, 48, 82, 158, 194, 202, 318, 415
 social-ecological model, 121
 societal influences, 31, 408
 socioeconomic factors, 170, 408
 socioeconomic status, 105, 125
 special educational needs, 6–7, 15, 33, 388
 Steps to Respect program, 318, 365
 Strengths and Difficulties Questionnaire, 60
 suicide, 4, 6, 22, 31, 47, 62, 73–74, 77, 80, 84, 90, 93, 127, 135, 142, 147, 324, 334, 336
 supervision, 22, 195, 253, 284, 305, 311, 407
 support group method, 309, 311
- teachers, 6–7, 9, 15, 17–18, 21, 23, 30, 32, 34–35, 39–40, 44, 47, 58, 62–63, 65–66, 68, 73, 78–79, 84, 88, 101, 105, 107, 109, 125, 128, 134–136, 140, 143, 145, 161, 192, 196–197, 202, 302, 312, 315, 319, 324, 338, 340, 342, 344, 355, 358, 366, 376, 378–379, 384–385, 387, 389, 391
 telephone help lines, 6
 telling about bullying, 16, 18, 34, 46, 64–66, 101, 108, 121, 141, 145, 160–162, 405, 412
 temperament, 21
 terms for bullying, 3, 75, 93–94, 113, 134, 261, 280, 282, 285, 290, 296, 399, 401
 theory of mind, 19, 87
 tight vs loose cultures, 171, 413
 TIMSS, 62–63, 67, 71, 172, 245, 257, 403–404, 409
 types of bullying, 4, 11, 13–15, 23, 32, 35, 39–41, 47, 62, 95, 97–98, 114, 117–118, 134, 136, 138, 140, 144, 155, 159, 164–166, 171–172, 174, 177, 182, 199, 400, 402
- uncertainty avoidance index, 182, 412
 UNESCO, 231, 233–234, 243, 253, 258
 UNICEF, 203
 universalist approach, 214, 400
- witnesses, 102, 136, 138, 140
 WITS Primary Program, 314