

Dagmar Strohmeier

List of Publications by Year in descending order

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Version: 2024-02-01

76
papers

1,938
citations

257101

24
h-index

288905

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.	1.1	224
2	Intrapersonal and interpersonal risk factors for peer victimization in immigrant youth in Finland.. Developmental Psychology, 2011, 47, 248-258.	1.2	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.	1.6	117
4	Bullying and Victimization Among Native and Immigrant Adolescents in Norway. Journal of Early Adolescence, 2009, 29, 898-923.	1.1	111
5	Prevention of Cyberbullying and Cyber Victimization: Evaluation of the ViSC Social Competence Program. Journal of School Violence, 2015, 14, 87-110.	1.1	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.	1.5	71
7	Immigrant Children in Austria. Journal of Applied School Psychology, 2003, 19, 99-116.	0.4	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.	0.5	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.	1.0	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.	1.7	43
12	Cyber-victimization and popularity in early adolescence: Stability and predictive associations. European Journal of Developmental Psychology, 2012, 9, 228-243.	1.0	42
13	Social relationships in multicultural schools: Bullying and victimization. European Journal of Developmental Psychology, 2008, 5, 262-285.	1.0	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.	0.3	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.	1.0	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.	1.4	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 "3-Approach". Prevention Science, 2018, 19, 337-346.	1.5	32

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19	Measuring Implementation of a School-Based Violence Prevention Program. <i>Zeitschrift Fur Psychologie / Journal of Psychology</i> , 2014, 222, 49-57.	0.7	32
20	Bullying immigrant versus non-immigrant peers: Moral disengagement and participant roles. <i>Journal of School Psychology</i> , 2019, 75, 119-133.	1.5	31
21	Dynamic Change of Aggressive Behavior and Victimization Among Adolescents: Effectiveness of the ViSC Program. <i>Journal of Clinical Child and Adolescent Psychology</i> , 2019, 48, S90-S104.	2.2	31
22	Bullying and affiliation: A study of peer groups in native and immigrant adolescents in Norway. <i>European Journal of Developmental Psychology</i> , 2010, 7, 401-418.	1.0	30
23	Evidence-based practice and policy: When researchers, policy makers, and practitioners learn how to work together. <i>European Journal of Developmental Psychology</i> , 2012, 9, 150-162.	1.0	30
24	Immigrant youth in European countries: The manifold challenges of adaptation. <i>European Journal of Developmental Psychology</i> , 2008, 5, 129-137.	1.0	27
25	Evidence Based Bullying Prevention in Turkey: Implementation of the ViSC Social Competence Program. <i>International Journal of Developmental Sciences</i> , 2017, 11, 93-108.	0.3	22
26	Moral Emotions and Moral Disengagement: Concurrent and Longitudinal Associations With Aggressive Behavior Among Early Adolescents. <i>Journal of Early Adolescence</i> , 2019, 39, 839-863.	1.1	21
27	The goal to be accepted by friends as underlying function of overt aggressive behaviour in immigrant adolescents. <i>Scandinavian Journal of Psychology</i> , 2012, 53, 80-88.	0.8	20
28	“They Think that I Should Defend”: Effects of Peer and Teacher Injunctive Norms on Defending Victimized Classmates in Early Adolescents. <i>Journal of Youth and Adolescence</i> , 2018, 47, 2424-2439.	1.9	20
29	Cross-National Prevalence of Traditional Bullying, Traditional Victimization, Cyberbullying and Cyber-Victimization: Comparing Single-Item and Multiple-Item Approaches of Measurement. <i>International Journal of Developmental Sciences</i> , 2016, 10, 21-32.	0.3	18
30	The impact of onlooking and including bystander behaviour on judgments and emotions regarding peer exclusion. <i>British Journal of Developmental Psychology</i> , 2015, 33, 295-311.	0.9	16
31	Individual and class room predictors of same-cultural friendship preferences in multicultural schools. <i>International Journal of Behavioral Development</i> , 2015, 39, 255-265.	1.3	15
32	Cyberbullying and Cyber Victimization as Online Risks for Children and Adolescents. <i>European Psychologist</i> , 2022, 27, 141-150.	1.8	15
33	Emotional problems and victimisation among youth with national and international migration experience living in Austria and Turkey. <i>Emotional and Behavioural Difficulties</i> , 2012, 17, 287-304.	0.7	14
34	Bullying in schools: What is the problem, and how can educators solve it?. <i>New Directions for Youth Development</i> , 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. <i>International Journal of Bullying Prevention</i> , 2020, 2, 65-78.	1.3	13
36	Academic, Socio-emotional and Demographic Characteristics of Adolescents Involved in Traditional Bullying, Cyberbullying, or Both: Looking at Variables and Persons. <i>International Journal of Developmental Sciences</i> , 2017, 11, 19-30.	0.3	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. <i>International Journal of Developmental Sciences</i> , 2017, 11, 31-43.	0.3	12
38	Peer groups and victimisation among native and immigrant adolescents in Norway. <i>Emotional and Behavioural Difficulties</i> , 2012, 17, 273-285.	0.7	11
39	Peer Relations in Multicultural Schools. , 2012, , 376-396.		11
40	Teachersâ€™ active responses to bullying: Does the school collegial climate make a difference?. <i>European Journal of Developmental Psychology</i> , 0, , 1-17.	1.0	11
41	Classroom Size and the Prevalence of Bullying and Victimization: Testing Three Explanations for the Negative Association. <i>Frontiers in Psychology</i> , 2019, 10, 2125.	1.1	10
42	The need to belong as motive for (cyber)bullying and aggressive behavior among immigrant adolescents in Cyprus. <i>New Directions for Child and Adolescent Development</i> , 2021, 2021, 159-178.	1.3	10
43	Parentsâ€™ and Teachersâ€™ Opinions on Bullying and Cyberbullying Prevention. <i>Zeitschrift Fur Psychologie / Journal of Psychology</i> , 2017, 225, 76-84.	0.7	10
44	Cross-National evaluation of the ViSC social competence programme: Effects on teachers. <i>European Journal of Developmental Psychology</i> , 2021, 18, 948-964.	1.0	9
45	Teachersâ€™ knowledge and intervention strategies to handle hate-postings. <i>European Journal of Developmental Psychology</i> , 2021, 18, 865-879.	1.0	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. <i>Journal of Early Adolescence</i> , 2022, 42, 1175-1203.	1.1	7
48	Friendship Homophily Among Children and Youth in Multicultural Classes. , 2012, , 99-109.		7
49	Young Peopleâ€™s Engagement With the European Union. <i>Zeitschrift Fur Psychologie / Journal of Psychology</i> , 2017, 225, 313-323.	0.7	7
50	Intercultural Competence Development Among University Students From a Self-Regulated Learning Perspective. <i>Zeitschrift Fur Psychologie / Journal of Psychology</i> , 2017, 225, 85-94.	0.7	7
51	La necesidad de aceptaci3n por los iguales como motivo subyacente del comportamiento agresivo y el acoso a los dem3s entre los j3venes inmigrantes que viven en Austria y Noruega. <i>Anales De Psicologia</i> , 2012, 28, .	0.3	6
52	Information processing of social exclusion: Links with bullying, moral disengagement and guilt. <i>Journal of Applied Developmental Psychology</i> , 2021, 75, 101292.	0.8	6
53	The Role of Discrimination, Acculturation, and Ethnic Identity in Predicting Psychosocial Functioning of Turkish Immigrant Youth. <i>Advances in Immigrant Family Research</i> , 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 preadolescentsâ€™ school functioning: Longitudinal predictions and multilevel latent profiles.. Developmental Psychology, 2022, 58, 714-729.	1.2	5
57	Nutzung gewalthaltiger Bildschirmspiele als l�ngsschnittlicher Risikofaktor f�r Cyberbullying in der fr�hen Adoleszenz. Diskurs Kindheits- Und Jugendforschung / Discourse Journal of Childhood and Adolescence Research, 2014, 9, 39-59.	0.0	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	F�hren gewalthaltige Computerspiele zu eigenen Gewalthandlungen?. Monatsschrift Fur Kriminologie Und Strafrechtsreform, 2015, 98, 444-463.	0.2	3
61	Effectiveness of the ViSC Social Competence Program in Turkish Elementary Schools. International Journal of Developmental Sciences, 2021, 14, 49-61.	0.3	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.	0.3	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.	0.3	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.	1.9	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.	0.6	0
69	Risiko Video- und Computerspiele? Eine Studie �ber Video- und Computerspielnutzung und Aggression bei 12- und 16-j�hrigen Jugendlichen. Schweizerische Zeitschrift Fur Bildungswissenschaften, 2009, 36, 75-98.	0.0	0
70	Aggressive Behaviour in Native, First- and Second-Generation Immigrant Youth: Testing Inequality Constrained Hypotheses. , 2012, , 89-98.		0
71	Unbegleitete minderj�hrige Fl�chtlinge in �sterreich: Evaluation des Projekts â€œConnecting Peopleâ€ der asylkoordination �sterreich. , 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 peopleâ€™s engagement with the European Union and their visions and worries for the future of Europe. , 2019, , 3-11.		0
75	Predictors of young peopleâ€™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.	0.3	0