Dagmar Strohmeier

List of Publications by Year
in descending order

76 papers	1,938 citations	257450 24 h-index	289244 40 g-index
97 all docs	97 docs citations	97 times ranked	1214 citing authors

#	Article	IF	Citations
1	Traditional Bullying and Cyberbullying. Zeitschrift Fuer Psychologie Mit Zeitschrift Fuer Angewandte Psychologie, 2009, 217, 205-213.	1.0	224
2	Intrapersonal and interpersonal risk factors for peer victimization in immigrant youth in Finland.. Developmental Psychology, 2011, 47, 248-258.	1.6	137
3	How teachers respond to school bullying: An examination of self-reported intervention strategy use, moderator effects, and concurrent use of multiple strategies. Teaching and Teacher Education, 2015, 51, 191-202.	3.2	117
4	Bullying and Victimization Among Native and Immigrant Adolescents in Norway. Journal of Early Adolescence, 2009, 29, 898-923.	1.9	111
5	Prevention of Cyberbullying and Cyber Victimization: Evaluation of the ViSC Social Competence Program. Journal of School Violence, 2015, 14, 87-110.	1.9	90
6	Effectiveness and sustainability of the ViSC Social Competence Program to prevent cyberbullying and cyber‑victimization: Class and individual level moderators. Aggressive Behavior, 2016, 42, 181-193.	2.4	71
7	Immigrant Children in Austria. Journal of Applied School Psychology, 2003, 19, 99-116.	0.9	66
8	Cyber-Victimisation: The Association Between Help-Seeking Behaviours and Self-Reported Emotional Symptoms in Australia and Austria. Australian Journal of Guidance and Counselling, 2010, 20, 194-209.	0.4	59
9	ViSC Social Competence Program. New Directions for Youth Development, 2012, 2012, 71-84.	0.6	47
10	The relevance of the school class as social unit for the prevalence of bullying and victimization. European Journal of Developmental Psychology, 2007, 4, 372-387.	1.8	45
11	Depressive symptoms in native and immigrant adolescents: the role of critical life events and daily hassles. Anxiety, Stress and Coping, 2012, 25, 201-217.	2.9	43
12	Cyber-victimization and popularity in early adolescence: Stability and predictive associations. European Journal of Developmental Psychology, 2012, 9, 228-243.	1.8	42
13	Social relationships in multicultural schools: Bullying and victimization. European Journal of Developmental Psychology, 2008, 5, 262-285.	1.8	40
14	Bullying and Victimization in Ethnically Diverse Schools: Risk and Protective Factors on the Individual and Class Level. International Journal of Developmental Sciences, 2011, 5, 73-84.	0.5	37
15	The implementation and evaluation of the ViSC program in Cyprus: challenges of cross-national dissemination and evaluation results. European Journal of Developmental Psychology, 2016, 13, 737-755.	1.8	35
16	Bullying prevention in schools by targeting cognitions, emotions, and behavior: Evaluating the effectiveness of the REBE-ViSC program.. Journal of Counseling Psychology, 2015, 62, 732-740.	2.0	33
17	Evaluation of Aggression-Reducing Effects of the "Viennese Social Competence Training". Swiss Journal of Psychology, 2006, 65, 125-135.	0.9	33
18	Implementing Intervention Research into Public Policy—the "I3-Approach". Prevention Science, 2018, 19, 337-346.	2.6	32

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19	Measuring Implementation of a School-Based Violence Prevention Program. Zeitschrift Fur Psychologie / Journal of Psychology, 2014, 222, 49-57.	1.0	32
20	Bullying immigrant versus non-immigrant peers: Moral disengagement and participant roles. Journal of School Psychology, 2019, 75, 119-133.	2.9	31
21	Dynamic Change of Aggressive Behavior and Victimization Among Adolescents: Effectiveness of the ViSC Program. Journal of Clinical Child and Adolescent Psychology, 2019, 48, S90-S104.	3.4	31
22	Bullying and affiliation: A study of peer groups in native and immigrant adolescents in Norway. European Journal of Developmental Psychology, 2010, 7, 401-418.	1.8	30
23	Evidence-based practice and policy: When researchers, policy makers, and practitioners learn how to work together. European Journal of Developmental Psychology, 2012, 9, 150-162.	1.8	30
24	Immigrant youth in European countries: The manifold challenges of adaptation. European Journal of Developmental Psychology, 2008, 5, 129-137.	1.8	27
25	Evidence Based Bullying Prevention in Turkey: Implementation of the ViSC Social Competence Program. International Journal of Developmental Sciences, 2017, 11, 93-108.	0.5	22
26	Moral Emotions and Moral Disengagement: Concurrent and Longitudinal Associations With Aggressive Behavior Among Early Adolescents. Journal of Early Adolescence, 2019, 39, 839-863.	1.9	21
27	The goal to be accepted by friends as underlying function of overt aggressive behaviour in immigrant adolescents. Scandinavian Journal of Psychology, 2012, 53, 80-88.	1.5	20
28	â€œThey Think that I Should Defendâ€ Effects of Peer and Teacher Injunctive Norms on Defending Victimized Classmates in Early Adolescents. Journal of Youth and Adolescence, 2018, 47, 2424-2439.	3.5	20
29	Cross-National Prevalence of Traditional Bullying, Traditional Victimization, Cyberbullying and Cyber-Victimization: Comparing Single-Item and Multiple-Item Approaches of Measurement. International Journal of Developmental Sciences, 2016, 10, 21-32.	0.5	18
30	The impact of onlooking and including bystander behaviour on judgments and emotions regarding peer exclusion. British Journal of Developmental Psychology, 2015, 33, 295-311.	1.7	16
31	Individual and class room predictors of same-cultural friendship preferences in multicultural schools. International Journal of Behavioral Development, 2015, 39, 255-265.	2.4	15
32	Cyberbullying and Cyber Victimization as Online Risks for Children and Adolescents. European Psychologist, 2022, 27, 141-150.	3.1	15
33	Emotional problems and victimisation among youth with national and international migration experience living in Austria and Turkey. Emotional and Behavioural Difficulties, 2012, 17, 287-304.	1.2	14
34	Bullying in schools: What is the problem, and how can educators solve it?. New Directions for Youth Development, 2012, 2012, 7-13.	0.6	13
35	Empowering the Peer Group to Prevent School Bullying in Kosovo: Effectiveness of a Short and Ultra-Short Version of the ViSC Social Competence Program. International Journal of Bullying Prevention, 2020, 2, 65-78.	2.2	13
36	Academic, Socio-emotional and Demographic Characteristics of Adolescents Involved in Traditional Bullying, Cyberbullying, or Both: Looking at Variables and Persons. International Journal of Developmental Sciences, 2017, 11, 19-30.	0.5	12

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37	Depression in Groups of Bullies and Victims: Evidence for the Differential Importance of Peer Status, Reciprocal Friends, School Liking, Academic Self-Efficacy, School Motivation and Academic Achievement. International Journal of Developmental Sciences, 2017, 11, 31-43.	0.5	12
38	Peer groups and victimisation among native and immigrant adolescents in Norway. Emotional and Behavioural Difficulties, 2012, 17, 273-285.	1.2	11
39	Peer Relations in Multicultural Schools. , 2012, , 376-396.		11
40	Teachers' active responses to bullying: Does the school collegial climate make a difference?. European Journal of Developmental Psychology, 0, , 1-17.	1.8	11
41	Classroom Size and the Prevalence of Bullying and Victimization: Testing Three Explanations for the Negative Association. Frontiers in Psychology, 2019, 10, 2125.	2.1	10
42	The need to belong as motive for (cyber)bullying and aggressive behavior among immigrant adolescents in Cyprus. New Directions for Child and Adolescent Development, 2021, 2021, 159-178.	2.2	10
43	Parents' and Teachers' Opinions on Bullying and Cyberbullying Prevention. Zeitschrift Fur Psychologie / Journal of Psychology, 2017, 225, 76-84.	1.0	10
44	Cross-National evaluation of the ViSC social competence programme: Effects on teachers. European Journal of Developmental Psychology, 2021, 18, 948-964.	1.8	9
45	Teachers' knowledge and intervention strategies to handle hate-postings. European Journal of Developmental Psychology, 2021, 18, 865-879.	1.8	9
46	Cyberbullying prevention within a socio-ecological framework: The ViSC social competence program. , 2018, , 189-202.		7
47	The Role of Intrapersonal-, Interpersonal-, Family-, and School-Level Variables in Predicting Bias-Based Cybervictimization. Journal of Early Adolescence, 2022, 42, 1175-1203.	1.9	7
48	Friendship Homophily Among Children and Youth in Multicultural Classes. , 2012, , 99-109.		7
49	Young People's Engagement With the European Union. Zeitschrift Fur Psychologie / Journal of Psychology, 2017, 225, 313-323.	1.0	7
50	Intercultural Competence Development Among University Students From a Self-Regulated Learning Perspective. Zeitschrift Fur Psychologie / Journal of Psychology, 2017, 225, 85-94.	1.0	7
51	La necesidad de aceptación por los iguales como motivo subyacente del comportamiento agresivo y el acoso a los demás entre los jóvenes inmigrantes que viven en Austria y Noruega. Anales De Psicologia, 2012, 28, .	0.7	6
52	Information processing of social exclusion: Links with bullying, moral disengagement and guilt. Journal of Applied Developmental Psychology, 2021, 75, 101292.	1.7	6
53	The Role of Discrimination, Acculturation, and Ethnic Identity in Predicting Psychosocial Functioning of Turkish Immigrant Youth. Advances in Immigrant Family Research, 2020, , 99-122.	0.1	6
54	Peer Relations Among Immigrant Adolescents: Methodological Challenges and Key Findings. , 2012, , 57-65.		6

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55	Individualism/collectivism as predictors of relational and physical victimization in Japan and Austria. , 2016, , 259-279.		5
56	Revisiting the intricate interplay between aggression and preadolescents' school functioning: Longitudinal predictions and multilevel latent profiles.. Developmental Psychology, 2022, 58, 714-729.	1.6	5
57	Nutzung gewalthaltiger Bildschirmspiele als längsschnittlicher Risikofaktor für Cyberbullying in der frühen Adoleszenz. Diskurs Kindheits- Und Jugendforschung / Discourse Journal of Childhood and Adolescence Research, 2014, 9, 39-59.	0.2	4
58	Bullying and Victimization in Ethnically Diverse Schools. , 2012, , 79-88.		4
59	Lessons learned from the national implementation and international dissemination of the ViSC social competence programme. , 2019, , 67-86.		4
60	Führen gewalthaltige Computerspiele zu eigenen Gewalthandlungen?. Monatsschrift Fur Kriminologie Und Strafrechtsreform, 2015, 98, 444-463.	0.4	3
61	Effectiveness of the ViSC Social Competence Program in Turkish Elementary Schools. International Journal of Developmental Sciences, 2021, 14, 49-61.	0.5	3
62	Fostering Cross-Cultural Friendships with the ViSC Anti-bullying Program. Advances in Immigrant Family Research, 2020, , 227-245.	0.1	3
63	The ViSC Program: How Do Bullies, Victims, Bully-Victims, and Uninvolved Adolescents Perceive the Program Activities?. International Journal of Developmental Sciences, 2019, 12, 159-168.	0.5	2
64	Contextualizing Immigrant and Refugee Resilience: Cultural and Acculturative Perspectives. Advances in Immigrant Family Research, 2020, , 1-7.	0.1	2
65	Thematic Section Guest Editorial: 24th Workshop on Aggression: International Perspectives on Bullying, Segregation, and Inclusion. International Journal of Developmental Sciences, 2021, 14, 43-47.	0.5	2
66	Mobbing in multikulturellen Schulen. , 2019, , 351-365.		1
67	Understanding for Which Students and Classes a Socio-Ecological Aggression Prevention Program Works Best: Testing Individual Student and Class Level Moderators. Journal of Youth and Adolescence, 2022, 51, 225-243.	3.5	1
68	Does Empathy Attenuate the Criminogenic Effect of Low Self-Control in Late Life?. International Journal of Comparative and Applied Criminal Justice, 0, , 1-21.	0.9	0
69	Risiko Video- und Computerspiele? Eine Studie über Video- und Computerspielnutzung und Aggression bei 12- und 16- jährigen Jugendlichen. Schweizerische Zeitschrift Fur Bildungswissenschaften, 2009, 36, 75-98.	0.1	0
70	Aggressive Behaviour in Native, First- and Second-Generation Immigrant Youth: Testing Inequality Constrained Hypotheses. , 2012, , 89-98.		0
71	Unbegleitete minderjährige Flüchtlinge in Österreich: Evaluation des Projekts „Connecting People" der asylkoordination Österreich. , 2013, , 105-124.		0
72	Mobbing in multikulturellen Schulen. , 2016, , 1-15.		0

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73	Interkulturelle Freundschaften von Jugendlichen in multikulturellen Schulen. , 2016, , 33-46.		0
74	Young people's engagement with the European Union and their visions and worries for the future of Europe. , 2019, , 3-11.		0
75	Predictors of young people's engagement with the European Union. , 2019, , 131-148.		0
76	Gaming and Aggression. Advances in Social Networking and Online Communities Book Series, 0, , 316-337.	0.4	0