

Christina Salmivalli

List of Publications by Year in descending order

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Version: 2024-02-01

154
papers

15,389
citations

18482

62
h-index

19190

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164
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164
docs citations

164
times ranked

5990
citing authors

#	ARTICLE	IF	CITATIONS
1	What Works for Whom in School-Based Anti-bullying Interventions? An Individual Participant Data Meta-analysis. <i>Prevention Science</i> , 2023, 24, 1435-1446.	2.6	15
2	Heritability of Bullying and Victimization in Children and Adolescents: Moderation by the KiVa Antibullying Program. <i>Journal of Clinical Child and Adolescent Psychology</i> , 2022, 51, 505-514.	3.4	7
3	Effects of the KiVa Anti-Bullying Program on Affective and Cognitive Empathy in Children and Adolescents. <i>Journal of Clinical Child and Adolescent Psychology</i> , 2022, 51, 515-529.	3.4	20
4	Intention to Stop Bullying following a Condemning, Empathy-Raising, or Combined Message from a Teacher – Do Students’ Empathy and Callous-Unemotional Traits Matter?. <i>Journal of Youth and Adolescence</i> , 2022, , 1.	3.5	5
5	Facilitators and Barriers to the Sustainability of a School-Based Bullying Prevention Program. <i>Prevention Science</i> , 2022, 23, 954-968.	2.6	10
6	Effectiveness of the KiVa Antibullying Program with and without the Online Game in Chile: a Three-Arm Cluster Randomized Controlled Trial. <i>Prevention Science</i> , 2022, 23, 1470-1482.	2.6	2
7	Different Approaches to Address Bullying in KiVa Schools: Adherence to Guidelines, Strategies Implemented, and Outcomes Obtained. <i>Prevention Science</i> , 2021, 22, 299-310.	2.6	19
8	Longitudinal associations between poor reading skills, bullying and victimization across the transition from elementary to middle school. <i>PLoS ONE</i> , 2021, 16, e0249112.	2.5	7
9	Examining the Potential Mental Health Costs of Defending Victims of Bullying: a Longitudinal Analysis. <i>Research on Child and Adolescent Psychopathology</i> , 2021, 49, 1197-1210.	2.3	11
10	Validation of the Revised Olweus Bully/Victim Questionnaire (OBVQ-R) Among Adolescents in Chile. <i>Frontiers in Psychology</i> , 2021, 12, 578661.	2.1	18
11	Why Does Classroom-Level Victimization Moderate the Association Between Victimization and Depressive Symptoms? The ‘Healthy Context Paradox’ and Two Explanations. <i>Child Development</i> , 2021, 92, 1836-1854.	3.0	18
12	Rumination as a Mediator of the Prospective Association Between Victimization and Bullying. <i>Research on Child and Adolescent Psychopathology</i> , 2021, 49, 339-350.	2.3	14
13	Introduction: A Decade Review of Adolescence Research. <i>Journal of Research on Adolescence</i> , 2021, 31, 840-842.	3.7	0
14	Bullying Prevention in Adolescence: Solutions and New Challenges from the Past Decade. <i>Journal of Research on Adolescence</i> , 2021, 31, 1023-1046.	3.7	40
15	Sustainable antibullying program implementation: School profiles and predictors. <i>Scandinavian Journal of Psychology</i> , 2020, 61, 132-142.	1.5	20
16	Telling adults about one’s plight as a victim of bullying: Student- and context-related factors predicting disclosure. <i>Scandinavian Journal of Psychology</i> , 2020, 61, 151-159.	1.5	43
17	Does self-compassion protect adolescents who are victimized or suffer from academic difficulties from depression?. <i>European Journal of Developmental Psychology</i> , 2020, 17, 432-446.	1.8	8
18	The relationship between mindfulness meditation and well-being during 8 weeks of ecological momentary assessment. <i>Mindfulness</i> , 2020, 11, 255-263.	2.8	10

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19	Direct Aggression and the Balance between Status and Affection Goals in Adolescence. <i>Journal of Youth and Adolescence</i> , 2020, 49, 1481-1491.	3.5	19
20	Classroom Status Hierarchy Moderates the Association between Social Dominance Goals and Bullying Behavior in Middle Childhood and Early Adolescence. <i>Journal of Youth and Adolescence</i> , 2020, 49, 2285-2297.	3.5	23
21	An Effectiveness Study of a Digital Mindfulness-Based Program for Upper Secondary Education Students. <i>Mindfulness</i> , 2020, 11, 2494-2505.	2.8	12
22	Perceived Teacher Responses to Bullying Influence Students' Social Cognitions. <i>Frontiers in Psychology</i> , 2020, 11, 592582.	2.1	12
23	The Healthy Context Paradox: Victims' Adjustment During an Anti-Bullying Intervention. <i>Journal of Child and Family Studies</i> , 2019, 28, 2499-2509.	1.3	69
24	Telling an Adult at School about Bullying: Subsequent Victimization and Internalizing Problems. <i>Journal of Child and Family Studies</i> , 2019, 28, 2594-2605.	1.3	37
25	Moral Disengagement of Pure Bullies and Bully/Victims: Shared and Distinct Mechanisms. <i>Journal of Youth and Adolescence</i> , 2019, 48, 1835-1848.	3.5	35
26	Can Healthier Contexts Be Harmful? A New Perspective on the Plight of Victims of Bullying. <i>Child Development Perspectives</i> , 2019, 13, 147-152.	3.9	56
27	Bullying immigrant versus non-immigrant peers: Moral disengagement and participant roles. <i>Journal of School Psychology</i> , 2019, 75, 119-133.	2.9	31
28	Classroom Size and the Prevalence of Bullying and Victimization: Testing Three Explanations for the Negative Association. <i>Frontiers in Psychology</i> , 2019, 10, 2125.	2.1	10
29	Sleeping Problems Partly Mediate the Association between Victimization and Depression among Youth. <i>Journal of Child and Family Studies</i> , 2019, 28, 2477-2486.	1.3	11
30	Peer Victimization and Adjustment in Young Adulthood: Commentary on the Special Section. <i>Journal of Abnormal Child Psychology</i> , 2018, 46, 67-72.	3.5	37
31	The Cost-Effectiveness of the Kiva Antibullying Program: Results from a Decision-Analytic Model. <i>Prevention Science</i> , 2018, 19, 728-737.	2.6	29
32	Stability and Change of Outsider Behavior in School Bullying: The Role of Shame and Guilt in a Longitudinal Perspective. <i>Journal of Early Adolescence</i> , 2018, 38, 164-177.	1.9	21
33	Decreases in the proportion of bullying victims in the classroom. <i>International Journal of Behavioral Development</i> , 2018, 42, 64-72.	2.4	39
34	Predicting Adolescents' Bullying Participation from Developmental Trajectories of Social Status and Behavior. <i>Child Development</i> , 2018, 89, 1157-1176.	3.0	46
35	Two is more valid than one, but is six even better? The factor structure of the Self-Compassion Scale (SCS). <i>PLoS ONE</i> , 2018, 13, e0207706.	2.5	23
36	Beyond the reactive-proactive dichotomy: Rage, revenge, reward, and recreational aggression predict early high school bully and bully/victim status. <i>Aggressive Behavior</i> , 2018, 44, 501-511.	2.4	62

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37	KiVa antibullying program. , 2018, , 125-134.		10
38	Le Programme Anti-Harcèlement KiVa. <i>Enfance</i> , 2018, N° 3, 491-501.	0.2	4
39	Bullying in schools: the state of knowledge and effective interventions. <i>Psychology, Health and Medicine</i> , 2017, 22, 240-253.	2.4	364
40	The KiVa antibullying program in primary schools in Chile, with and without the digital game component: study protocol for a randomized controlled trial. <i>Trials</i> , 2017, 18, 75.	1.6	17
41	Are reading difficulties associated with bullying involvement?. <i>Learning and Instruction</i> , 2017, 52, 130-138.	3.2	17
42	Defending victims: What does it take to intervene in bullying and how is it rewarded by peers?. <i>Journal of School Psychology</i> , 2017, 65, 1-10.	2.9	78
43	Testing the Direction of Longitudinal Paths between Victimization, Peer Rejection, and Different Types of Internalizing Problems in Adolescence. <i>Journal of Abnormal Child Psychology</i> , 2017, 45, 1013-1023.	3.5	80
44	Substance Use among Adolescents Involved in Bullying: A Cross-Sectional Multilevel Study. <i>Frontiers in Psychology</i> , 2017, 8, 1056.	2.1	42
45	Implementing the KiVa antibullying program: recognition of stable victims. <i>Educational Psychology</i> , 2016, 36, 595-611.	2.7	23
46	School Bullies' Intention to Change Behavior Following Teacher Interventions: Effects of Empathy Arousal, Condemning of Bullying, and Blaming of the Perpetrator. <i>Prevention Science</i> , 2016, 17, 1034-1043.	2.6	54
47	Can a school-wide bullying prevention program improve the plight of victims? Evidence for risk—intervention effects.. <i>Journal of Consulting and Clinical Psychology</i> , 2016, 84, 334-344.	2.0	53
48	Interactive effects of guilt and moral disengagement on bullying, defending and outsider behavior. <i>Journal of Moral Education</i> , 2016, 45, 419-432.	1.5	60
49	Anger and effortful control moderate aggressogenic thought-behaviour associations. <i>Cognition and Emotion</i> , 2016, 30, 1008-1016.	2.0	1
50	Maladjustment of bully-victims: validation with three identification methods. <i>Educational Psychology</i> , 2016, 36, 1390-1407.	2.7	19
51	Emotion Regulation and Negative Emotionality Moderate the Effects of Moral (Dis)Engagement on Aggression. <i>Merrill-Palmer Quarterly</i> , 2015, 61, 30.	0.5	15
52	A process view on implementing an antibullying curriculum: How teachers differ and what explains the variation.. <i>School Psychology Quarterly</i> , 2015, 30, 564-576.	2.0	23
53	Classroom norms of bullying alter the degree to which children defend in response to their affective empathy and power.. <i>Developmental Psychology</i> , 2015, 51, 913-920.	1.6	79
54	The Longitudinal Interplay between Bullying, Victimization, and Social Status: Age-related and Gender Differences. <i>Social Development</i> , 2015, 24, 659-677.	1.3	115

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55	The Role of Classroom Peer Ecology and Bystanders's Responses in Bullying. <i>Child Development Perspectives</i> , 2015, 9, 201-205.	3.9	69
56	Effectiveness of the KiVa antibullying programme on bully-victims, bullies and victims. <i>Educational Research</i> , 2015, 57, 80-90.	1.8	54
57	Classroom- and School-Level Contributions to Bullying and Victimization: A Review. <i>Journal of Community and Applied Social Psychology</i> , 2015, 25, 204-218.	2.4	77
58	A Longitudinal Multilevel Study of Individual Characteristics and Classroom Norms in Explaining Bullying Behaviors. <i>Journal of Abnormal Child Psychology</i> , 2015, 43, 943-955.	3.5	70
59	Teacher Characteristics and Peer Victimization in Elementary Schools: A Classroom-Level Perspective. <i>Journal of Abnormal Child Psychology</i> , 2015, 43, 33-44.	3.5	66
60	Reducing Bullying and Victimization: Student- and Classroom-Level Mechanisms of Change. <i>Journal of Abnormal Child Psychology</i> , 2015, 43, 61-76.	3.5	119
61	The Intensity of Victimization: Associations with Children's Psychosocial Well-Being and Social Standing in the Classroom. <i>PLoS ONE</i> , 2015, 10, e0141490.	2.5	45
62	Participant Roles in Bullying: How Can Peer Bystanders Be Utilized in Interventions?. <i>Theory Into Practice</i> , 2014, 53, 286-292.	1.6	168
63	The role of teachers in bullying: The relation between antibullying attitudes, efficacy, and efforts to reduce bullying.. <i>Journal of Educational Psychology</i> , 2014, 106, 1135-1143.	2.9	162
64	Differential effects of the KiVa anti-bullying program on popular and unpopular bullies. <i>Journal of Applied Developmental Psychology</i> , 2014, 35, 44-50.	1.7	99
65	Tackling Acute Cases of School Bullying in the KiVa Anti-Bullying Program: A Comparison of Two Approaches. <i>Journal of Abnormal Child Psychology</i> , 2014, 42, 981-991.	3.5	72
66	Inequality Matters: Classroom Status Hierarchy and Adolescents's Bullying. <i>Journal of Youth and Adolescence</i> , 2014, 43, 1123-1133.	3.5	100
67	A Social Network Approach to the Interplay Between Adolescents's Bullying and Likeability over Time. <i>Journal of Youth and Adolescence</i> , 2014, 43, 1409-1420.	3.5	53
68	The KiVa antibullying curriculum and outcome: Does fidelity matter?. <i>Journal of School Psychology</i> , 2014, 52, 479-493.	2.9	53
69	Do guilt- and shame-proneness differentially predict prosocial, aggressive, and withdrawn behaviors during early adolescence?. <i>Developmental Psychology</i> , 2014, 50, 941-946.	1.6	62
70	Individual and Contextual Predictors of Cyberbullying: The Influence of Children's Provictim Attitudes and Teachers's Ability to Intervene. <i>Journal of Youth and Adolescence</i> , 2013, 42, 698-710.	3.5	91
71	Student-, classroom-, and school-level risk factors for victimization. <i>Journal of School Psychology</i> , 2013, 51, 421-434.	2.9	103
72	Level and change of bullying behavior during high school: A multilevel growth curve analysis. <i>Journal of Adolescence</i> , 2013, 36, 495-505.	2.4	77

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73	Gender-specific or Common Classroom Norms? Examining the Contextual Moderators of the Risk for Victimization. <i>Social Development</i> , 2013, 22, 555-579.	1.3	18
74	Different forms of bullying and victimization: Bully-victims versus bullies and victims. <i>European Journal of Developmental Psychology</i> , 2013, 10, 723-738.	1.8	84
75	Effects of the KiVa Antibullying Program on Cyberbullying and Cybervictimization Frequency Among Finnish Youth. <i>Journal of Clinical Child and Adolescent Psychology</i> , 2013, 42, 820-833.	3.4	176
76	Forgiveness and its determinants depending on the interpersonal context of hurt. <i>Journal of Experimental Child Psychology</i> , 2013, 114, 131-145.	1.4	25
77	Implementation of anti-bullying lessons in primary classrooms: how important is head teacher support?. <i>Educational Research</i> , 2013, 55, 376-392.	1.8	26
78	Electronic Victimization: Correlates, Antecedents, and Consequences Among Elementary and Middle School Students. <i>Journal of Clinical Child and Adolescent Psychology</i> , 2013, 42, 442-453.	3.4	61
79	The Dynamics of Friendships and Victimization in Adolescence: A Longitudinal Social Network Perspective. <i>Aggressive Behavior</i> , 2013, 39, 229-238.	2.4	129
80	Being Bullied by Same- versus Other-Sex Peers: Does It Matter for Adolescent Victims?. <i>Journal of Clinical Child and Adolescent Psychology</i> , 2013, 42, 454-466.	3.4	8
81	Effectiveness of the KiVa Antibullying Program: Grades 1-3 and 7-9. <i>Journal of Educational Psychology</i> , 2013, 105, 535-551.	2.9	172
82	"Effectiveness of the KiVa antibullying program: Grades 1-3 and 7-9": Correction.. <i>Journal of Educational Psychology</i> , 2013, 105, 551-551.	2.9	10
83	The Implementation and Effectiveness of the KiVa Antibullying Program in Finland. <i>European Psychologist</i> , 2013, 18, 79-88.	3.1	53
84	"Going to scale: A nonrandomized nationwide trial of the KiVa antibullying program for grades 1-9": Correction to Kärnä et al. (2011).. <i>Journal of Consulting and Clinical Psychology</i> , 2012, 80, 661-661.	2.0	4
85	For children only? Effects of the KiVa antibullying program on teachers. <i>Teaching and Teacher Education</i> , 2012, 28, 851-859.	3.2	36
86	Effectiveness of school-based programs to reduce bullying: a commentary. <i>Journal of Experimental Criminology</i> , 2012, 8, 433-441.	2.9	77
87	Cyberbullying in Finland. , 2012, , 57-72.		24
88	It must be me or it could be them? The impact of the social network position of bullies and victims on victims' adjustment. <i>Social Networks</i> , 2012, 34, 379-386.	2.1	92
89	Univariate and multivariate models of positive and negative networks: Liking, disliking, and bully-victim relationships. <i>Social Networks</i> , 2012, 34, 645-657.	2.1	99
90	Making bullying prevention a priority in Finnish schools: The KiVa antibullying program. <i>New Directions for Youth Development</i> , 2012, 2012, 41-53.	0.6	50

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91	Sameâ€and Otherâ€™Sex Victimization: Are the Risk Factors Similar?. <i>Aggressive Behavior</i> , 2012, 38, 442-455.	2.4	24
92	Experiences of School Bullying Among Internationally Adopted Children: Results from the Finnish Adoption (FINADO) Study. <i>Child Psychiatry and Human Development</i> , 2012, 43, 592-611.	1.9	41
93	Standing Up for the Victim, Siding with the Bully or Standing by? Bystander Responses in Bullying Situations. <i>Social Development</i> , 2012, 21, 722-741.	1.3	115
94	Effects of the KiVa Anti-bullying Program on Adolescentsâ€™ Depression, Anxiety, and Perception of Peers. <i>Journal of Abnormal Child Psychology</i> , 2012, 40, 289-300.	3.5	156
95	Peer relations as a source of stress? Assessing affiliation- and status-related stress among adolescents. <i>European Journal of Developmental Psychology</i> , 2011, 8, 473-489.	1.8	10
96	Bystanders Matter: Associations Between Reinforcing, Defending, and the Frequency of Bullying Behavior in Classrooms. <i>Journal of Clinical Child and Adolescent Psychology</i> , 2011, 40, 668-676.	3.4	415
97	The architecture of high status among Finnish youth. <i>British Journal of Developmental Psychology</i> , 2011, 29, 668-679.	1.7	17
98	Intrapersonal and interpersonal risk factors for peer victimization in immigrant youth in Finland.. <i>Developmental Psychology</i> , 2011, 47, 248-258.	1.6	137
99	Relationship specificity of aggressogenic thoughtâ€™behavior processes.. <i>Journal of Personality and Social Psychology</i> , 2011, 101, 386-400.	2.8	10
100	Going to scale: A nonrandomized nationwide trial of the KiVa antibullying program for grades 1â€™9.. <i>Journal of Consulting and Clinical Psychology</i> , 2011, 79, 796-805.	2.0	173
101	A Largeâ€™Scale Evaluation of the KiVa Antibullying Program: Grades 4â€™6. <i>Child Development</i> , 2011, 82, 311-330.	3.0	511
102	Actualization of Social Cognitions into Aggressive Behavior toward Disliked Targets. <i>Social Development</i> , 2011, 20, 233-250.	1.3	13
103	Person Ã— Context Effects on Anticipated Moral Emotions Following Aggression. <i>Social Development</i> , 2011, 20, 685-702.	1.3	18
104	Victims and their defenders: A dyadic approach. <i>International Journal of Behavioral Development</i> , 2011, 35, 144-151.	2.4	207
105	What Does It Take to Stand Up for the Victim of Bullying?: The Interplay Between Personal and Social Factors. <i>Merrill-Palmer Quarterly</i> , 2010, 56, 143-163.	0.5	207
106	Bullying and the peer group: A review. <i>Aggression and Violent Behavior</i> , 2010, 15, 112-120.	2.1	1,106
107	Vulnerable Children in Varying Classroom Contexts: Bystanders' Behaviors Moderate the Effects of Risk Factors on Victimization. <i>Merrill-Palmer Quarterly</i> , 2010, 56, 261-282.	0.5	175
108	Early Adolescentsâ€™ Participation in Bullying: Is ToM Involved?. <i>Journal of Early Adolescence</i> , 2010, 30, 138-170.	1.9	120

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109	Empirical test of bullies' status goals: assessing direct goals, aggression, and prestige. <i>Aggressive Behavior</i> , 2009, 35, 57-67.	2.4	274
110	Unique and Interactive Effects of Empathy and Social Status on Involvement in Bullying. <i>Social Development</i> , 2009, 18, 140-163.	1.3	405
111	Pre-adolescents' Peer-Relational Schemas and Social Goals across Relational Contexts. <i>Social Development</i> , 2009, 18, 817-832.	1.3	34
112	Affect-Congruent Social-Cognitive Evaluations and Behaviors. <i>Child Development</i> , 2008, 79, 170-185.	3.0	85
113	Automatic Activation of Adolescents' Peer-Relational Schemas: Evidence From Priming With Facial Identity. <i>Child Development</i> , 2008, 79, 1659-1675.	3.0	25
114	Long-term Consequences of Victimization by Peers: A Follow-up from Adolescence to Young Adulthood. <i>International Journal of Developmental Sciences</i> , 2008, 2, 387-397.	0.5	41
115	Situation-specificity of children's social goals: Changing goals according to changing situations?. <i>International Journal of Behavioral Development</i> , 2007, 31, 232-241.	2.4	34
116	Hostile attributions and behavioral strategies in children: Does relationship type matter?. <i>Developmental Psychology</i> , 2007, 43, 889-900.	1.6	71
117	Reactive, but not proactive aggression predicts victimization among boys. <i>Aggressive Behavior</i> , 2007, 33, 198-206.	2.4	73
118	Person-Group Dissimilarity in Involvement in Bullying and Its Relation with Social Status. <i>Journal of Abnormal Child Psychology</i> , 2007, 35, 1009-1019.	3.5	124
119	An Interpersonal Circumplex Model of Children's Social Goals: Links With Peer-Reported Behavior and Sociometric Status.. <i>Developmental Psychology</i> , 2005, 41, 699-710.	1.6	187
120	"I'm OK but You're Not" and Other Peer-Relational Schemas: Explaining Individual Differences in Children's Social Goals.. <i>Developmental Psychology</i> , 2005, 41, 363-375.	1.6	128
121	Anti-bullying intervention: Implementation and outcome. <i>British Journal of Educational Psychology</i> , 2005, 75, 465-487.	2.9	205
122	Prospective Relations Among Victimization, Rejection, Friendlessness, and Children's Self- and Peer-Perceptions. <i>Child Development</i> , 2005, 76, 1161-1171.	3.0	208
123	Targeting the group as a whole: the Finnish anti-bullying intervention. , 2004, , 251-274.		42
124	?Female aggression? revisited: Variable- and person-centered approaches to studying gender differences in different types of aggression. <i>Aggressive Behavior</i> , 2004, 30, 158-163.	2.4	146
125	Connections between attitudes, group norms, and behaviour in bullying situations. <i>International Journal of Behavioral Development</i> , 2004, 28, 246-258.	2.4	563
126	She is not actually bullied.the discourse of harassment in student groups. <i>Aggressive Behavior</i> , 2003, 29, 134-154.	2.4	112

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127	Proactive and reactive aggression among school bullies, victims, and bully-victims. <i>Aggressive Behavior</i> , 2002, 28, 30-44.	2.4	378
128	Learning difficulties, social intelligence, and self-concept: Connections to bully-victim problems. <i>Scandinavian Journal of Psychology</i> , 2002, 43, 269-278.	1.5	139
129	Is there an age decline in victimization by peers at school?. <i>Educational Research</i> , 2002, 44, 269-277.	1.8	46
130	Proactive and reactive aggression among school bullies, victims, and bully-victims. <i>Aggressive Behavior</i> , 2002, 28, 30.	2.4	4
131	Feeling good about oneself, being bad to others? Remarks on self-esteem, hostility, and aggressive behavior. <i>Aggression and Violent Behavior</i> , 2001, 6, 375-393.	2.1	148
132	Peer-led intervention campaign against school bullying: who considered it useful, who benefited?. <i>Educational Research</i> , 2001, 43, 263-278.	1.8	52
133	Overt and covert aggression in work settings in relation to the subjective well-being of employees. <i>Aggressive Behavior</i> , 2001, 27, 360-371.	2.4	81
134	Aggression and Sociometric Status among Peers: Do Gender and Type of Aggression Matter?. <i>Scandinavian Journal of Psychology</i> , 2000, 41, 17-24.	1.5	167
135	The relationships between social intelligence, empathy, and three types of aggression. <i>Aggressive Behavior</i> , 1999, 25, 81-89.	2.4	331
136	Self-Evaluated Self-Esteem, Peer-Evaluated Self-Esteem, and Defensive Egotism as Predictors of Adolescents' Participation in Bullying Situations. <i>Personality and Social Psychology Bulletin</i> , 1999, 25, 1268-1278.	3.0	238
137	Participant role approach to school bullying: implications for interventions. <i>Journal of Adolescence</i> , 1999, 22, 453-459.	2.4	395
138	The relationships between social intelligence, empathy, and three types of aggression. , 1999, 25, 81.		1
139	The relationships between social intelligence, empathy, and three types of aggression. , 1999, 25, 81.		4
140	Stability and change of behavior in connection with bullying in schools: A two-year follow-up. <i>Aggressive Behavior</i> , 1998, 24, 205-218.	2.4	212
141	Intelligent, Attractive, Well-Behaving, Unhappy: The Structure of Adolescents' Self-Concept and Its Relations to Their Social Behavior. <i>Journal of Research on Adolescence</i> , 1998, 8, 333-354.	3.7	68
142	Stability and change of behavior in connection with bullying in schools: A two-year follow-up. , 1998, 24, 205.		1
143	Peer networks and bullying in schools. <i>Scandinavian Journal of Psychology</i> , 1997, 38, 305-312.	1.5	276
144	Friendship Networks and Bullying in Schools. <i>Annals of the New York Academy of Sciences</i> , 1996, 794, 355-359.	3.8	14

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145	Bullying in Schools: Main Results of the Research Project. <i>Annals of the New York Academy of Sciences</i> , 1996, 794, 401-404.	3.8	2
146	How do the victims respond to bullying?. <i>Aggressive Behavior</i> , 1996, 22, 99-109.	2.4	176
147	Bullying as a group process: Participant roles and their relations to social status within the group. <i>Aggressive Behavior</i> , 1996, 22, 1-15.	2.4	1,341
148	Bullying as a group process: Participant roles and their relations to social status within the group. , 1996, 22, 1.		1
149	Bullying as a group process: Participant roles and their relations to social status within the group. , 1996, 22, 1.		1
150	Bullying as a group process: Participant roles and their relations to social status within the group. , 1996, 22, 1.		19
151	How do the victims respond to bullying?. <i>Aggressive Behavior</i> , 1996, 22, 99-109.	2.4	7
152	A content analysis of bizarre elements in dreams.. <i>Dreaming</i> , 1995, 5, 169-187.	0.5	187
153	Peers and siblings. , 0, , 482-486.		1
154	Development, Evaluation, and Diffusion of a National Anti-Bullying Program, KiVa. , 0, , .		9