



# **The Wiley Blackwell Handbook of Bullying: A Comprehensive and International Review of Research and Intervention**

**Edited by Peter K. Smith and James O'Higgins  
Norman**

**WILEY Blackwell**

This edition first published 2021

© 2021 John Wiley & Sons Ltd.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, except as permitted by law. Advice on how to obtain permission to reuse material from this title is available at <http://www.wiley.com/go/permissions>.

The right of Peter K. Smith and James O'Higgins Norman to be identified as the authors of the editorial material in this work has been asserted in accordance with law.

*Registered Office(s)*

John Wiley & Sons, Inc., 111 River Street, Hoboken, NJ 07030, USA

John Wiley & Sons Ltd, The Atrium, Southern Gate, Chichester, West Sussex, PO19 8SQ, UK

*Editorial Office*

The Atrium, Southern Gate, Chichester, West Sussex, PO19 8SQ, UK

For details of our global editorial offices, customer services, and more information about Wiley products visit us at [www.wiley.com](http://www.wiley.com).

Wiley also publishes its books in a variety of electronic formats and by print-on-demand. Some content that appears in standard print versions of this book may not be available in other formats.

*Limit of Liability/Disclaimer of Warranty*

While the publisher and authors have used their best efforts in preparing this work, they make no representations or warranties with respect to the accuracy or completeness of the contents of this work and specifically disclaim all warranties, including without limitation any implied warranties of merchantability or fitness for a particular purpose. No warranty may be created or extended by sales representatives, written sales materials or promotional statements for this work. The fact that an organization, website, or product is referred to in this work as a citation and/or potential source of further information does not mean that the publisher and authors endorse the information or services the organization, website, or product may provide or recommendations it may make. This work is sold with the understanding that the publisher is not engaged in rendering professional services. The advice and strategies contained herein may not be suitable for your situation. You should consult with a specialist where appropriate. Further, readers should be aware that websites listed in this work may have changed or disappeared between when this work was written and when it is read. Neither the publisher nor authors shall be liable for any loss of profit or any other commercial damages, including but not limited to special, incidental, consequential, or other damages.

*Library of Congress Cataloging-in-Publication Data*

Names: Smith, Peter K., editor. | O'Higgins Norman, James, 1968- editor.

Title: The Wiley Blackwell handbook of bullying / edited by Peter K. Smith, James O'Higgins Norman.

Description: Hoboken, NJ : John Wiley & Sons, 2021. | Includes bibliographical references and index.

Identifiers: LCCN 2020037441 (print) | LCCN 2020037442 (ebook) | ISBN 9781118482728 (hardback) | ISBN 9781118482704 (pdf) | ISBN 9781118482711 (epub) | ISBN 9781118482650 (ebook)

Subjects: LCSH: Bullying. Classification: LCC BF637.B85 W53 2021 (print) | LCC BF637.B85 (ebook) | DDC 302.34/3--dc23

LC record available at <https://lccn.loc.gov/2020037441>

LC ebook record available at <https://lccn.loc.gov/2020037442>

Cover image: © Boris25/Getty Images

Cover design by Wiley

Set in 10.5/12.5 Adobe Garamond Pro by Integra Software Services Pvt. Ltd, Pondicherry, India

# ***Contents***

## [The Wiley Blackwell Handbook of Bullying: A Comprehensive and International Review of Research and Intervention, Volume 1](#)

[Cover](#)

[Title page](#)

[Copyright](#)

[Preface](#)

[List of Contributors](#)

### **[Section One - Conceptual and Historical Issues](#)**

[Chapter 1: Definitions of Bullying](#)

[Chapter 2: Origins of School Bullying Research](#)

[Chapter 3: The School Bullying Research Program: Why and How It Has Developed](#)

[Chapter 4: Critique of the Bullying Research Program](#)

[Chapter 5: Participant Roles in Bullying](#)

[Chapter 6: Types of Traditional \(Offline\) Bullying](#)

[Chapter 7: Types of Cyberbullying](#)

[Chapter 8: Teachers' Attitudes Toward Bullying: What Do We Know, and Where Do We Go from Here?](#)

[Chapter 9: Why Do Bullies Bully? Motives for Bullying](#)

### **[Section Two - Measurement Issues](#)**

[Chapter 10: Measurement Issues Relevant to Questionnaire Data](#)

[Chapter 11: Social Network Approaches to Bullying and Victimization](#)

[Chapter 12: A Peek Behind the Fence: Observational Methods 25 Years Later](#)

[Chapter 13: Measurement Issues Relevant to Qualitative Studies](#)

### **Section Three - Bias or Identity Based Bullying**

[Chapter 14: Ethnicity-Based Bullying: Suggestions for Future Research on Classroom Ethnic Composition](#)

[Chapter 15: Bias Bullying Problems Among School Children: Sexual and Gender-Based Bullying, and Intersectional Considerations](#)

[Chapter 16: Bias Bullying: Sexual Orientation](#)

[Chapter 17: Transphobic Bullying](#)

[Chapter 18: Religious-Based Bullying: International Perspectives on What It Is and How to Address It](#)

[Chapter 19: Disablist Bullying](#)

[Chapter 20: Migration and Bullying](#)

### **Section Four - Risk Factors**

[Chapter 21: Genetic and Epigenetic Factors in Bullying](#)

[Chapter 22: Neurobiological Factors of Bullying Victimization](#)

[Chapter 23: Personality Factors, Empathy, and Moral Disengagement in Bullying](#)

[Chapter 24: Parents and Bullying](#)

[Chapter 25: The Role of the Peer Group and Classroom Factors in Bullying Behavior](#)

[Chapter 26: School Factors with a Focus on Boarding Schools](#)

[Chapter 27: Communities and Neighborhoods as Contexts that Influence the Bully/Victim Dynamic](#)

[Chapter 28: Media Factors and Bullying](#)

[Chapter 29: Cultural Factors and Bullying](#)

[Chapter 30: Combating Workplace Bullying: Interventions and the Role of the Organization's Ethical Infrastructure](#)

### **[Section Five - Outcomes of Bullying](#)**

[Chapter 31: Bullying and Internalizing Symptoms](#)

[Chapter 32: Bullying and Externalizing Problems](#)

[Chapter 33: Understanding the Associations Between Bullying, Suicide, and Self-Harm](#)

[Chapter 34: School Bullying and Peer Victimization: Its Role in Students' Academic Achievement](#)

[Index](#)

[End User License Agreement](#)

[The Wiley Blackwell Handbook of Bullying: A Comprehensive and International Review of Research and Intervention, Volume 2](#)

[Cover](#)

[Title page](#)

[Copyright](#)

[Preface](#)

[List of Contributors](#)

## **Section One Development and Lifespan Context**

[Chapter 1: Bullying in Preschool and Infant School](#)

[Chapter 2: Stability and Change in Bullying and Cyberbullying Throughout the School Years](#)

[Chapter 3: Bullying Among College and University Students](#)

[Chapter 4: The Nature of Dating Violence and Challenges for Prevention](#)

[Chapter 5: Bullying in the Workplace](#)

[Chapter 6: Sibling Bullying](#)

[Chapter 7: School Based Bullying and Child Maltreatment in the Family: Reframing Our Thinking About Everyday Violence in Childhood](#)

[Chapter 8: Understanding and Intervening in Prison Bullying: Moving the Area Forward](#)

[Chapter 9: Bullying: A Perspective from Youth Custody](#)

[Chapter 10: Bullying in Sports](#)

[Chapter 11: A Time to Collaborate: Bullying and Mistreatment of Older Adults in Residential Care](#)

## **Section Two Coping and Intervention**

[Chapter 12: Individual Coping Strategies and Ways of Supporting Victims](#)

[Chapter 13: Coping with Cyberbullying](#)

[Chapter 14: School Policies, Leadership, and School Climate](#)

[Chapter 15: Bullying Prevention Through Curriculum and Classroom Resources](#)



[Chapter 16: Bullying in the School Playground: Design and Supervision](#)

[Chapter 17: Peer Support Schemes](#)

[Chapter 18: The Role of Teachers](#)

[Chapter 19: The Role of Parents in Bullying and Cyberbullying](#)

[Chapter 20: Addressing Cases of Bullying in Schools: Reactive Strategies](#)

[Chapter 21: Legal Issues and Government Policies](#)

### **[Section Three Anti-bullying Programs](#)**

[Chapter 22: The Olweus Bullying Prevention Program \(OBPP\): Development and Consolidation](#)

[Chapter 23: The KiVa Anti-Bullying Program: From Nationwide Rollout to International Implementation](#)

[Chapter 24: International Implementation of the ViSC Social Competence Program in Cyprus, Romania, Turkey, and Kosovo](#)

[Chapter 25: Evidence-Based Programs in Europe against Bullying and Cyberbullying: A Balance between Broader and Specific Approaches](#)

[Chapter 26: Anti-Bullying Programs in the USA and Canada](#)

[Chapter 27: School-Based Bullying Intervention Programs in Australia and New Zealand](#)

[Chapter 28: Bullying Research and Intervention in Japan: Collaborations to Tackle Bullying in Various Contexts](#)

[Chapter 29: Bullying Research and Intervention in South Korea](#)

[Chapter 30: Bullying Research and Intervention in Mainland China and Hong Kong](#)

[Chapter 31: Bullying Research and Intervention in India](#)

[Chapter 32: Bullying Research and Intervention in the Arab World](#)

[Chapter 33: Bullying Research and Intervention in Sub-Saharan Africa](#)

[Chapter 34: Bullying Research and Intervention in South America](#)

[Chapter 35: A Review of Systematic Reviews and Meta-Analyses of the Effectiveness of School-Based Anti-Bullying Programs](#)

[Chapter 36: Economic Evaluation of Bullying Prevention Programs](#)

#### **[Section Four Theoretical Perspectives](#)**

[Chapter 37: Ecological and Psychological Perspectives of Bullying](#)

[Chapter 38: Evolutionary Perspectives on Bullying](#)

[Chapter 39: Developmental Differences in Evaluations of, and Reactions to, Bullying Among Children and Adolescents: A Social Reasoning Developmental Approach](#)

[Chapter 40: The Social Turn in Bullying Research: Sociocultural/Sociological Perspectives](#)

[Index](#)

[End User License Agreement](#)

# List of Tables

## Chapter 3

[Table 3.1 Number of publications with topic search term “bully,”...](#)

[Table 3.2. Number of articles with differing numbers of authors, by time per...](#)

[Table 3.3. Number of articles with lead authors from different continents, b...](#)

[Table 3.4. Number of articles including authors from varying number of count...](#)

[Table 3.5. Number of articles of each type, by time period, and total \(numbe...](#)

[Table 3.6. Number of articles of each data design, by time period, and total...](#)

[Table 3.7. Number of articles of each data type, by time period, and total \(n...](#)

[Table 3.8. Percentages of articles with data on cyber bullying or victimizati...](#)

## Chapter 6

[Table 6.1 Sample of international studies reporting prevalence of traditional ...](#)

## Chapter 7

[Table 7.1 Classification approaches of cyberbullying.](#)

## Chapter 11

[Table 11.1 Studies examining network and bullying-related dynamics.](#)

## Chapter 18

[Table 18.1 Some push and pull factors towards violent extremism.](#)

## Chapter 32

[Table 32.1 Odds ratio \(OR\) of externalizing problems among those being bullie...](#)

## Chapter 2

[Table 2.1 Longitudinal studies focused on age variations in bullying and c...](#)

## Chapter 5

[Table 5.1 Taxonomies of workplace bullying.](#)

## Chapter 6

[Table 6.1 Summary of studies reporting on the prevalence of sibling bullying.](#)

[Table 6.2 Antecedents of sibling bullying roles within a competing theore...](#)

[Table 6.3 Summary of empirical evidence on associations between sibling bull...](#)

[Table 6.4 Overview of intervention programs to improve sibling relationships.](#)

## Chapter 7

[Table 7.1 Prevalence of childhood victimization in the UK lifetime \(LT\) and p...](#)

[Table 7.2 Risk of occurrence of other victimization types given an existing v...](#)

## Chapter 15

[Table 15.1 Learning outcomes.](#)

[Table 15.2. Sample circle-time rounds](#)

## Chapter 20

[Table 20.1 Reported outcomes from interventions in cases of bullying.](#)

[Table 20.2 Different methods of confronting and non-confronting intervent...](#)

[Table 20.3 Reported use of different forms of intervention and how each w...](#)

[Table 20.4 Frequency of reported actions taken by schools in relation to...](#)

[Table 20.5 Reported training received by Australian teachers in methods of...](#)

## Chapter 23

[Table 23.1. Timeline of core KiVa program activities.](#)

[Table 23.2. Timeline for KiVa data collection.](#)

## Chapter 25

[Table 25.1 Outcomes and effects of the school-bullying and cyberbullying...](#)

[Table 25.2 Programs components.](#)

[Table 25.3 Different psychological processes addressed by the four programs.](#)

## Chapter 29

[Table 29.1 Types of hakkyo-pokryuk.](#)

[Table 29.2 Percentage of hakkyo-pokryuk victimization \(Ministry of E...](#)

[Table 29.3 Percentage of hakkyo-pokryuk perpetration \(Ministry of Ed...](#)

[Table 29.4 Ratio of victimization by type of hakkyo-pokryuk \(Minist...](#)

[Table 29.5 Authorities/people to whom victimization was reported \(M...](#)

[Table 29.6 Reasons for not reporting victimization experiences; tot...](#)

[Table 29.7 Percentage of pupils who witnessed hakkyo-pokryuk by sch...](#)

[Table 29.8 Coping behaviors when witnessing hakkyo-pokryuk \(Minist...](#)

[Table 29.9 Coping behavior if hakkyo-pokryuk occurs \(Ministry of ...](#)

[Table 29.10 Number of case deliberated upon by hakkyo-pokryuk gove...](#)

[Table 29.11 The third hakkyo-pokryuk prevention and intervention pl...](#)

[Table 29.12 Description of Aulim \(Ministry of Education, Jeollanamdo...](#)

[Table 29.13 Contents of peer counseling program for preventing hak...](#)

## Chapter 31

[Table 31.1 Indicative interventions for bullying prevention in India.](#)

## Chapter 32

[Table 32.1 Arab countries' area, independence date, and populati...](#)

[Table 32.2 Studies on bullying in different Arab countries with descri...](#)

## Chapter 34

[Table 34.1 Types of aggression reported by students in South-America.](#)

[Table 34.2 National surveys, laws and public policies on violence and...](#)

## Chapter 35

[Table 35.1 Excluded systematic reviews and meta-analyses.](#)

[Table 35.2 Included systematic reviews \(n = 28\).](#)

[Table 35.3 Results of included meta-analyses \(n = 11\).](#)

## Chapter 36

[Table 36.1 The toolbox of economic evaluation methods.](#)

[Table 36.2 Impact assessment template for cost and benefits: Example f...](#)

# List of Illustrations

## Chapter 3

[Figure 3.1 Number of articles with “bully” topic search term, from...](#)

## Chapter 8

[Figure 8.1 A socio-ecological model of bullying. Source: Adapted from Bronfenb...](#)

[Figure 8.2 Suggestions on how to change teachers’ attitudes.](#)

## Chapter 10

[Figure 10.1 Measurement error, reliability, and precision of measurement.](#)

## Chapter 11

[Figure 11.1 Representation of selection and influence effects. Note...](#)

[Figure 11.2 Victim similarity: The interplay between bullying and def...](#)

[Figure 11.3 Bully similarity: The interplay between bullying and defe...](#)

## Chapter 14

[Figure 14.1 Indirect effects of ethnical misfit on inter-ethnic bullying...](#)

[Figure 14.2 Indirect effects of ethnical misfit on bullying of the ethn...](#)

[Figure 14.3 Indirect effects of perceived threat \(to ethnic dominance\) o...](#)

[Figure 14.4 Indirect effects of power imbalance on bullying of the ethn...](#)

[Figure 14.5 Power imbalance moderating relationships between ethnicity...](#)

[Figure 14.6 Inter-ethnic misfit moderating relationships between ethn...](#)

[Figure 14.7 Indirect effects of ethnical misfit \(perceived threat\) on int...](#)

[Figure 14.8 Ethnical power balance moderating relationships between ethn...](#)

[Figure 14.9 Indirect effects of ethnical power balance on bullying of th...](#)

[Figure 14.10 Indirect effects of power imbalance on bullying of the ethn...](#)

[Figure 14.11 A transactional framework of inter-ethnic bullying/victimiz...](#)



## Chapter 18

[Figure 18.1 Core elements of identity humility.](#)

## Chapter 30

[Figure 30.1 Conceptual model for the main elements in an ethical infrast...](#)

## Chapter 32

[Figure 32.1 Odds Ratio \(OR\) of externalizing problems among different...](#)

[Figure 32.2 Odds Ratio \(OR\) of externalizing problems among different...](#)

## Chapter 33

[Figure 33.1 Potential role of exposure to bullying in the development...](#)

## Chapter 34

[Figure 34.1 Child-and-environment moderation model.](#)

[Figure 34.2 Child-and-environment mediation model.](#)

[Figure 34.3 Alternative child-and-environment mediation model.](#)

## Chapter 2

[Figure 2.1 Age variations in bullying perpetration, victimization,...](#)

## Chapter 8

[Figure 8.1 Multifactor model of bullying in secure settings \(MMBSS\)...](#)

## Chapter 9

[Figure 9.1 The roles played in Youth Custody during a bullying dynamic.](#)

[Figure 9.2 Conflict Resolution – Visual Voices at Medway STC.](#)

[Figure 9.3 G-Check.](#)

[Figure 9.4 Window warriors.](#)

[Figure 9.5 SYM.](#)

[Figure 9.6 Gassing-Up.](#)

[Figure 9.7 Kawalis or Coercive Control.](#)

[Figure 9.8 The Conflict Spiral.](#)

[Figure 9.9 Young People learning from Conflict Resolution.](#)

## Chapter 15

[Figure 15.1 ATN! – The Bully Circle.](#)

[Figure 15.2 ATN! – The Hurt Scale.](#)

[Figure 15.3 GEM – Feeling Footprints.](#)

[Figure 15.4 GEM – Decision Doors.](#)

[Figure 15.5 ATN! – Placemat Scenarios.](#)

[Figure 15.6 ATN! – Bullying Perceptions.](#)

[Figure 15.7 CDVEC – Circular Brainstorm.](#)

## Chapter 22

[Figure 22.1 Percentage of students Being Bullied before \(upper figures\)...](#)

[Figure 22.2 Percentage of students Bullying Others before \(upper figure\)...](#)

## Chapter 23

[Figure 23.1 Key components of the KiVa anti-bullying program.](#)

[Figure 23.2 School recruitment process and finalized sample. Note...](#)

## Chapter 29

[Figure 29.1 Process of handling a case of hakyo-pokryuk.](#)

## Chapter 36

[Figure 36.1 Example of a decision tree.](#)

[Figure 36.2 The cost-effectiveness plane.](#)

[Figure 36.3 Tornado diagram representing uncertainty in the estimated...](#)

[Figure 36.4 Cost-effectiveness acceptability curve for the KiVa prog...](#)

## ***Preface***

A decade ago, Shane Jimerson, Dorothy Espelage, and Susan Swearer edited the *Handbook of Bullying in Schools: An International Perspective* (Routledge, 2010). This put down a marker for, and a state-of-the-art review of, the very considerable volume of research and action on school bullying over the previous 40 years. In the decade following this, research and action have proceeded further, at a sometimes seemingly dizzying pace. This new Handbook aims to provide a marker for, and a state-of-the-art review of, the progress that has been made. In this period, great strides forward have been taken in the international breadth of research, the range of settings considered, the understanding of causes, influences, and outcomes of bullying, and the practical steps that can be taken to reduce it. In addition, cyberbullying has come to be a major aspect of bullying in contemporary societies.

In this two-volume Handbook we have broadened out the coverage in two main ways: country and context. Although the 2010 Handbook had some international coverage, the great majority of authors were from the USA. We have aimed for a wide coverage of different countries and all six continents. Altogether, 30 countries across the globe are represented in our contributors. Researches from Europe, North America, and Australasia have been well represented for decades. We also have contributions from relatively well-known traditions of work in Japan, South Korea, and mainland China/Hong Kong. In addition, we have chapters surveying the rapidly increasing, but not always easily accessible, research in India, the Arabic countries, sub-Saharan Africa, and South America.

Bullying can occur in many contexts, as was laid out a decade ago by Claire Monks and Iain Coyne in *Bullying in Different Contexts* (Cambridge University Press, 2011). The most developed area of study remains that of school bullying, and this takes up a major share of the volumes; but there is also coverage of bullying in colleges, dating situations, sports settings, workplaces, prisons, families, and care homes.

We hope that this Handbook will be the premier reference work for researchers and professionals concerned with topics around bullying, harassment, abuse, and mental well-being, for the decade to come. It has been a pleasure to work with many colleagues from across the globe in what has been quite a mammoth editing task. We would like to thank our many contributors for their patience in undertaking revisions, some of them while coping with the exigencies of the COVID-19 pandemic in early 2020. We are grateful to colleagues at Wiley-Blackwell for helping to see these two volumes through to publication. Also, a special thanks to Beatrice Sciacca, working in both Granada and in Dublin, who has been an immense support for us in our editorial work and in preparing the Index. We are also grateful to the Department of Education & Skills, Dublin, for support under the National Action Plan on Bullying for editing and indexing work on these volumes.

This Handbook represents the work and achievements of very many colleagues, across the globe. However, some colleagues will be very sadly missed. Professor Anna Constanza Baldry (1970–2019), who died in March 2019, studied at Rome, Cambridge, and Amsterdam, and then worked in Italy, notably in Naples and Milan, on topics related to bullying and violence. She developed the Threat Assessment of Bullying Behaviors among Youngsters (TABBY), a bullying intervention program implemented in eight countries. For her contributions she was awarded the

Order of Merit of the Italian Republic. Professor Yohji Morita (1941–2019) died on the last day of 2019, following complications after an accidental fall. Yohji was the pioneer of *ijime* research in Japan. He described *ijime* as a group phenomenon and from the early 1980s inspired Japanese researchers' interests and contributions for tackling *ijime* at schools. He also reached out to overseas researchers, and was coordinator of the International Bullying Symposium held in Japan in 1996, and of the OECD's International Network on School Bullying and Violence. We remember him too as a warm and friendly personality and an inspiring colleague whose influence continues through his colleagues and students.

As this book was preparing for publication, we learnt of the death of Professor Dan Olweus (1931–2020), in September 2020. Swedish by birth, Dan spent the majority of his career in Bergen, Norway. His book *Aggression in the Schools: Bullies and Whipping Boys* (1973; 1978 in English) was the first major writing on the topic of school bullying, and his subsequent book *Bullying at School: What We Know and What We Can Do* (1993) was widely translated and very influential. Dan conducted the first systematic intervention study against bullying in the world and is considered as the founding father of school bullying research, certainly in Western countries. He developed a systematic questionnaire to investigate the phenomenon, and an intervention program, the Olweus Bullying Prevention Program, used in Norway, the USA, and several other countries, which has had notable continued success for a span of nearly 40 years. This is described in Volume 2, [Chapter 22](#), on which Dan took the lead, with several colleagues. His awards included Distinguished Contributions to Public Policy for Children from the Society for Research in Child Development in 2003; Distinguished Contributions to the International Advancement of

Psychology in 2011, and Distinguished Contributions to Research in Public Policy in 2012, both from the American Psychological Association. We remember Dan as a steadfast proponent of the importance of anti-bullying interventions, and someone who inspired much of the research program and efforts presented in this Handbook.

An encouraging development to end on is the establishment by UNESCO of an International Day Against Violence and Bullying at School, including Cyberbullying. This starts in November 2020 and will continue on an annual basis, providing a focal point each year for all our anti-bullying efforts.

Peter K. Smith and James O'Higgins Norman  
London & Dublin, September 2020

# ***List of Contributors***

## **Volume 1**

**Daniela Acquadro Maran**, University of Turin, Italy

**Zoe Apostolidou**, independent researcher, Cyprus

**Sheri Bauman**, University of Arizona, USA

**Tatiana Begotti**, University of Turin, Italy

**Ioanna Bibou-Nakou**, Aristotle University of Thessaloniki, Greece

**Catherine Blaya**, High School of Education of the Canton of Vaud, France

**Lucy Bowes**, Magdalen College Oxford, England

**James M. E. Boyle**, University of Strathclyde, Scotland

**Mara Brendgen**, University of Quebec at Montreal, Canada

**Simona C. S. Caravita**, University of Stavanger, Norway

**Deborah M. Casper**, University of Alabama, USA

**W. Y. Alice Chan**, McGill University, Canada

**Theologos Chatzipemou**, University of West Attica, Greece

**Antonius H. N. Cillessen**, Radboud University, the Netherlands

**Maude Comtois-Cabana**, University of Montreal, Canada

**Michelle Demaray**, Northern Illinois University, USA

**Maeve Dupont**, Dublin City University, Ireland

**Kari Einarsen**, University of Bergen, Norway



**Ståle Valvatne Einarsen**, University of Bergen, Norway

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

**Hildegunn Fandrem**, University of Stavanger, Norway

**Kostas A. Fanti**, University of Cyprus, Cyprus

**Mairéad Foody**, Dublin City University, Ireland

**Hannah Fritz**, University of Southern California, USA

**Emma Galarneau**, University of Toronto, Canada

**Claire F. Garandeanu**, University of Turku, Finland

**Gianluca Gini**, University of Padua, Italy

**Sara E. Goldstein**, Montclair State University, USA

**Anke Görzig**, Greenwich University, England

**John F. Gunn III**, Rutgers School of Criminal Justice, USA

**Carolina Guzman Holst**, University of Oxford, England

**Lisa Hellstrom**, Malmö University, Sweden

**Markus Hess**, German University of Health and Sports, Germany

**Paul Horton**, Linköping University, Sweden

**Gijs Huitsing**, University of Groningen, the Netherlands

**Simon C. Hunter**, Glasgow Caledonian University, Scotland

**Lyndsay Jenkins**, Florida State University, USA

**Jannike Kaasbøll**, Norwegian University of Science and Technology, Norway

**Stavroula Karga**, Aristotle University of Thessaloniki, Greece

**Annemarie Kelleghan**, University of Southern California, USA

**Becky Kochenderfer-Ladd**, Arizona State University, USA

**Lenka Kollerová**, Czech Academy of Sciences, Czech Republic

**Seffetullah Kuldas**, Dublin City University, Ireland

**Gary W. Ladd**, Arizona State University, USA

**Sarah Malamut**, University of Southern California, USA

**Tina Malti**, University of Toronto, Canada

**Angela Mazzone**, Dublin City University, Ireland

**Lian McGuire**, Dublin City University, Ireland.

**Nathalie Noret**, York St. John University, England

**Niamh O'Brien**, Anglia Ruskin University, England

**James O'Higgins Norman**, Dublin City University, Ireland

**Mona O'Moore**, Dublin City University, Ireland

**Isabelle Ouellet-Morin**, University of Montreal, Canada

**Iryna S. Palamarchuk**, University of Ottawa, Canada

**Debra Pepler**, York University, Canada

**Jan Pfetsch**, Technical University of Berlin, Germany

**Kathryn Pierce**, York University, Canada

**J. Loes Pouwels**, University of Amsterdam, the Netherlands

**Tiziana Pozzoli**, University of Padua, Italy

**Ian Rivers**, University of Strathclyde, Scotland

**Susanne Robinson**, Goldsmiths College, University of London, England

**Yana Ryjova**, University of Southern California, USA  
**Jua B. P. Sanders**, Radboud University, the Netherlands  
**Herbert Scheithauer**, Free University of Berlin, Germany  
**Anja Schultze-Krumbholz**, Technical University of Berlin, Germany  
**David Schwartz**, University of Southern California, USA  
**Johannes Foss Sigurdson**, Norwegian University of Science and Technology, Norway  
**Robert Slonje**, Goldsmiths College, University of London, England  
**Peter K. Smith**, Goldsmiths College, University of London, England  
**Catherine Stapleton**, Dublin City University, Ireland  
**Elisabeth Stefanek**, Pro Mente Forschung, Austria  
**Dagmar Strohmeier**, University of Applied Sciences Upper Austria, Austria  
**Anne Mari Sund**, Norwegian University of Science and Technology, Norway  
**Madison Sween**, University of Arizona, USA  
**Stephanie A. Thibault**, Arizona State University, USA  
**Robert Thornberg**, Linköping University, Sweden  
**Tracy Vaillancourt**, University of Ottawa, Canada  
**René Veenstra**, University of Groningen, the Netherlands  
**Sebastian Wachs**, University of Potsdam, Germany  
**Michelle Wright**, Pennsylvania State University, USA  
**Georgia Zacharaki**, University of Cyprus, Cyprus

# **SECTION ONE**

## ***Conceptual and Historical Issues***

# 1

## ***Definitions of Bullying***

**Lisa Hellström, Robert Thornberg, & Dorothy L. Espelage**

According to Harper's (2001-2019a) online etymology dictionary, the word *bully* (as a noun) can be traced back to the 1530s, but the definition differed remarkably from definitions that pervade the academic literature during the last five decades. In the 1500s, bully was defined as "sweetheart," which might derive from the Dutch word *boel*, meaning "lover" and "brother." Furthermore, according to Crawford (1999), bully was used by Shakespeare in *Henry V* to demonstrate expression of approval and affection:

The king's bawcock and heart of gold,  
A lad of life, an imp of fame,  
Of parents good, of fist most valiant:  
I kiss his dirty shoe, and from my heart-string  
I love the lovely bully.

The meaning of the word "bully" changed during the seventeenth century from a connotation of admiration to descriptors such as "fine fellow" to "blusterer" to "harasser of the weak" (Harper, 2001-2019a). During the eighteenth century, the word was then used to refer to "pimp" or "villain," which was seen as "perhaps an early link between the word bully and the male exploiting the female" (Crawford, 1999, p. 86). As a verb, the word *bully* can be traced back to 1710, derived from the noun bully and where individuals were thought to engage in behaviors that

functioned to “overbear with bluster and menaces” (Harper, 2001–2019a), whereas the word *bullying* – a gerund – can be found to originate in the 1770s where individuals were described as actively engaging in “insolent tyrannizing, personal intimidation” (Harper, 2001–2019b).

A century before the modern international research field of school bullying emerged, Burk (1897) reported a survey study that examined teasing and bullying in the school context in New Jersey, the United States. In this report, bullying was conceptualized as “cases of tyranny among boys and girls from college hazing and school fagging down to the nursery. Cases where threats of exposure, injury, or imaginary dangers were the instruments of subjection and control” (p. 336). Two distinct components can be inferred from this definition. First, there is a presence of a power imbalance (often reported in the article in terms of strength and age differences between the perpetrator and victim). Second, bullying is also portrayed as a form of proactive aggression where there is some instrumentality associated with the aggression (e.g., “The child uses his authority to obtain property, service or obedience,” Burk, 1897, p. 346). These components of power imbalance and instrumentality are often central to the current discussions and debates surrounding the more contemporary definition of bullying (e.g., Volk, Dane, & Marini, 2014).

To fully understand the ongoing definitional issues of the word “bullying,” it is important to be familiar with the origins of this research in social sciences. Indeed, the international research field of school bullying has its origin in Sweden and started with the psychologist Olweus’s (1973, 1978) first series of scientific studies on bullying among schoolboys in Stockholm in the early 1970s. A precursor to this seminal work was a debate article from 1969 written by the Swedish physician Heinemann (1969) who introduced the term “mobbing” in Sweden, and then