MUNI

29th

WORKSHOP ON AGGRESSION

AGGRESSION, MEDIA, AND DIGITAL TECHNOLOGIES

NOVEMBER 26 – 28, 2025

BRNO, MASARYK UNIVERSITY

PROGRAMME

WELCOME

Dear colleagues,

Welcome to the 29th Workshop on Aggression. We are honoured and pleased to host the conference for the very first time in the Czech Republic, and we are thrilled to welcome you here in Brno.

The theme of this year's workshop, *Aggression, Media, and Digital Technologies*, reflects the growing importance of understanding how technological developments shape human interaction and behaviour. The programme brings together research on cyberbullying, cyberhate, online incivility, and sexual aggression in digital spaces, addressing the need to investigate the intertwined relationship between communication media, digital technologies, and aggressive behaviour. However, we continue to embrace the wide spectrum of aggression-related topics that have always been central to the conference.

We hope that Brno, with its unique blend of rich history, innovative spirit, and vibrant café culture, will provide a stimulating backdrop for your academic exchange and networking. We are confident that the workshop will offer a welcoming space for researchers at all career stages to engage in thought-provoking discussions, develop new collaborations, and reflect on the pressing challenges surrounding aggression in the digital age and beyond.

We wish you a rewarding conference experience and many enjoyable moments during your stay in Brno.

The Organising Team

Hana Machackova	Marie Jaron Bedrosova	Jan Pfetsch
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GENERAL INFORMATION

VENUE

The conference will be held at the **Komenského náměstí 2** building in Brno, next to the Faculty of Social Studies. You can find a detailed map by scanning the **QR code**. During the conference, the organising team will be available to help you find your way around.

CONFERENCE VENUE MAP

BARRIER-FREE ACCESS

ADDRESS

Building K2, Masaryk University

Komenského náměstí 220/2, 602 00 Brno, Czech Republic

ROOMS

The conference will take place in rooms **343** on the 3rd floor, and **S137** and **S104** on the 1st lower ground floor of the K2 building.

WIFI CONNECTION

Participants can connect to the internet via **eduroam** using their institutional login credentials, or via the open **MUNIguests** network (no password required)
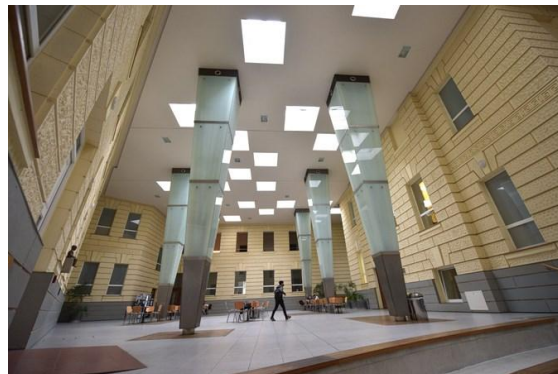
SOCIAL PROGRAMME

WELCOME RECEPTION

The welcome reception will take place in the Atrium of Ivo Možný at the Faculty of Social Studies on Wednesday 26, 2025.

ADDRESS

Faculty of Social Studies, Masaryk University
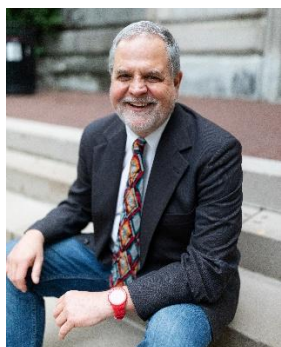**Joštova 218/10**, Brno

SOCIAL DINNER

Conference dinner will take place in Restaurant and Brewery House Poupě on Thursday, November 27, 2025.

ADDRESS

Pivovarský dům Poupě
Dominikánská 342/15, Brno

KEYNOTE SPEAKERS

Brad J. Bushman is a professor of communication at The Ohio State University. He has studied aggression and violence for over 30 years. He is the Editor of the American Psychological Association (APA) journal Psychology of Violence. He is also the Executive Secretary of the International Society for Research on Aggression. He was a member of President Obama's gun violence committee as a violent media expert. He has co-chaired two reports on youth violence following school shootings and has testified before Congress on the topic. His research has been funded by federal grants, has been published in top journals, and has been featured extensively in the mass media.

Lenka Kollerová is the head of the Social and Emotional Development Lab at the Institute of Psychology of the Czech Academy of Sciences. She is also an assistant professor at the Faculty of Education at Charles University. She studies social, emotional, and moral development of adolescents within the context of peer relations at school. Her research focuses on bullying and peer exclusion, as well as on the crucial role of teachers in prevention and intervention efforts. Lenka Kollerová employs a socio-ecological approach to school bullying and peer exclusion and examines how various layers of the social environment, including parents, teachers, and peers, shape the dynamics of these negative phenomena and their negative consequences. Her main research projects examined child mental health in the school context, negative outcomes of victimization, predictors of defending victimized students, and teachers' perspectives on bullying by peer exclusion. She has also been involved in the evaluation of the KiVa anti-bullying program in the Czech Republic.

Jörg Matthes (PhD, University of Zurich) is Professor of Communication Science at the Department of Communication, University of Vienna, Austria, where he directs the Advertising and Media Psychology Research Group (AdMe). His research focuses on digital media effects, advertising and consumer research, sustainability communication, children & media, terrorism and populism as well as empirical methods. He has extensively published on these topics, with more than 250 journal articles. In 2014, he received the Young Scholar Award by the International Communication Association honoring the most outstanding research career worldwide seven years past the PhD. Two years later, he received AEJMC's Hillier Krieghbaum Under 40 Award which honors scholars "under 40 years of age who have shown outstanding achievement and effort in teaching, research and public service. In 2021, he was elected as a Fellow of the International Communication Association. He was recipient of an Advanced Grant (2.5 Million Euros) by the European Research Council (ERC) in 2022. Currently, he is Editor of Communication Theory.

PROGRAMME OVERVIEW

WEDNESDAY (NOVEMBER 26, 2025)

Building K2, Masaryk University
Komenského náměstí 220/2, 602 00 Brno, Czech Republic

	STREAM 1 (ROOM 343)	STREAM 2 (ROOM S137)
12:30-13:00	Registration (K2 building ground floor)	
13:00-13:15	Welcome and Organisation	—
13:15-14:15	Keynote Brad Bushman: Blood, Gore, and Video Games: Effects of Violent Content on Players	—
14:30-16:00	**Parents' Roles in (Cyber-)Aggression** Chair: Ugnė Paluckaitė	**Teachers' Roles in Aggressive Incidents** Chair: Saskia Fischer
	Barbora Lisztwan Honusová, Vojtěch Mýlek, Lenka Dedkova: Parental Knowledge of Children's Experiences With Cyberaggression and Online Sexual Solicitations: The Role of Relationship Quality and Information Management	Saskia Fischer: Theory and Practice of a Bullying-Related Teacher Training: Process Evaluation, Participant Feedback, and Insight From the Practical Implementation
	Ejaz Ahmed Khan: From Social Media to Risky Behaviours: The Mediating Roles of Parental Acceptance-Rejection and Self-Efficacy in Youth	Viola Lechner, Mariam Gagnidze, Can Cemal Erdogan, Herbert Scheithauer: Replicating Perceived Barriers, Resources, and Attitude Styles Towards (Cyber-)Bullying Prevention/Intervention in Schools Among Teachers: Results From Focus Group Discussions
	Viktorija Čepukienė, Ugnė Paluckaitė, Kristina Žareckaitė-Matulaitien: Predicting Photo Self-Disclosure of Non-Verbal Aggression on SNS: The Role of Parental Mediation and Peers' Subjective Norms	Julia Kansok-Dusche, Sebastian Wachs, Alexander Wettstein, Ludwig Bilz: Associations Between Teachers' Latent Competency Profiles and Their Hate Speech Interventions in School: A Multilevel Person-Centered Approach
	Markus Hess, Svea Bähre, Volker Thoma: What Is Cyberbullying? - Differences in the Assessment of Cyberbullying Scenarios Between Adolescents, Teachers and Parents	Anke Görzig, Lucy R. Betts, Rachel Maunder, Claire P. Monks, Leyla De Amicis, Samuel Bennett: Teachers' Responses to Identity-Based Bullying: Social Inequality, Identity and Diversity at Teacher and School Level
16:00-16:30	Coffee break	
16:30-18:00	**Coping with (Cyber-)Bullying** Chair: Anja Schultze-Krumbholz	**Q&A With Journal Editors** Lenka Dedkova, Brad J. Bushman, Joris Van Ouytsel
	Lucy Betts, Filipa Godinho Duarte, Clare Wood, Sarah Buglass, Oonagh Steer, Loren Abell [online]: Using Co-Creation With Primary School Children to Understand and Develop Tools to Manage Banter and Bullying	
	Raluca Balan, Anca Dobrean, Thomas Gumpel: Preliminary Evaluation of a Digital Single Session Intervention to Promote Adaptive Coping With Bullying Victimization Among Adolescents	
	Anja Schultze-Krumbholz, Sohni Siddiqui: "Hey ChatGPT, I'm Being Bullied Online, What Can I Do?" - Can AI Chatbots Help Adolescents Deal With Bias-Based Cyberbullying?	
	Shanu Shukla, Ranu Pandey, Hana Machackova: Social Media Multitasking and Cyberaggression on Social Media: The Moderating Role of Emotion Regulation in Emerging Adults	
18:30	Welcome Reception Faculty of Social Studies, Masaryk University Atrium of Ivo Možný (ground floor) Joštova 218/10, 602 00 Brno, Czech Republic	

THURSDAY (NOVEMBER 27, 2025)

Building K2, Masaryk University
Komenského náměstí 220/2, 602 00 Brno, Czech Republic

STREAM 1 (ROOM 343)	STREAM 2 (ROOM S137)
08:30-09:00	Registration (K2 building ground floor)
09:00-10:00	Keynote Lenka Kollerová: When Teachers Intervene in School Bullying: How Morality and Bias Related to Peer Exclusion Shape Antibullying Efforts	—
10:00-10:30	Coffee break

10:30-12:00	**From Incivility to Violence** Chair: Martina Novotná	**Symposium: Data, Discourse, and Dilemmas: Re-thinking (Cyber)Bullying Research** Chair: Katerina Romanova
	Rebecca Bondü, Lorena Jürges [online]: Associations Between Conspiracy Mentality, Aggressive Fantasies, and Online and Offline Political Hostility	Lucy Bowes: Cyberbullying – An Epidemic? An Epidemiological Analysis of Survey and Media Narratives (2005–2025)
	Rebecca Bondü, Tanita Rumpf [online]: Assessment of Intimate Partner Homicide: GaTe-RAI - A New Approach Based on Leaking and Other Warning Signs	Juuso Repo: Tracing the Cyberbullying Narrative in Scientific Literature: An AI-Assisted Review of Prevalence Claims (2005–2025)
	Vaclav Linkov, Patricia Hajkova: Relationship Between Personality, Mindfulness, and Driving Anger in Slovak Drivers	Lydia Laninga-Wijnen: Ecological Momentary Assessments of Bullying Dynamics and Teacher Intervention
	Martina Novotná, Patrícia Rossini: Online Incivility on Social Media and Its Effects	Katerina Romanova: Investigating the Healthy Context Paradox in Bullying: Results From the 'Stand Together' Trial and Future Directions

12:00-13:30	Lunch Pivovarský dům Poupě Dominikánská 342/15, 602 00 Brno, Czech Republic

13:30-15:00	**From Research to Practice: A Panel Discussion** Moderator: Radka Kůřilová Panel members: Markéta Homolková, Petr Baďura, Radek Palaščák, Adam Klocek, Marie Jaron Bedrosova	—
15:00-15:30	Coffee break

15:30-17:00	**Aggression in Social Context: Peers, School, and Workplace** Chair: Dagmar Strohmeier	**Sexting and Sexual Aggression** Chair: Isabell Schuster
	Megan Pisegna, Ashlee Curtis, Kerri Coomber, Michelle Benstead, Richelle Mayshak: Relational Aggression in the Digital Age: Personal and Situational Correlates of Adult Cyber-RA in Peer and Workplace Contexts	Isabell Schuster, Paulina Tomaszewska, Barbara Krahé, Sascha Hein: Violent Pornography Use and Acceptance of Sexual Coercion in Adolescents: The Mediating Role of Risky Sexual Scripts and Low Sexual Self-Esteem
	Adam Klocek, Lenka Kollerová, Giulio D'Urso, Jana Fikrlová, Simona C. S. Caravita: Heterogeneity in Social Functioning: Predicting Peer Social Adjustment and Aggression Trajectories Through Growth Mixture Modeling	Rocío Vizcaíno Cuenca, Hugo Carretero-Dios, Mónica Romero-Sánchez: Analyzing the Factors Behind Non-Consensual Sexting: The Impact of (Cyber)Rape Culture on Perceived Sexual Consent and Bystander Reactions
	Radek Rychlík, Adam Klocek, Adam Krejčí: The Power of Selection and Influence in School Classrooms in the Context of Bullying and Victimization: A Systematic Review and Meta-Analysis of Longitudinal Effects Using Social Network Analysis (SNA)	Matthias Böhmer: Consensual and Non-Consensual Sexting Among Adolescents: Emotional Correlates and Links to Cyberaggression
	Karolína Umová, Adam Klocek, Lenka Kollerová: Moral Disengagement, Bullying, and Defending Behavior in Czech Secondary Schools: Network Perspective	Viktoria Rohr, Rebecca Bondü: Bi-Directional Links Between Hostile Masculinity, Aggressive Sexual Fantasies, and Sexual Aggression: Evidence From a Three-Wave Longitudinal Study
	Petra Gradinger, Stephan Marsch, Olga Solomontos-Kountouri, Dagmar Strohmeier: The Impact of Peer Victimization on Educational Aspirations in Adolescence	

17:00-18:00	Poster Session
	(S104)

Katharina Brand, Isabell Schusters, Sascha Hein: Consensual, Pressured, and Non-Consensual Sexting: Prevalence and Latent Sexting Profiles Among German Adolescents

Pavlína Janošová, Radek Vorlíček, Anna Pospíšilová, Anna Krbečková: Empathy Toward Bullied Classmates

Katerina Kudrlova, Hana Preslickova: Defining Cyber Violence

Filip Kyslík, Vojtěch Juřík, Oto Janoušek: One Heartbeat From Death: The Competitive Element as a Driver of Arousal and Aggression in Violent Gaming

Aneta Przepiorka, Agata Błachnio, Michał Kędra: Factors Modifying Cyberbystanders' Reactions

Joris Van Ouytsel, Jonathan Pettigrew: The Associations Between Pornography Use and Sexting Behaviors in a Sample of Adolescents in Nicaragua

19:00	Conference Dinner
	Pivovarský dům Poupě
	Dominikánská 342/15, 602 00 Brno, Czech Republic

FRIDAY (NOVEMBER 28, 2025)

Building K2, Masaryk University
Komenského náměstí 220/2, 602 00 Brno, Czech Republic

	STREAM 1 (ROOM 343)	STREAM 2 (ROOM S137)
08:30-09:00	Registration	
	(K2 building ground floor)	
09:00-10:00	Keynote Jörg Matthes: Cutting One Head, Growing Two: The Struggle to Combat Digital Hate	—
10:00-10:10	Closing Words From Organisers	—
10:10-10:30	Coffee break	
10:30-12:00	**(Cyber-)Hate and Discrimination** Chair: Camelia Cmeciu	**(Cyber-)Aggression in Youth: Correlates, Predictions, and Outcomes** Chair: Jan Pfetsch

Stream 1:

Carmela Sportelli, Marinella Paciello, Francesca D'Errico [online]: Countering Gendered Online Hate Speech: The Role of Victim's Adherence to Gender Norms in Bystanders Willingness to Intervene

Sohni Siddiqui, Anja Schultze-Krumbholz, Şahin CİNCİOĞLU, Charu Kriti, Mahwish Kamran, Zartashia Kynat Javaid, Muhammad Kamran: Preventing Bullying Among Children With Disabilities: A Cross-Cultural Perspective From Five Asian Countries

Ben Nangle, Juliette Cayrel: Femonationalism and Anti-Feminist Discourses in Memetic and Institutional Far-Right Communication

Camelia Cmeciu: Social Media Influencer Transgressions and the Dynamics of Hate Speech Related to Food Waste

Stream 2:

Sophie Strauß, Phil Böttcher, Birgit Elsner, Rebecca Bondü: Predicting Transitions Between Aggressive and Antisocial Behavior Profiles From Middle Childhood to Adolescence From Self-Regulatory Competences and Internal and External Risk Factors

Marina Camodeca, Valentina Levantini, Carmen Gelati: Conduct Problems in Preschool Children: The Intertwinement of Smartphone Use, Executive Functions, and Familiar Vulnerabilities

Jan Pfetsch, Agathe Franz, Andria Constantinou, Kathrin Hillmann, Ulrike Blume-Peytavi: Relationship of Perceived Reasons for Victimization, Psychosocial Symptoms and Quality of Life Among Children and Adolescents

Petr Baďura, Michal Kalman: Trends in Bullying and Cyberbullying Victimisation and Perpetration (2002–2022): The HBSC Study in Czechia

SESSIONS AND ABSTRACTS

KEYNOTE: BRAD J. BUSHMAN

13:15 - 14:15, room 343

Blood, Gore, and Video Games: Effects of Violent Content on Players

In today's popular culture, the video game industry has established itself as a major force, surpassing the movie and music industries. Most people now play video games. They are played on consoles, computers, and handheld devices (including mobile phones). The top selling video games contain lots of blood and gore. Bushman will discuss a new meta-analytic review of violent video game studies (1,678 effects from 733 independent studies that included 425,559 participants). Using the General Aggression Model as a theoretical framework, he will focus on five violent video game effects: (1) aggressive cognition, (2) angry feelings, (3) physiological arousal, (4) hostile appraisals, and (5) aggressive behavior. He will also discuss potential moderators of these effects (e.g., gender, age, Western vs. Eastern country). Finally, he will discuss some reasons why people deny violent media effects.

PARENTS' ROLES IN (CYBER-)AGGRESSION

14:30 – 16:00, room 343; chair: Ugnė Paluckaitė

Parental Knowledge of Children's Experiences With Cyberaggression and Online Sexual Solicitations: The Role of Relationship Quality and Information Management

Barbora Lisztwan Honusová, Vojtěch Mýlek, Lenka Dedkova

Adolescents spend an increasing amount of time engaging in social activities online, which may increase exposure to online risks such as sexual solicitation or cyberaggression (Smahel, 2020). Parental knowledge of their children's risky online experiences is a crucial prerequisite for effective intervention and support (Khurana, 2015). However, many parents remain unaware of these risks (Symons, 2017). This study examines how quality of parent-child relationship (i.e., connectedness, hostility, conflict) and strategies of adolescents' information management (i.e., parental solicitation, adolescent disclosure, secrecy, and lying) relate to parental knowledge of their children's exposure to online sexual solicitation and cyberaggression.

We collected survey data from 1,511 dyads of Czech early adolescents (age 11-14, M=12.49, SD=1.13; 51.5% boys) and one of their parents. Quotas ensured our sample is representative in terms of household SES, region, and municipality size and has balanced age cohorts. Using logistic regressions, we examined whether parent-child relationship quality and adolescents' information management relate to parental knowledge, that is, the match/mismatch between parent and adolescent reports of how often adolescents receive sexual solicitations or aggressive messages online. Greater adolescent secrecy was linked to lower odds of accurate parental knowledge, while stronger parent-child connectedness was linked to higher odds of accuracy for both sexual solicitation and cyberaggression exposure. For sexual solicitations specifically, adolescent lying, being female, and older age were associated with lower odds of accurate parental knowledge. These findings suggest that fostering strong parent-child relationships and addressing factors that contribute to adolescent secrecy may help improve parental awareness of online risks.

From Social Media to Risky Behaviours: The Mediating Roles of Parental Acceptance-Rejection and Self-Efficacy in Youth

Ejaz Ahmed Khan

In this digital age, social media has become a dominant force in shaping youth behavior, often influencing their psychological development and risk-taking tendencies. This study examines the relationship between social media usage and engagement in risky behaviors among youth, with a particular focus on the mediating roles of parental acceptance-rejection and self-efficacy. Focusing on Parental Acceptance-Rejection Theory and Social Cognitive Theory, the study proposes that extreme or maladaptive social media use may contribute to perceived parental rejection, which in turn increases vulnerability to risky behaviours such as substance use, violence, unsafe sexual practices, and delinquency. Additionally, it examines whether low self-efficacy, impaired by negative social media experiences, further mediates this relationship. A cross-sectional survey design was employed, involving 130 adolescents aged 19 to 23 from

diverse socio-economic backgrounds. Participants completed four self-report questionnaires assessing social media use, perceived parental acceptance-rejection, self-efficacy, and engagement in risky behaviors. Structural equation modelling (SEM) was used to test the hypothesized mediation pathways. Results indicate a significant positive correlation between high social media use and risky behaviors. However, this relationship was partially mediated by perceived parental rejection and low self-efficacy. Youth who reported higher levels of parental acceptance demonstrated greater self-efficacy and lower engagement in risky behaviors, despite high social media use. These findings highlight the crucial buffering roles of supportive parenting and strong self-belief in mitigating the negative effects of social media. The study underscores the importance of family-based interventions and youth empowerment programs to foster resilience in the face of digital influences.

Predicting Photo Self-Disclosure of Non-Verbal Aggression on SNS: The Role of Parental Mediation and Peers' Subjective Norms

Viktorija Čepukienė, Ugnė Paluckaitė, Kristina Žareckaitė-Matulaitien

Photo self-disclosure has become one of the primary online activities among adolescents on social networking sites (SNS). However, the relationship between non-verbal aggression (NVA) in photo self-disclosure, parental mediation, and peer influence remains unclear. This study aimed to examine how parental mediation and peers' subjective norms relate to adolescents' problematic NVA photo self-disclosure. Quantitative research was conducted with 672 adolescents (Mage = 15.57, SD = 1.39; 63.7% female), who completed an online questionnaire assessing their NVA photo self-disclosure on SNS, as well as relevant psychosocial factors, including parental mediation and peers' subjective norms. Hierarchical regression analysis (F = 25.86, p < .05) revealed that adolescents who experienced more restrictive parental mediation (β = .09, p < .05), and those who perceived their peers as sharing (β = .20, p < .05) and approving (β = .23, p < .05) NVA photos, were more likely to engage in NVA photo self-disclosure. These factors together explained 19% of the variance in adolescents' NVA photo self-disclosure. These findings underscore the importance of considering both parental mediation and peer influence when developing prevention and intervention programs aimed at reducing problematic photo self-disclosure on SNS.

What Is Cyberbullying? - Differences in the Assessment of Cyberbullying Scenarios Between Adolescents, Teachers and Parents

Markus Hess, Svea Bähre, Volker Thoma

To date, there has been little research into attitudes towards cyberbullying from different perspectives. This study used an online survey based on self-developed cyberbullying scenarios to examine whether there are differences in attitudes towards cyberbullying between adolescents, teachers and parents. The scenarios were based on Willard's (2007) taxonomy and included the forms of flaming, harassment, denigration, impersonation, outing and trickery, exclusion and cyberstalking as well as the additional forms of sexting (and cyber-grooming) and happy slapping. Following a pre-test (n=20) of the cyberbullying vignettes, the scenarios were presented to a total of 191 people (n=127 female, n=60 male, n=3 diverse; n=61 pupils, n=37 teachers, n=83 parents). Assessments concerned, among other things, the classification as cyberbullying and the evaluation of the severity of the scenario. Based on this, differences

in ratings were tested conducting Welch ANOVAs. The results show that the scenarios were classified as cyberbullying to varying degrees. Harassment, impersonation and outing and trickery were assigned the highest approval ratings. Cyber-grooming showed the lowest approval ratings. Pupils perceived cyberbullying scenarios to be less serious overall than parents and teachers, with moderation analyses showing that this effect is primarily attributable to the assessments of male pupils. Building on the results of this study, a more differentiated view of attitudes towards cyberbullying from the perspectives of different stakeholders should be considered in order to develop tailored and motivating interventions to better protect and support affected children and young people.

TEACHERS' ROLES IN AGGRESSIVE INCIDENTS

14:30 – 16:00, room S137; chair: Saskia Fischer

Theory and Practice of a Bullying-Related Teacher Training: Process Evaluation, Participant Feedback, and Insight From the Practical Implementation

Saskia Fischer

Despite the availability of numerous school-based anti-bullying programmes, few training courses specifically focus on teachers' intervention behaviours and integrate relevant research findings. To address this gap, the Acting Cooperatively Against Bullying programme was developed in Germany. It equips secondary school teachers with a structured, step-by-step approach for managing bullying cases and includes information on the mental health impacts of bullying on students.

The training is designed for teachers of students from grade 5 onward (approximately 10 years old) and is delivered in three parts over 3.5 days: a two-day block, a one-day follow-up four weeks later, and a half-day booster session after five months. The effectiveness of the programme is currently being assessed through a three-arm study with class teachers of students aged 11–15 (grades 6–9) across different academic tracks.

A process evaluation was conducted during the development phase, incorporating feedback from experts in teacher training and bullying research, teacher trainees, and practitioners. The programme content and materials were revised accordingly. To date, 24 teachers have completed blocks 1 and 2 in the first wave of the study, and recruitment for the second wave is ongoing. Feedback from participants indicates a high level of satisfaction. However, the implementation phase also revealed unanticipated insights, particularly regarding the underestimated role of school social workers in Germany's anti-bullying efforts. This presentation will describe the process evaluation methods and results, and reflect on the practical lessons learned from implementing the training in real-world school settings.

Replicating Perceived Barriers, Resources, and Attitude Styles Towards (Cyber-)Bullying Prevention/Intervention in Schools Among Teachers: Results From Focus Group Discussions

Viola Lechner, Mariam Gagnidze, Can Cemal Erdogan, Herbert Scheithauer

Although there is increasing awareness of evaluated, school-based interventions among school staff, their implementation in daily practice remains a challenge. A previous study identified four distinct yet overlapping attitude styles towards (cyber-)bullying prevention/intervention among school staff: the reacting, collaborating, intending, and initiating attitude type (Lechner et al., 2013). This study aimed to replicate these findings with a new sample of teachers and teachers in training who did not participate in previous teacher trainings concerning bullying prevention/intervention. Three focus group discussions with 14 teachers and teachers in training (MAGE = 32.86 years, 71.43% female) were conducted to explore perceived barriers, facilitators, and attitudes that influence teachers' engagement in (cyber-)bullying prevention and intervention. The focus group transcripts were analyzed using MAXQDA 2024, employing the six-phase thematic coding model (Brown & Clark, 2006) to identify and categorize emerging themes.

In addition to the qualitative data, we assessed teachers' self-efficacy expectations regarding bullying with the MOB-SWK (Fischer, Ulbricht & Bilz, 2017). The presentation will discuss the study's results in more detail and explore the implications for practice and future research.

Associations Between Teachers' Latent Competency Profiles and Their Hate Speech Interventions in School: A Multilevel Person-Centered Approach

Julia Kansok-Dusche, Sebastian Wachs, Alexander Wettstein, Ludwig Bilz

Hate speech (HS) is a global social issue that is also prevalent in schools, requiring an educational response from teachers. Previous variable-centered research based on a teacher-competency model (Baumert & Kunter, 2006) revealed associations between teachers' competencies and their HS interventions (e.g., Bilz et al., 2024; Kansok-Dusche et al., 2024; Kansok-Dusche et al., in review). The present study employs a person-centered approach to identify latent teacher competency profiles and to examine the linkages between these profiles and teachers' interventions related to hate speech in school. We anticipate (H1) distinct intervention competency profiles differing regarding beliefs (social dominance orientation, civic advocacy beliefs), motivational orientations (self-efficacy, empathy), and professional knowledge and abilities (discursive teaching skills). Further, we will explore whether the identified competency profiles differ regarding the frequency of hate speech interventions (in dimensions such as working with students directly involved in hate speech; educational strategies directed at the class; collaboration; Bilz et al., 2024).

The sample consists of 471 secondary school teachers from 38 schools in Germany and Switzerland (Mage = 42.8 years, 57.7% female; 21.0% with migration status). We will conduct a two-level latent profile analysis to investigate H1 and a two-level regression analysis to investigate H2. The teachers will be nested in schools.

The results will be presented at the workshop. Despite limitations (e.g., self-reports, cross-sectional data), the findings will add to our understanding of teachers' competence and its relevance in explaining differences in their responses to hate speech.

Teachers' Responses to Identity-Based Bullying: Social Inequality, Identity and Diversity at Teacher and School Level

Anke Görzig, Lucy R. Betts, Rachel Maunder, Claire P. Monks, Leyla De Amicis, Samuel Bennett

Teachers play a key role in preventing and responding to school bullying. Identity-based social exclusion, where children are excluded by peers due to their stigmatised identities, is a distinct form of bullying that can be particularly challenging for teachers to address. This study investigates teachers' responses to identity-based peer exclusion accounting for social identity, inequality, and diversity at teacher and school levels. Using an online survey design, educators from UK primary and secondary school types (N=303) were randomly allocated to an identity-based social exclusion vignette targeting different identities (i.e., ethnicity, appearance, disability, gender expression/sexuality) and asked about their responses (i.e., victim-blaming, perceived seriousness, empathy, self-efficacy, responsibility, intervention likelihood). Characteristics of teachers' (gender, LGBTQ+, ethnical/cultural minority, ethnic/cultural

similarity to students) and their schools (diversity, socioeconomic status, teacher training and school support) were also assessed. Hierarchical regression analyses showed significant effects of teacher and school characteristics on teachers' responses to the vignettes. Further, a series of school-type by vignette ANOVAs revealed some differences in teachers' responses by targeted identity as well as targeted identity by type of school interactions. The findings highlight some of the teacher and school level characteristics that contribute to how teachers respond to different types of identity-based bullying amongst students. Practical implications for teacher training and school-level conditions will be discussed. Corrections of a previous version of this paper due to invalid AI responses will be presented.

COPING WITH (CYBER-)BULLYING

16:30 – 18:00, room 343; chair: Anja Schultze-Krumbholz

Using Co-Creation With Primary School Children to Understand and Develop Tools to Manage Banter and Bullying

Lucy Betts, Filipa Godinho Duarte, Clare Wood, Sarah Buglass, Oonagh Steer, Loren Abell

Given the pervasive nature of banter within British culture (Fox, 2004), it is likely to be a form of communication highly familiar to children. However, 83% of 9- to 10-year-olds say that it is hard to tell the difference between bullying and banter (Natterhub, 2024). Previous research has advocated a model of peer buddies as an early prevention and intervention strategy for school bullying (Tzani-Pepelasi et al., 2019) but it is important that these peer buddies are equipped with the necessary skills to support their peers. Therefore, we aimed to co-create a tool to help peer buddies understand and mediate banter and bullying behaviours. Over a three-month period, we regularly worked with 11 children who were playground buddies with a specific focus on reducing school bullying and promoting positive peer relationships among their peers. During this time, we asked the children to share their definitions of banter and bullying and their perceptions on the behaviours that characterise banter and bullying through a series of activities. Following cycles of co-creation, we then worked with the children to translate their thoughts into a tool that they could use when talking to their peers to help them understand the differences between banter and bullying. The children then implemented the tool in their activities and will provide feedback to enable us to create a final version of the tool. The talk will provide reflections on the techniques and of process of using co-creation with primary school age children to understand banter and bullying.

Preliminary Evaluation of a Digital Single Session Intervention to Promote Adaptive Coping With Bullying Victimization Among Adolescents

Raluca Balan, Anca Dobrean, Thomas Gumpel

An essential component of bullying prevention and intervention is equipping youths with the mindset they can employ when faced with victimization. To date, most of the preventive and interventional programs targeting this component are delivered in a traditional format, in the classroom face-to-face. However, given the role of the social group in the bullying dynamics, youths need a protected environment where they can explore their vulnerabilities and practice coping strategies. Although digital interventions emerged as an alternative solution, the daily rate of accessing digital interventions remains at 4%, mainly because they are perceived as time and effort consuming. A solution to address these limitations is digital single session interventions.

Therefore, the aim of this study was to develop a digital single session intervention aiming to improve coping skills when confronted with bullying victimization and to test its acceptability and preliminary efficacy. A single group pre-post study was conducted on a sample of 112 preadolescents (11-13 years old) to explore the acceptability and efficacy of the intervention. Data showed a significant improvement from pre-to-post intervention in perceived control, self-efficacy in dealing with bullying victimization situations.

There was also an increase in the tendency to use assertiveness and cognitive restructuring and a reduction in using avoidant and aggressive strategies. No effect was found on the tendency to use social support and humor as adaptive coping strategies. The intervention shows promising results with small efforts. However, future research should use a more rigorous research design and investigate whether the effects maintain on long-term.

"Hey ChatGPT, I'm Being Bullied Online, What Can I Do?" - Can AI Chatbots Help Adolescents Deal With Bias-Based Cyberbullying?

Anja Schultze-Krumbholz, Sohni Siddiqui

Bias-based cyberbullying is a form of cyberbullying in which hurtful actions online are repeatedly carried out against a victim because of their actual or perceived identity-based characteristics (Hinduja & Patchin, 2022). Despite the significant presence of immigrant children and adolescents (Eurostat, 2024), children with disabilities (European Council, 2024), and LGBTQ+ youth in European countries (Statista, 2016), research on bias-based cyberbullying remains notably limited (Schultze-Krumbholz, 2024), although these groups show increased vulnerability to victimisation. Existing anti-bullying programs largely fail to address these groups (Siddiqui & Casale, 2025). Adolescents from these groups may need to seek support elsewhere. Therefore, this study aims to evaluate AI-generated ideas from open-access forums on how to cope with bias-based cyberbullying. We will use common and open generative AI chat tools (ChatGPT, Google Gemini, Meta AI and Perplexity) to generate intervention strategies and ideas. Prompts will be developed systematically to keep definition criteria as well as age consistent, and to vary different types of biases (special needs, ethnicity, gender identity) and gender. These suggestions will then be evaluated using the Delphi Technique. For ecological validity in the German context, the prompts will be German and will be sent to experts in research and practice from German-speaking countries. The goal is to receive answers from 10 to 12 experts, which will be collected digitally via online questionnaires. The effectiveness and robustness of the AI-proposed strategies will be discussed, as well as the limitations and challenges of using generative AI for self-administered counseling by adolescents for everyday online problems.

Social Media Multitasking and Cyberaggression on Social Media: The Moderating Role of Emotion Regulation in Emerging Adults

Shanu Shukla, Ranu Pandey, Hana Machackova

Cyberaggression is a growing concern on social media, yet little is known about how everyday digital practices, such as multitasking during social media, relate to aggressive online behavior in social media context. Emerging adults are highly active social media users and at elevated risk for both experiencing and engaging in cyberaggression. This preregistered cross-sectional study examined whether social media multitasking (SMMT) is associated with cyberaggression perpetration, and whether emotion regulation strategies moderate this association. Survey data were collected from 397 Indian emerging adults (original N=420; Mage=19.46, SDage=1.35; Males=281) on their SMMT habits, cyberaggression in social media context, and use of two emotional regulation strategies—expressive suppression and cognitive reappraisal —along with demographics (age and gender) and social media usage frequency.

PROCESS moderation analysis (Model 1), controlling for demographics and social media usage, indicated that SMMT was positively associated with cyberagression ($R=.52, R^2=.27, p < .001$). Expressive suppression moderated this relationship ($\beta=-0.08, p=04$), such that the association between SMMT and cyberaggression was stronger when suppression was low and weaker at higher levels of suppression. Cognitive reappraisal had no significant moderating effect.

These findings suggest that social media multitasking is associated with higher levels of aggressive online behavior, but this association is weaker among emerging adults who report higher expressive suppression. The study highlights the interplay between digital behaviors and emotional regulation in shaping cyberaggression and points to potential avenues for interventions aimed at reducing cyberaggression in social media contexts by addressing social media multitasking habits and emotional regulation strategies.

Q&A WITH JOURNAL EDITORS

16:30 – 18:00, room S137

<u>Lenka Dedkova</u> (*Cyberpsychology: Journal of Psychosocial Research on Cyberspace*)
<u>Brad J. Bushman</u> (*Psychology of Violence*)
<u>Joris Van Ouytsel</u> (*Personal Relationships; Cyberpsychology: Journal of Psychosocial Research on Cyberspace*)

This interactive Q&A session offers participants a behind-the-scenes look at academic publishing through an open conversation with experienced journal editors. Editors will discuss key aspects of the submission and review process, including how they assess initial manuscripts, what common red flags they encounter, or how they handle problematic reviews. The discussion will also address timely topics such as the role of AI in publishing, open-access models, and the challenges of finding qualified reviewers. Early-career researchers will receive practical advice on submitting papers, responding to reviewers, and considering roles as reviewers or editors.

Participants are welcome to bring their own questions.

KEYNOTE: LENKA KOLLEROVÁ

09:00 - 10:00, room 343

When Teachers Intervene in School Bullying: How Morality and Bias Related to Peer Exclusion Shape Antibullying Efforts

Effective teachers' antibullying efforts reduce adolescents' involvement in school bullying, understood as aggressive behaviors characterized by power asymmetry between bullying and victimized students. While teachers believe that bullying (offline and online) is unfair, harmful, and deserving of intervention, they sometimes struggle to recognize these features in real-life incidents, especially in relational and online bullying. One critical reason for failing to recognize bullying in these contexts is the complexity of peer exclusion, an adversity that may precede or follow bullying or present a form of bullying. Teachers perceive that evaluations of peer exclusion are context-dependent and difficult, as peer exclusion is viewed as an inherent part of adolescent social functioning and relates to the developmental need of autonomy. Experimental research of these evaluations supports their context-dependency and suggests that teachers' moral reasoning about peer exclusion is shaped by ethnic and gender biases, as well as stereotypical beliefs about cross-group functioning. Moreover, teachers may alter power asymmetry in bullying using (in)appropriate teaching practices related to peer inclusion. Therefore, to reduce school bullying more effectively, teacher education should go beyond antibullying strategies and also focus on developing competencies to navigate peer exclusion, promote peer inclusion, and foster equal distribution of power among students.

FROM INCIVILITY TO VIOLENCE

10:30 – 12:00, room 343; chair: Martina Novotná

Associations Between Conspiracy Mentality, Aggressive Fantasies, and Online and Offline Political Hostility

Rebecca Bondü, Lorena Jürges

In recent years, conspiracy mentality, the belief that hidden forces are responsible for a perceived harmful event or situation, has repeatedly been linked to aggressive cognition and behavior up to extremist and terrorist acts. Little is known about the links with everyday behavior and the potential additional role of aggressive fantasies in predicting this behavior and moderating the effects of conspiracy mentality. The present study, therefore, investigated the cross-sectional links between conspiracy mentality, aggressive fantasies, and hostile behavior in the online and offline context in a convenience sample of 278 adults, with a mean age of 27.96 years (SD = 10.85). Regression analyses controlling for gender, socioeconomic status, and political orientation showed positive associations between conspiracy mentality with general and offline, but not online hostile political behavior; aggressive fantasies predicted all three forms of hostile political behavior beyond all other variables. Conspiracy mentality and aggressive fantasies did not interact in predicting hostile political behavior. The results of the study contribute to a deeper understanding of the complex relationship between CM and aggressive behavior. Implications and limitations will be discussed.

Assessment of Intimate Partner Homicide: GaTe-RAI - A New Approach Based on Leaking and Other Warning Signs

Rebecca Bondü, Tanita Rumpf

Risk assessment of rare phenomena, including intimate partner homicide (IPH), faces several challenges. Most importantly, many risk assessment instruments for IPH, such as the prominent Danger Assessment tool (DA, Campbell et al., 2009) heavily rely on factors that reflect prior incidents of intimate partner violence (IPV). However, these incidents not always precede IPH. Thus, it is important to consider additional criteria in the reliable prediction of IPH. Leaking and other warning signs have proved valuable predictors of homicidal offenses in public places. The present research project, therefore, aimed at examining leaking and other warning signs in IPH and newly developed the GaTe-Risk Assessment Instrument (GaTe-RAI). We compared the results to those of the Danger Assessment as a well established tool for the threat assessment in IPH. We used a German sample of 79 cases of IPHs and 139 controls, who threatened to kill their partner without murdering them, to examine and compare the predictive validity of both tools in successfully predicting IPH. In this sample, leaking and further warning signs could be shown in cases of IPH. We identified 14 criteria that meaningfully distinguished between later perpetrators and controls. GaTe-RAI (AUC = .83) showed a greater predictive validity than the DA (AUC = .56). Our findings support previous research that suggests that aspects of IPV are insufficient to predict IPH and that leaking and other warning signs enhance threat assessment and that practitioners should be encouraged to consider leaking and other warning signs.

Relationship Between Personality, Mindfulness, and Driving Anger in Slovak Drivers

Vaclav Linkov, Patricia Hajkova

Driving aggression is a serious problem on roads worldwide, and exploring its relationship with personality and psychological characteristics in various cultural contexts is beneficial. In the research presented, we aimed to explore how personality and mindfulness affect driving anger in Slovakia. One hundred and forty-five Slovak drivers completed short versions of the Driving Anger Scale (DAS-S), Driving Anger Expression (DAX-S), Big Five Inventory – 2 (BFI-2-S), Brief Sensation Seeking Scale (BSSS-S), and the Five-Facet Mindfulness Questionnaire (FFMQ-15). Neuroticism and sensation-seeking were found to correlate positively with DAS-S, while openness to experience and mindfulness correlated negatively with DAS-S. Adaptive/constructive aggression (DAX-S) was correlated with agreeableness. Personal physical aggressive expression (DAX-S) correlated positively with sensation-seeking and negatively with agreeableness. Verbal aggressive expression (DAX-S) was correlated with sensation-seeking. In conclusion, aggressive driving behavior in Slovakia is associated with high levels of sensation-seeking and neuroticism, and low levels of agreeableness, openness, and mindfulness among Slovak drivers.

Online Incivility on Social Media and Its Effects

Martina Novotná, Patrícia Rossini

With the increasing use of social media, there has been a renewed interest among researchers in online incivility due to its impact on mental and physical health, as well as social media behavior (e.g., active online engagement). Incivility is often associated with breaking cultural norms, but what is considered a violation of these norms can vary depending on several factors, such as the context of a particular country, discussion partners, or topic, as well as individual characteristics and traits. This presentation aims to provide an overview of the debate around the challenges in conceptualizing and measuring online incivility, particularly in the context of its effects on online behavior. Uncivil discourse can include many types of expressions, with varying degrees of offensiveness or potential harm. Therefore, it is crucial to differentiate between various types of incivility and their effects. The effects of incivility will be explored from two angles: its impact on society, including aspects such as deliberation and polarization, and its effects at the individual level, focusing on emotional reactions. Additionally, the presentation will discuss research addressing and preventing incivility, including content moderation, personal strategies for managing exposure to uncivil interactions, and community-led initiatives to foster supportive online environments. Challenges related to content moderation and the implications of bias in algorithmic decision-making will also be covered.

10:30 – 12:00, room S137; chair: Katerina Romanova

Cyberbullying – An Epidemic? An Epidemiological Analysis of Survey and Media Narratives (2005–2025)

Lucy Bowes

Public discourse frequently characterises cyberbullying as an escalating public health concern; however, the empirical basis for such claims is unclear. This study systematically triangulates three primary data sources—(A) nationally representative school-based surveys, (B) peer-reviewed academic literature, and (C) mainstream media reporting—to quantitatively assess trends and narrative framing in cyberbullying prevalence over the past two decades. We first aggregate prevalence estimates from repeated cross-sectional studies (e.g., the Finnish School Health Promotion Study and comparable international surveys), harmonising definitions, recall periods, and platform scopes to construct a standardised timeline of reported prevalence rates. Subsequently, we utilise an AI-assisted review tool to extract and classify all prevalence claims from the abstracts of scientific articles referencing "cyberbullying," differentiating between original empirical evidence, secondary citations, and unsupported assertions. In parallel, we apply natural language processing to a corpus of media articles (including Finland's YLE) to systematically identify and code narrative frames, specifically categorising claims as indicating increase, stability, decline, or "epidemic" growth. Preliminary analyses reveal notable discordance across data sources: while survey data indicate periods of stability and only minor fluctuations in prevalence, both scientific and media narratives disproportionately emphasise upward trends, often relying on references to sources that provide little or insufficient evidence to support the claims being made.

Our overarching aim is to better understand the temporal patterns of cyberbullying using more robust research methodology, and to highlight the different ways in which cyberbullying prevalence may be misrepresented or distorted in scientific and media narratives.

Tracing the Cyberbullying Narrative in Scientific Literature: An AI-Assisted Review of Prevalence Claims (2005–2025)

Juuso Repo

To what extent has scientific literature contributed to the narrative of cyberbullying as a rising epidemic? In this presentation, I examine how cyberbullying prevalence has been framed in academic research over the past two decades. For empirical analysis, I use a custom AI-assisted tool we have developed for targeted literature review.

Analysing a corpus of peer-reviewed articles published between 2005 and 2025 that mention cyberbullying, the tool systematically extracts and classifies all statements referring to prevalence. Each

claim is categorized by (a) its evidentiary basis—whether it refers to the study's own findings, cites external sources, or presents unreferenced generalizations—and (b) the direction it implies: increasing, decreasing, stable, or unclear. Rather than verifying the accuracy of these claims, the focus is on mapping how prevalence narratives have evolved within the scientific field itself.

This work demonstrates how AI can support critical, large-scale content analysis of scientific research, and offers insight into how cyberbullying is described and considered within research communities.

Ecological Momentary Assessments of Bullying Dynamics and Teacher Intervention

Lydia Laninga-Wijnen

Much bullying research is based on survey data asking students to report on their experiences across a longer time span, such as the past few months or the past year. Such methods can be subject to memory bias or other cognitive distortions, given that youth need to recollect their social experiences of such long time frames. In this presentation, I show how Ecological Momentary Assessments - EMA; e.g., daily assessments using online applications on smartphones - can provide unique insights in daily bullying dynamics and in the effectiveness of peer- or teacher intervention in such dynamics. I will discuss findings of the SOLID DAILY project, in which 1,669 Finnish 7th -9th grade students participated and across 10 school days answered questions about being victimized, being defended, and daily mood. Results show that bullying is not always a group phenomenon. In fact, on two-thirds of bullying days, no bystanders are present. This challenges common assumptions and underscores the importance of equipping students with self-protection strategies for times they face bullying alone. When bystanders are present, their active defense is crucial to prevent negative mood outcomes. Furthermore, in the CHALLENGE project of over 6000 1st-9th grade students, we evaluated the effectiveness of teachers' targeted interventions in handling bullying cases using ecological momentary assessments. We demonstrated how these ecological momentary assessments can optimize intervention fidelity and improve reliable estimation of intervention effects. Thus, EMA represents a promising methodological shift for bullying research, offering more immediate, context-sensitive data and actionable insights for intervention strategies.

Investigating the Healthy Context Paradox in Bullying: Results From the 'Stand Together' Trial and Future Directions

Katerina Romanova

Despite the overall effectiveness of anti-bullying interventions, recent studies have raised concerns about a potential iatrogenic effect on those children who remain victimised following a decrease in general levels of victimisation in their classrooms – a so-called "healthy context paradox" (HCP; Garandeau & Salmivalli, 2019). The HCP suggests some victimised children may experience worse outcomes even as bullying around them declines. Colleagues Guzman-Holst et al. have tested whether there is evidence of the HCP in the UK 'Stand Together' trial, a multi-site, cluster randomised, controlled trial of the KiVa anti-bullying intervention. Using data from 9,954 primary school children, they employed linear mixed models with cross-level interactions to examine whether victimised children in intervention classrooms experienced higher emotional and externalising problems compared to children in control-classrooms, and whether this depended on classroom victimisation levels. The results provided no support for the existence of the

HCP. To address some limitations in existing studies and inconsistencies in the literature regarding the HCP, we are now conducting a new study using Bayesian multilevel models and data from a large individual participant data (IPD) meta-analysis of over 100,000 participants across intervention trials. This approach allows us to explore the HCP across diverse contexts and account for both within- and between-person differences in outcomes over time. This presentation will highlight key findings, discuss methodological challenges in studying the HCP, and propose future directions for more robust testing of this phenomenon.

FROM RESEARCH TO PRACTICE: A PANEL DISCUSSION

13:30 – 15:00, room 343

Radka Kůřilová (moderator); Markéta Homolková; Petr Baďura; Radek Palaščák; Adam Klocek; Marie Jaron Bedrosova

This panel discussion explores how social science research can meaningfully reach the public, policymakers, schools, and other stakeholders. Speakers will discuss effective strategies for science communication, including translating research findings into accessible and engaging formats and handling communication with the media. They will also showcase practical and inspiring examples of successful science communication from their own work. The discussion will also address collaboration between researchers and practitioners and how to ensure that research contributes to real-world change. Participants will gain practical insights into turning scientific evidence into impactful outreach.

Participants are welcome to bring their own questions.

AGGRESSION IN SOCIAL CONTEXT: PEERS, SCHOOL, AND WORKPLACE

15:30 – 17:00, room 343; chair: Dagmar Strohmeier

Relational Aggression in the Digital Age: Personal and Situational Correlates of Adult Cyber-RA in Peer and Workplace Contexts

Megan Pisegna, Ashlee Curtis, Kerri Coomber, Michelle Benstead, Richelle Mayshak

Relational aggression (RA); typically framed in media as an adolescent issue, is a complex and persistent form of aggression that extends into adulthood and increasingly manifests in digital environments. While cyber-RA among adolescents has been well-documented and its association with maladaptive outcomes established, empirical research on its occurrence among adults remains limited. This study examines personal and situational correlates of adult cyber-RA perpetration within peer and workplace contexts, with a focus on how digital technologies facilitate its expression. A community sample of 274 Australian adults (aged 18–82; M = 46.70, SD = 16.8; 58.8% women) completed two measures of cyber-RA and a series of predictors organised into four domains: (1) personality traits, (2) emotional and cognitive processes, (3) social and developmental factors, and (4) mental health outcomes. Peer-related cyber-RA was significantly associated with higher sadism, trait anger, adverse childhood experiences, lower guilt-proneness, and greater stress and anxiety. Workplace cyber-RA showed similar patterns and was also linked to heightened emotional awareness, externalisation of blame, and recent drug use. These findings highlight how digital platforms not only facilitate adult RA across various contexts but may also exacerbate its psychological and social consequences. Results are discussed through the lenses of media representation, social learning theory, and resource control theory, underscoring the need for further examination of how digital technologies shape and sustain aggressive interpersonal dynamics in adult life.

Heterogeneity in Social Functioning: Predicting Peer Social Adjustment and Aggression Trajectories Through Growth Mixture Modeling

Adam Klocek, Lenka Kollerová, Giulio D'Urso, Jana Fikrlová, Simona C. S. Caravita

Longitudinal trajectories of peer-reported social functioning, such as peer nominations of prosociality, social withdrawal, open aggression, and relational aggression, will be identified in youth across three measurement waves. Despite the well-documented impact of peer dynamics on psychosocial adjustment, few studies have captured the heterogeneity and developmental change in these behaviors over time using a person-centered approach. We will use growth mixture modeling (GMM) using indicators of social functioning standardized to the classroom average to model the heterogeneity in developmental patterns from Time 1 to Time 3 in the sample of 439 Italian students from 9 classrooms (2 schools) with mean age of 11.35 years old (age range from 8 to 15 yo) and gender distribution of 46.5% women. We expect to identify multiple trajectory classes, reflecting stable, increasing, or decreasing patterns of social adjustment and peer aggression. To examine predictors of class membership, we will conduct multinomial logistic regression using variables self-reported at baseline such as social anxiety, social intelligence, Machiavellianism (four subdimensions), along with age and gender as covariates.

Results will clarify which specific facets of social anxiety or Machiavellian traits significantly predict membership in maladaptive versus prosocial trajectories. These findings underscore the importance of capturing the dynamic nature of social functioning in peer contexts.

The Power of Selection and Influence in School Classrooms in the Context of Bullying and Victimization: A Systematic Review and Meta-Analysis of Longitudinal Effects Using Social Network Analysis (SNA)

Radek Rychlík, Adam Klocek, Adam Krejčí

In research on the dynamics of peer relationships in childhood and adolescence, roles associated with bullying are considered both as causes and consequences of friendship selection and influence processes. Longitudinal stochastic actor-oriented models (SAOMs) enable researchers to investigate whether students select friends based on similarity or whether their behavior adapts over time in response to their peers. This systematic review and meta-analysis summarizes the findings of 22 studies utilising SAOMs, selected from an initial pool of 2,574 articles. A total of 340 effects (64 unique effects) were analysed following a two-stage screening process. The analyses focused on selection and influence effects related to roles in bullying, as well as demographic factors and methodological aspects of the studies. The primary findings indicate that victims are significantly more likely to select other victims as friends ($\log(OR) = 0.198$; $p = .0002$), whereas bullies are not ($\log(OR) = 0.064$; $p = .378$). Bullies notably influence their friends' bullying behaviors ($\log(OR) = 1.600$; $p = .020$), but victimization does not spread similarly ($\log(OR) = 0.880$; $p = .241$). Peers significantly adopt similar defending behaviors as their friends ($\log(OR) = 1.599$; $p = .020$). Methodological challenges, such as selective effect extraction and high heterogeneity among studies, are also discussed. The findings illustrate the dynamic and reciprocal nature of behaviour in the context of bullying and victimization and suggest implications for aggression research, interventions, and improvements in measurement methods.

Moral Disengagement, Bullying, and Defending Behavior in Czech Secondary Schools: Network Perspective

Karolína Umová, Adam Klocek, Lenka Kollerová

Bullying is a widespread problem in schools worldwide with detrimental consequences for victimized students, which underscores the need to understand mechanisms behind students' decisions to engage in these situations. A key predictor of both bullying and defending behavior in children is moral disengagement (MD), typically treated as a unidimensional construct in previous research. However, it consists of eight related but distinct mechanisms that help to explain why individuals engage in bullying or choose to defend. To investigate potentially specific associations of the MD mechanisms with bullying and defending in varying situations (physical, verbal, relational, and cyber bullying), this study involved 1,810 adolescents (6th–8th graders) from the Czech Republic in a longitudinal study across three measurement points over one school year. The study will examine how the MD mechanisms relate to different forms of bullying and defending using psychological network methodology. More specifically, three cross-sectional Ising network models will be estimated for each point of measurement. Besides a general expectation that the MD mechanisms will be associated with all bullying forms positively and to

all defending forms negatively, we expect moral justification to be the most central of MD mechanisms and most strongly related to traditional bullying forms, while we expect attribution of blame and diffusion of responsibility to be the most negatively related to traditional defending and positively to cyberbullying. Furthermore, differences in the networks based on gender will be examined. The findings will help inform intervention efforts about roles of distinct MD mechanisms in bullying and defending forms.

The Impact of Peer Victimization on Educational Aspirations in Adolescence

Petra Gradinger, Stephan Marsch, Olga Solomontos-Kountouri, Dagmar Strohmeier

The development of educational aspirations represents a major task for adolescents, who must make major educational decisions. Because educational aspirations capture future educational goals and possible future selves (Nurmi, 1992), they are closely related to the development of an educational identity. Forming an educational identity can be described through different, but interacting processes, like exploration, commitment, and rumination (Luyckx, et al., 2008). The development of an educational identity takes place during adolescence, when prevalence rates of peer victimization are high. Qualitative research already showed that victims of peer bullying struggle with their identity development because of peer victimization (Thornberg, 2015). However, to the best of our knowledge longitudinal quantitative studies on this topic are scarce.

The present study has two main goals: (1) to investigate the co-occurrence of peer victimization and identity processes concurrently and (2) to explore their longitudinal associations within a one-year interval. Data of 447 adolescents (52% girls, aged 12 and 13 years) who attended six vocational secondary schools in grade 6 and 7 were followed for one year. Peer victimization was measured with one global item, both in online and offline contexts. Educational identity development was measured with 16 items taken from Luyckx et al. (2005). Preliminary results showed that peer victimization in offline contexts was negatively associated with identity commitment, while identity rumination was positively associated with both peer victimization in online and offline contexts. Cross-Lagged-Path Models (CLPM) will be conducted to investigate longitudinal associations. Implications of these findings will be discussed.

SEXTING AND SEXUAL AGGRESSION

15:30 – 17:00, room S137; chair: Isabell Schuster

Violent Pornography Use and Acceptance of Sexual Coercion in Adolescents: The Mediating Role of Risky Sexual Scripts and Low Sexual Self-Esteem

Isabell Schuster, Paulina Tomaszewska, Barbara Krahé, Sascha Hein

Introduction: Pornography use is ubiquitous in adolescence, and a substantial proportion of users are exposed to pornography showing violence. Adolescents tend to be less critical of those depictions than adults, so their influence on adolescents' attitudes is of concern. The current study examined the association between the use of violent pornography and the acceptance of sexual coercion, considering risky sexual scripts and low sexual self-esteem as mediators and non-violent porn as covariate in this relationship.

Method: The current study included a sample of 221 adolescents (69.7% female; mean age of 16.9 years) from Germany. The data were collected in 2021.

Results: As predicted, the frequency of violent pornography use was significantly related to the acceptance of sexual coercion. The indirect paths via risky sexual scripts and low sexual self-esteem were also statistically significant. Despite differences in the frequency of violent pornography use, the associations did not vary between male and female participants.

Conclusions: The findings provide a better understanding of the mechanisms that link violent pornography use to the acceptance of sexual coercion, identifying ways to prevent the acceptance of sexual coercion in adolescence. The study findings point to the importance of porn literacy and building sexual competencies in adolescents, being topics that should be included in sex education programs.

Analyzing the Factors Behind Non-Consensual Sexting: The Impact of (Cyber)Rape Culture on Perceived Sexual Consent and Bystander Reactions

Rocío Vizcaíno Cuenca, Hugo Carretero-Dios, Mónica Romero-Sánchez

The non-consensual reception of genital images is a prevalent phenomenon, yet the factors influencing responses to such incidents remains underexplored. Across three studies with social media users, we investigated the role of victim behavior in judgments of victim blame and incident severity, considering the influence of cyber-sexual violence myths. In addition, using a mixed-method approach, this research examined the indirect effect of perceived sexual consent on the victim. Study 1 (N = 131) showed that participants attributed more blame to the victim and rated the incident as less severe when the victim had previously chatted (vs. not chatted) with the perpetrator. This effect was moderated by the acceptance of cyber-sexual violence myths. Two subsequent studies (Study 2, N = 202; Study 3, N = 510), in which prior interest in the perpetrator was manipulated, showed a similar pattern: the victim was more blamed and the incident as less severe when she had shown interest (vs. no interest) in the perpetrator, particularly among participants with higher myth acceptance. Importantly, across these two studies, both quantitative and qualitative analyses revealed an indirect effect through perceived sexual consent: when the victim had

shown prior interest, participants were more likely to assume consent, which in turn reduced perceived severity and increased blame. These findings highlight how cyber-sexual violence myths may distort interpretations of consent and responsibility, and offer valuable insights for the development of educational and preventive interventions addressing cyber-sexual violence.

Consensual and Non-Consensual Sexting Among Adolescents: Emotional Correlates and Links to Cyberaggression

Matthias Böhmer

Sexting—defined as the exchange of self-produced erotic images via digital media—has become increasingly common among adolescents. While often consensual and embedded in romantic or flirtatious interactions, sexting can also include non-consensual elements, such as unsolicited messages, which may be perceived as intrusive or aggressive. Despite growing public and academic interest, empirical data from German adolescents remain limited.

This exploratory study examines consensual and non-consensual sexting experiences, associated emotions, and potential links to cyberaggression. A total of 87 students (63.2% female) aged 12–20 years (M = 15.98) participated in an online survey. Over half (56.3%) reported having received a sext, and 20.7% had sent one. While sexting mostly occurred within romantic contexts or early dating, many girls reported receiving unsolicited sexts from strangers. These experiences were often accompanied by negative emotions such as discomfort or fear, suggesting a connection to non-consensual digital interactions and possible forms of cyberaggression.

No significant gender differences emerged in sending behavior, though age was positively correlated with sexting frequency. The results are discussed in relation to adolescent identity development, sexual socialization, and online boundary violations.

Findings underscore the dual role of sexting as both a normative part of adolescent intimacy and a potential channel for digital misconduct. The study highlights the importance of educational efforts that promote not only informed and respectful online behavior but also strategies for recognizing and managing unwanted or pressuring forms of digital sexual communication among youth.

Bi-Directional Links Between Hostile Masculinity, Aggressive Sexual Fantasies, and Sexual Aggression: Evidence From a Three-Wave Longitudinal Study

Viktoria Rohr, Rebecca Bondü

Hostile masculinity is a pertinent risk factor for sexual aggression and is positively associated with other risk factors, including aggressive sexual fantasies (ASF). There are opposing theoretical assumptions about these relations: some suggest that ASF develop early in life and that hostile attitudes are then needed as justifications for the execution of these fantasies. Others conceptualize ASF as a consequence of hostile masculinity when devaluations of women due to negative experiences with them transfer into fantasies of dominance and aggression against women. However, there is a lack of research examining the bi-directional longitudinal relations between hostile masculinity, ASF, and sexual aggression. The

present study addresses this gap using longitudinal data across three measurement points set six months apart, and 2,357 participants at T1 (18 to 80 years; M = 32.86, SD = 12.01; 61% female). Inspections of zero-order correlations showed positive associations between hostile masculinity, ASF, and sexual aggression. After preregistration, we will compute latent (random intercept) cross-lagged panel models to test the longitudinal bi-directional associations between the three variables. The findings will offer important contributions to both research and practice because the longitudinal design allows for identifying potential mediating effects as well as entry points for effective preventive measures.

Consensual, Pressured, and Non-Consensual Sexting: Prevalence and Latent Sexting Profiles Among German Adolescents

Katharina Brand, Isabell Schusters, Sascha Hein

Sexting, defined as the exchange of self-produced sexually explicit images or videos via digital means, is often framed as a risky behavior among adolescents. However, scholars increasingly call for a multidimensional perspective, particularly distinguishing between consensual sexting and aggravated forms, such as pressured and non-consensual sexting (i.e., sharing another person's sext without their consent). This study aimed to (1) analyze the 12-month prevalence of consensual, pressured, and non-consensual sexting among German adolescents; (2) identify sexting profiles based on these three forms; and (3) compare the identified profiles regarding sexual self-esteem, sexual self-efficacy (i.e., limit-setting, positive sexual messages), depression, pornography use, and perceived realism of pornography. The sample consisted of 1,695 German adolescents, aged 15-18 years (67.8% female). Consensual sexting was reported by 40.0% of participants, pressured sexting by 24.9%, and non-consensual sexting by 16.4%. A Latent Profile Analysis revealed three profiles: not involved (82.4%), highly involved in all three sexting forms (4.2%), and consensual sexting only (13.3%). A MANCOVA revealed significant profile differences. The highly involved profile showed lower sexual self-esteem and sexual self-efficacy, higher depression, greater pornography use, and stronger perceived realism of pornography compared to the not involved profile, whereas the consensual only profile showed a higher sexual self-efficacy for positive sexual messages but higher pornography use than the not involved profile. Results suggest that consensual sexting alone does not consistently fit into the risky behavior frame, while the highly involved profile, also characterized by aggravated sexting forms, was associated with vulnerabilities related to sexual and mental well-being.

Empathy Toward Bullied Classmates

Pavlína Janošová, Radek Vorlíček, Anna Pospíšilová, Anna Krbečková

The problem: One of the key elements contributing to the longevity of bullying cases is the lack of empathy for bullied classmates. The absence of the cognitive component of empathy is characterized by the inability or unwillingness of classmates to understand the emotions and situation of victimized students. It is associated with processes of moral disengagement, including dehumanization, in which classmates cease to be sensitive to the suffering of victims

Sample and methods: The study examined the relationship between victimization (based on self-report) and cognitive empathy obtained from classmates (peer nomination for students who feel uncomfortable or unfairly treated by others) in seventh graders (n = 190). Binary logistic regression was used to analyze this relationship while controlling for effects of peer status, gender, and sympathy of victimized students.

Results: Classmates empathize with about half of the victims in their classrooms. The frequency of victimization is weakly positively correlated with the degree of empathy received from classmates. According to binary logistic regression results, experience of victimization and low group status predict above-average levels of empathy from classmates. Boys are also more likely to obtain above-average empathy from classmates. Given that victimized students, whose suffering is overlooked by their classmates, can be considered the most vulnerable victims with potential psychological and social consequences, it seems useful from an intervention point of view to monitor, in addition to existing diagnostic criteria, the empathy of classmates towards specific bullied pupils.

Limitations: Convenience and small sample of victims, cross-sectional design.

Defining Cyber Violence

Katerina Kudrlova, Hana Preslickova

Between 2017 and 2023, the Czech Institute of Criminology and Social Prevention conducted research into various forms of cybercrime. This included an analysis of criminal files relating to so-called computer crimes in 2015 and 2019. In addition, a nationwide representative victimization and self-report questionnaire survey was conducted, with the misuse of various online accounts being focused on among other things. The poster will present selected results of this research relating to breaches of online privacy. Based on these results, a definition of cyberviolence was created for follow-up research. It differs from definitions used by organisations such as the Council of Europe and EIGE, but we believe it is more accurate for the purposes of a criminally relevant definition of cyberviolence.

One Heartbeat From Death: The Competitive Element as a Driver of Arousal and Aggression in Violent Gaming

Filip Kyslík, Vojtěch Juřík, Oto Janoušek

Most research on the effects of violent video gaming on aggression is based on the assumption that violent content is the key contributing factor. However, it is often overlooked that violent games are not only violent, but they are also typically highly competitive. Competitiveness has been identified in previous literature as one of the factors that can significantly influence the gaming experience and potentially lead to increased levels of subsequent aggressive behaviour.

In between-person experiment, we modified a popular violent first-person shooter game so that violence remained intact across both conditions, while the presence of the competitive element was systematically manipulated. This design addresses a common methodological limitation in previous studies, which often used entirely different games for each experimental condition. Participants (N=80, 24 women; 18-34 olds) with previous experience with FPS games played either a competitive or a non-competitive condition for approximately 20 minutes.

The competitive play significantly increased physiological arousal (measured via heart rate), which also mediated the relationship between game condition and aggressive behaviour (assessed via Hot sauce paradigm) but not feelings of anger. These findings support the argument that the effects of video games cannot be attributed solely to violent content. Other game characteristics — in our case, the element of

competitiveness, which is frequently present in violent games, should also be considered, as they may substantially impact players' experiences and behaviours.

We discuss limitations of prior research that tends to overestimate the role of violence and the limitations of lab measurement of aggressive behaviour in general.

Factors Modifying Cyberbystanders' Reactions

Aneta Przepiorka, Agata Błachnio, Michał Kędra

Cyberbullying constitutes aggressive behavior intended to deliberately harm others through the use of electronic devices. With the development of digital technology this phenomenon has become widely recognized and acknowledged social problem. Research findings indicate that bystanders' reactions play a crucial role in preventing cyberbullying behaviors. The aim of the present study was to investigate how bystanders' responses to cyberbullying are influenced by perceptions of the victim or the perpetrator, the direction of aggression, and the level of sadness experienced. Two independent experiments were conducted, involving a total of 480 social media users, aged 18-35 years. Participants observed situations of offensive comments directed at specific individuals on a social media platform and subsequently responded to each comment by expressing: (1) approval (like), (2) no reaction, or (3) disapproval (dislike). Each participant was engaged in scenarios requiring reactions to both the perpetrator and the victim behavior. In the experimental condition, sadness was induced, while the control group performed an affectively neutral task prior to the study. In Study 1 (N = 240), the level of closeness of the relationship between the bystander and the victim/perpetrator was manipulated, whereas Study 2 (N = 240) their social attractiveness was varied. A general linear model shoved that in Study 1, regardless of the level of sadness or the role (perpetrator or victim), participants were more likely to support individuals with whom they had close relationship. In Study 2, individuals perceived as socially attractive received more support, especially when they were in a victim role. Other situational and affective factors did not significantly influence bystander reactions. The findings provide new insights into the factors that shape bystander behavior in cyberbullying contexts.

The Associations Between Pornography Use and Sexting Behaviors in a Sample of Adolescents in Nicaragua

Joris Van Ouytsel, Jonathan Pettigrew

Background: Previous research has associated sexting behaviors with pornography consumption, particularly potentially coercive sexting behaviors (Van Ouytsel et al., 2014). However, little is known about how pornography use relates to sexting in non-WEIRD countries. Our study examines the associations between self-reported pornography consumption and multiple sexting activities among adolescents in Nicaragua.

Methods and data analysis: Participants were 4631 students (53.2% female; Mage = 12.88 years, SD = 1.12) aged 11–16, recruited from schools in Nicaragua. Analyses focused on the subsample of 1051 adolescents (48.5% female) who reported being in a romantic relationship. The study has IRB approval. Pornography use was assessed via a single-item measure adapted from Rothman and Adhia (2015). Sexting behaviors

included: creating a sext; creating a sext with a romantic partner; sharing a sext in person or online; and requesting a sext in person or online. Teen dating violence (TDV) perpetration and victimization were included as covariates. We conducted multivariable logistic regressions in SPSS 27.

Results: Among adolescents in a romantic relationship, 543 reported pornography use. When controlling for dating violence, across all analyses pornography consumption was a consistent, significant predictor of sexting behaviors within romantic relationship contexts with odds of engaging in behaviors increasing from 45% to 89% for different sexting behaviors.

Discussion: Phonography use is associated with various sexting behaviors, even when controlling for TDV perpetration and victimization. These findings have important implications for sexting education and prevention, which should be embedded within a broader conversation of adolescents' sexual media use.

FRIDAY (NOVEMBER 28, 2025)

KEYNOTE: JÖRG MATTHES

09:00 - 10:00, room 343

Cutting One Head, Growing Two: The Struggle to Combat Digital Hate

In recent years, digital hate - defined as any malicious expression performed by and directed against an individual or a collective online - has emerged as a pervasive and destructive force in the digital sphere. There is mounting evidence from around the globe that digital hate can create tremendous harm, by silencing others, fueling division between individuals and groups, leading to negative psychological effects, or even inciting real-world, violent action. The more difficult question, however, is, how digital hate can be stopped. In this talk, I will try to explain the reasons behind digital hate. Using data from several European countries, I aim to shed light on the perpetrators of digital hate, who they are, why they spread hate, and the psychological and social factors driving their behavior. Looking at regulation, content moderation, technology development and citizen competence, I will then discuss some common strategies to create safer digital spaces. But is it a "Digital Hydra" - a monster that will regrow two heads, for every head chopped off?

(CYBER-)HATE AND DISCRIMINATION

10:30 – 12:00, room 343; chair: Camelia Cmeciu

Countering Gendered Online Hate Speech: The Role of Victim's Adherence to Gender Norms in Bystanders Willingness to Intervene

Carmela Sportelli, Marinella Paciello, Francesca D'Errico:

Gendered hate speech is a pervasive form of discriminatory behavior in digital environments. Within this context, counter-speech—a direct response aimed at refuting or undermining hate—plays a crucial role. This study investigates factors influencing bystander engagement in counter-speech against gendered hate speech, specifically exploring the role of personal responsibility, perceived offensiveness and bias, as well as empathy towards the victim. We particularly focus on how victims' characteristics might influence bystanders' willingness to intervene. Our hypothesis is that perceiving a victim as counter-stereotypical will reduce bystander engagement in counter-speech.

To test this, we conducted a 2-condition between-subjects experiment with 121 participants (55.4% women), presenting either a stereotypical communal or a counter-stereotypical agentic female profile victim of gendered hate speech. Results indicate that bystanders are less likely to engage in counter-speech when the victim is portrayed as an agentic, counter-stereotypical woman. This effect is mediated by a reduction in empathy experienced towards the victim.

These findings suggest that women who display agentic traits, thereby challenging traditional gender norms in digital contexts, may become particularly vulnerable to the negative consequences of online gendered hate speech; in fact, bystanders are less likely to engage in counter-speech actions, thus not countering the harmful impact of the original hateful comment. The broader implications, specifically concerning self-censorship among women and the perpetuation of restrictive gender norms online, will be further explored in the discussion.

Preventing Bullying Among Children With Disabilities: A Cross-Cultural Perspective From Five Asian Countries

Sohni Siddiqui, Anja Schultze-Krumbholz, Şahin Cincioğlu, Charu Kriti, Mahwish Kamran, Zartashia Kynat Javaid, Muhammad Kamran

Extensive research has focused primarily on the victimization of neurotypical students, leaving a significant gap in studies exploring the bullying experiences of students with disabilities, particularly in developing and underdeveloped countries. This narrative article aims to compare the bullying situation of children with disabilities (CWD) in five developing Asian countries: India, Pakistan, Bangladesh, Indonesia and Turkey. Specifically, these countries were compared regarding the definition of bullying, the definition of inclusive education, the prevalence of disability and access to inclusive education, the prevalence and nature of bullying in inclusive educational settings, policies for bullying prevention for CWD, existing interventions and their effectiveness, barriers for bullying interventions, and core elements of successful intervention strategies. This narrative review draws information from published research articles, national

policy documents, and local and international print media. The authors also consulted non-English language sources from their respective countries, based on their linguistic abilities. The comparison shows a consistency of the concept of bullying and inclusive education with international definitions, but cultural differences regarding the interpretation of specific behaviors. In addition, policies and guidelines support the inclusion of CWD in mainstream education, but specific measures to prevent bullying are not explicitly addressed. Furthermore, effective implementation of these policies faces significant challenges. When examining there is a significant gap in the literature on anti-bullying interventions with limited information on evidence-based practices. The present study concludes with recommendations for further research and policy improvements to enhance inclusion efforts and better protect this vulnerable population from victimization.

Femonationalism and Anti-Feminist Discourses in Memetic and Institutional Far-Right Communication

Ben Nangle, Juliette Cayrel

This paper explores how far-right actors promote femonationalist and anti-feminist narratives across digital and institutional media. Grounded in theories of femonationalism (Farris, 2017) and sexual nationalism (Fassin, 2010), the study uses a dual-method approach to examine how gender, race, and nationalism are articulated in far-right discourse.

The first part applies multimodal discourse analysis to 820 Instagram Reels containing femonationalist, anti-feminist, anti-migrant, and broader far-right content. These videos often use irony, humour, and securitisation to frame white supremacist and misogynistic worldviews as socially acceptable. Reels were selected through algorithmic ethnography and digital snowball sampling, simulating user interactions with far-right content. A hybrid deductive–inductive coding framework in NVivo identified recurring multimodal themes, including gendered nationalism, affective rhetoric, and ideological signalling. Coding reliability was strengthened through intercoder agreement and LLM-assisted pattern recognition.

The second part examines political manifestos from French and Italian radical right populist parties, published during recent elections. Using a thematic codebook grounded in feminist and political communication scholarship, these texts were manually coded to identify gendered, exclusionary, and Islamophobic narratives. Emergent themes were incorporated throughout the process.

Codebooks were developed iteratively, allowing insights from each stage to inform the other. This enabled comparative analysis of shared and divergent rhetorical strategies across memetic and institutional media.

By analysing both social media and formal political discourse, this study shows how far-right actors strategically mainstream extremist ideologies through gendered and racialised narratives of threat and protection. It highlights the central role of gender in contemporary far-right communication strategies and the convergence between digital and institutional platforms in advancing exclusionary politics.

Social Media Influencer Transgressions and the Dynamics of Hate Speech Related to Food Waste

Camelia Cmeciu

Influencer transgressions, ranging from minor offenses such as using swear words to more serious violations (offensive behavior), can quickly spread online and have detrimental effects on both the influencers and the brands they endorse. One such social media hype was triggered by a Romanian female influencer and her partner, who threw the bag of unused products into the trash after promoting some Lidl products. Their action was filmed and posted on TikTok. In the days that followed, their gesture sparked a broader online debate about the social responsibility of influencers and the importance of combating food waste.

Corpus, approach & aim. The corpus is formed of the multimodal comments (n = 3397) to the posts of three main stakeholders involved in the crisis (the Tiktoker who triggered the crisis, the influencer, and the organization). We will use a computer-assisted approach (MAXQDA) to analyze the data, focusing on a corpus-assisted discourse analysis of the comments. Operationalizing hate speech through social media (de)legitimation strategies (Glozer et al., 2019; Vestergaard & Uldam, 2022), the main aim of this study is to determine how sense-making is achieved in the comments of various voices (online users) related to food waste and hate speech targeted towards the SMI through (de)legitimation and discursive hubs.

The preliminary findings show that incivility rendered through name-calling, sarcasm, and social identity denial dominated the online discussion. This study contributes to the ongoing research on SMI-triggered crisis, providing insights into the dynamics of hate speech related to a scandal on food waste.

(CYBER-)AGGRESSION IN YOUTH: CORRELATES, PREDICTIONS, AND OUTCOMES

10:30 – 12:00, room S137; chair: Jan Pfetsch

Predicting Transitions Between Aggressive and Antisocial Behavior Profiles From Middle Childhood to Adolescence From Self-Regulatory Competences and Internal and External Risk Factors

Sophie Strauß, Phil Böttcher, Birgit Elsner, Rebecca Bondü

Lower cognitive, affective, and behavioral aspects of self-regulation (SR) have reliably been related to higher levels of forms (e.g., physical) and functions (e.g., reactive) of aggression and antisocial behavior (AAB). Individuals differ in their AAB profiles that often reflect overall high, moderate, and low AAB. Although SR competences have been consistently linked to AAB and profiles and may influence AAB patterns over time, little is known about their potential predictive role for AAB profile stability or transitions. We investigated AAB profiles, profile stabilities and transitions, as well as predictions of stabilities and transitions by multiple SR facets over a 10-year period and four measurement points in a sample of N=1,657 children from Germany (aged 6 to 11 years) at T1; N=1,612 at T2; N=1,534 at T3; N=617 at T4. SR facets were multimethodologically assessed at T1 to T3, AAB data via self-, teacher-, and/or parent-ratings at T1 to T4. Preliminary latent profile analyses indicated a three-profile solution: high, moderate, and low AAB levels at T3 and T4. Suggesting substantial reductions, approximately 50% of children with a high AAB profile at T3 and 86% with a moderate profile transitioned to a low profile at T4; 81% with a low profile did not transition. Transitions to higher AAB profiles were rare (<6%). In preliminary multinomial regression analyses, T3 inhibition, flexibility, and emotion regulation predicted specific profile transitions beyond other pertinent AAB risk factors. These findings suggest SR's potential protective role in children's longitudinal maladjustment, with implications for effective prevention and intervention.

Conduct Problems in Preschool Children: The Intertwinement of Smartphone Use, Executive Functions, and Familiar Vulnerabilities

Marina Camodeca, Valentina Levantini, Carmen Gelati

Children's excessive smartphone use may impact executive functions (EF) and social behaviors, leading to difficulties in attention and self-control, and increased aggression (Lakicevic et al., 2025; Tran, 2018). However, the nature of these associations in preschoolers and the role of familiar variables is unclear.

We aim to investigate whether the use of smartphones in preschoolers is associated with conduct problems through two dimensions of EF (cognitive and emotional-behavioral control). Parents' instrumental use of digital devices (e.g., using screens to calm or entertain their children) and educational level were considered moderators.

Participants were 323 children (160 boys) aged 43-107 months (M = 74.88, SD = 14.45). Parents reported the daily frequency of their children's smartphone use, the instrumental use of devices, and their educational level. Teachers rated children's cognitive aspects and emotional-behavioral control using the

Questionnaire for Executive Functions (QUFE; Daffi et al., 2022) and conduct problems using the SDQ (Goodman, 1997).

Smartphone use was negatively associated with cognitive EF if digital devices had an instrumental function (b = -.14; p < .01) and with emotional-behavioral control if parents had a low educational level (b = -.09; p < .05). EF dimensions mediated the relation between smartphone use and conduct problems (indexes of moderated mediation = .164 [.036,.325] for cognitive, and = -.160 [-.325,-.021] for emotional-behavioral).

Smartphone overuse may increase conduct problems through impaired EF, particularly when caregiving is compromised or parental education is limited. Supporting parents with guidance and awareness about the risks of screen time is recommended.

Relationship of Perceived Reasons for Victimization, Psychosocial Symptoms and Quality of Life Among Children and Adolescents

Jan Pfetsch, Agathe Franz, Andria Constantinou, Kathrin Hillmann, Ulrike Blume-Peytavi

Bullying is a widespread phenomenon with various negative somatic and psychosocial outcomes. Affected students perceive various reasons for victimization, e.g., deviations in appearance (being thinner/thicker, clothing, hair or skin color), ethnicity, religion, language, good/poor school performance, antipathy, or arguments with others. These reasons for victimization may relate positively to psychosocial symptoms and negatively to quality of life, over and above the frequency of victimization.

Youth were surveyed regarding victimization (Revised Olweus Bully/Victim Questionnaire), reasons for victimization (above mentioned reasons), psychosocial symptoms (Strengths and Difficulties Questionnaire), and quality of life (Pediatric Quality of Life Inventory). The sample (Ntotal = 417, 50% male, 10 – 17 years) includes school students from Germany and outpatients from clinical consultations from six European countries.

Victimization and reasons for victimization related positively to psychosocial symptoms and negatively to quality of life, as expected. With the reasons for victimization included, the frequency of victimization dropped non-significant. The reasons of being thinner/thicker, missing hair, and antipathy were negatively predictive for social and school functioning, while different appearance or having arguments were additionally predictive for emotional functioning. Psychosocial symptoms were predicted by less reasons, especially by being thinner/thicker, and antipathy.

The results point at the importance of cognitive processing of victimization experiences. The quality of life (especially emotional functioning) was more strongly impaired by various perceived reasons for victimization than psychosocial symptoms. Understanding the perceived reasons for victimization may help to support victimized youth better.

Trends in Bullying and Cyberbullying Victimisation and Perpetration (2002–2022): The HBSC Study in Czechia

Petr Baďura, Michal Kalman

Background: Bullying is a repeated form of violence characterised by a power imbalance between victim and perpetrator. It has serious negative effects on adolescent mental health and thus represents a major public health concern. With the global spread of electronic devices, bullying has partly shifted to the virtual environment. However, trend data on this issue remain scarce.

Methods: Using six waves of the Health Behaviour in School-aged Children (HBSC) study carried out between 2002 and 2022 in Czechia, we assessed the time trends in prevalence of recurrent victimisation and perpetration (engaged in bullying twice a month or more) in both physical bullying and cyberbullying and their co-occurrence. The nationally representative sample included 53,674 adolescents aged 11, 13, and 15 years.

Results: After a mild decline in bullying victims from 6.1% in 2002 to 5.3% in 2010, prevalence rose to 8.6% in 2022. The number of bullying perpetrators did not vary significantly across the survey years. Cyberbullying victimisation nearly doubled between 2018 and 2022, increasing from 3.4% to 6.0% of adolescents exposed on a regular basis. All these trend patterns held true regardless of gender, age group or socioeconomic status of respondents. In addition, those who were victims of physical bullying were significantly more likely (OR=8.64) to face signs of cyberbullying too.

Conclusions: Although bullying prevalence in Czechia remains below the HBSC average, the recent upward trend is concerning. These findings highlight the urgent need for targeted prevention strategies addressing both traditional and online bullying to protect adolescent mental health.

PRESENTERS

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Saskia Fischer

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Sohni Siddiqui

Sophie Strauß

Ugnė Paluckaitė

Vaclav Linkov

Viktoria Rohr

Viola Lechner

CALL FOR PAPERS

THEMATIC ISSUE OF INTERNATIONAL JOURNAL OF DEVELOPMENTAL SCIENCE

Participants from the 29th Workshop on Aggression are invited to submit a manuscript for publication to a thematic issue in the [International Journal of Developmental Science](#) (IJDS).

The thematic issue of IJDS will focus on studies devoted to this year's main topics of the Workshop of Aggression as well as other aggression-related topics from interdisciplinary fields. The thematic issue will seek to showcase the latest research and practice in the fields of (a) cyberaggression and its different forms, (b) aggression in the context of gaming and violent video games, and (c) the use of digital technologies (e.g., deepfakes, artificial intelligence, virtual reality) for aggressive behaviour, and (d) prevention and intervention efforts to reduce the negative impact of aggression via media and digital technologies. Submissions related to other aggression topics are also welcomed.

KEY DATES

- **December 12, 2025:** Deadline to submit 'Letter of Intent'
- **December 19, 2025:** Invitation to prepare full manuscript
- **March 20, 2026:** Deadline to submit full manuscript
- **June 19, 2026:** Feedback according to reviews (first review)
- **July 31, 2026:** Revised manuscript submission due
- **September 18, 2026:** Second feedback (second review)
- **October 2026:** Online publication of the thematic issue

Authors interested in submitting a manuscript for the thematic issue should submit a letter of intent (approx. one page) that includes details of the title, the author(s) names and affiliation, the email address of the corresponding author, and a 200-word abstract summarising the content of the manuscript. This should be emailed to marie.bedrosova@mail.muni.cz.

Authors invited to submit a full manuscript should use the Journal's Management Submission system [Editorial Manager®](#) and must adhere to the author guidelines (instructions to authors) provided by the IJDS [International Journal of Developmental Science: Sage Journals](#).

When submitting to the IJDS, please state in the author's letter that you are submitting the manuscript for consideration for the thematic issue.

Thematic Issue Editors: Hana Machackova, Marie Jaron Bedrosova, Lenka Kollerova, Adam Klocek (Guest Editors) and Herbert Scheithauer (Editor-in-Chief of IJDS).

29th WORKSHOP ON AGGRESSION

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