

# Dagmar Strohmeier

## List of Publications by Year in descending order

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Version: 2024-02-01

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	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.	1.9	7
2	Cyberbullying and Cyber Victimization as Online Risks for Children and Adolescents. <i>European Psychologist</i> , 2022, 27, 141-150.	3.1	15
3	Revisiting the intricate interplay between aggression and preadolescents' school functioning: Longitudinal predictions and multilevel latent profiles.. <i>Developmental Psychology</i> , 2022, 58, 714-729.	1.6	5
4	Understanding for Which Students and Classes a Socio-Ecological Aggression Prevention Program Works Best: Testing Individual Student and Class Level Moderators. <i>Journal of Youth and Adolescence</i> , 2022, 51, 225-243.	3.5	1
5	Effectiveness of the ViSC Social Competence Program in Turkish Elementary Schools. <i>International Journal of Developmental Sciences</i> , 2021, 14, 49-61.	0.5	3
6	Thematic Section Guest Editorial: 24th Workshop on Aggression: International Perspectives on Bullying, Segregation, and Inclusion. <i>International Journal of Developmental Sciences</i> , 2021, 14, 43-47.	0.5	2
7	Cross-National evaluation of the ViSC social competence programme: Effects on teachers. <i>European Journal of Developmental Psychology</i> , 2021, 18, 948-964.	1.8	9
8	Teachers' knowledge and intervention strategies to handle hate-postings. <i>European Journal of Developmental Psychology</i> , 2021, 18, 865-879.	1.8	9
9	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.	2.2	10
10	Information processing of social exclusion: Links with bullying, moral disengagement and guilt. <i>Journal of Applied Developmental Psychology</i> , 2021, 75, 101292.	1.7	6
11	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.	2.2	13
12	Contextualizing Immigrant and Refugee Resilience: Cultural and Acculturative Perspectives. <i>Advances in Immigrant Family Research</i> , 2020, , 1-7.	0.1	2
13	Fostering Cross-Cultural Friendships with the ViSC Anti-bullying Program. <i>Advances in Immigrant Family Research</i> , 2020, , 227-245.	0.1	3
14	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
15	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.	1.9	21
16	Bullying immigrant versus non-immigrant peers: Moral disengagement and participant roles. <i>Journal of School Psychology</i> , 2019, 75, 119-133.	2.9	31
17	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
18	The ViSC Program: How Do Bullies, Victims, Bully-Victims, and Uninvolved Adolescents Perceive the Program Activities?. <i>International Journal of Developmental Sciences</i> , 2019, 12, 159-168.	0.5	2

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19	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
20	Mobbing in multikulturellen Schulen. , 2019, , 351-365.		1
21	Young peopleâ€™s engagement with the European Union and their visions and worries for the future of Europe. , 2019, , 3-11.		0
22	Predictors of young peopleâ€™s engagement with the European Union. , 2019, , 131-148.		0
23	Lessons learned from the national implementation and international dissemination of the ViSC social competence programme. , 2019, , 67-86.		4
24	Implementing Intervention Research into Public Policyâ€”the â€œI3-Approachâ€ Prevention Science, 2018, 19, 337-346.	2.6	32
25	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
26	Cyberbullying prevention within a socio-ecological framework: The ViSC social competence program. , 2018, , 189-202.		7
27	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
28	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
29	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
30	Parentsâ€™ and Teachersâ€™ Opinions on Bullying and Cyberbullying Prevention. Zeitschrift Fur Psychologie / Journal of Psychology, 2017, 225, 76-84.	1.0	10
31	Young Peopleâ€™s Engagement With the European Union. Zeitschrift Fur Psychologie / Journal of Psychology, 2017, 225, 313-323.	1.0	7
32	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
33	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
34	Individualism/collectivism as predictors of relational and physical victimization in Japan and Austria. , 2016, , 259-279.		5
35	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
36	Effectiveness and sustainability of the ViSC Social Competence Program to prevent cyberbullying and cyberâ€victimization: Class and individual level moderators. Aggressive Behavior, 2016, 42, 181-193.	2.4	71

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37	Mobbing in multikulturellen Schulen. , 2016, , 1-15.		0
38	Interkulturelle Freundschaften von Jugendlichen in multikulturellen Schulen. , 2016, , 33-46.		0
39	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
40	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
41	FÃ¼hren gewalthaltige Computerspiele zu eigenen Gewalthandlungen?. Monatsschrift Fur Kriminologie Und Strafrechtsreform, 2015, 98, 444-463.	0.4	3
42	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
43	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
44	Prevention of Cyberbullying and Cyber Victimization: Evaluation of the ViSC Social Competence Program. Journal of School Violence, 2015, 14, 87-110.	1.9	90
45	Nutzung gewalthaltiger Bildschirmspiele als lÃ¤ngsschnittlicher Risikofaktor fÃ¼r Cyberbullying in der frÃ¼hen Adoleszenz. Diskurs Kindheits- Und Jugendforschung / Discourse Journal of Childhood and Adolescence Research, 2014, 9, 39-59.	0.2	4
46	Measuring Implementation of a School-Based Violence Prevention Program. Zeitschrift Fur Psychologie / Journal of Psychology, 2014, 222, 49-57.	1.0	32
47	Unbegleitete minderjÃ¼hrige FlÃ¼chtlinge in Ã–sterreich: Evaluation des Projekts â€œConnecting Peopleâ€œ der asylkoordination Ã–sterreich. , 2013, , 105-124.		0
48	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
49	Peer groups and victimisation among native and immigrant adolescents in Norway. Emotional and Behavioural Difficulties, 2012, 17, 273-285.	1.2	11
50	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
51	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
52	Cyber-victimization and popularity in early adolescence: Stability and predictive associations. European Journal of Developmental Psychology, 2012, 9, 228-243.	1.8	42
53	La necesidad de aceptaciÃ³n por los iguales como motivo subyacente del comportamiento agresivo y el acoso a los demÃ¡s entre los jÃ³venes inmigrantes que viven en Austria y Noruega. Anales De Psicologia, 2012, 28, .	0.7	6
54	Peer Relations in Multicultural Schools. , 2012, , 376-396.		11

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55	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
56	ViSC Social Competence Program. New Directions for Youth Development, 2012, 2012, 71-84.	0.6	47
57	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
58	Peer Relations Among Immigrant Adolescents: Methodological Challenges and Key Findings. , 2012, , 57-65.		6
59	Bullying and Victimization in Ethnically Diverse Schools. , 2012, , 79-88.		4
60	Friendship Homophily Among Children and Youth in Multicultural Classes. , 2012, , 99-109.		7
61	Aggressive Behaviour in Native, First- and Second-Generation Immigrant Youth: Testing Inequality Constrained Hypotheses. , 2012, , 89-98.		0
62	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
63	Intrapersonal and interpersonal risk factors for peer victimization in immigrant youth in Finland.. Developmental Psychology, 2011, 47, 248-258.	1.6	137
64	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
65	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
66	Traditional Bullying and Cyberbullying. Zeitschrift Fuer Psychologie Mit Zeitschrift Fuer Angewandte Psychologie, 2009, 217, 205-213.	1.0	224
67	Bullying and Victimization Among Native and Immigrant Adolescents in Norway. Journal of Early Adolescence, 2009, 29, 898-923.	1.9	111
68	Risiko Video- und Computerspiele? Eine Studie Å¼ber Video- und Computerspielnutzung und Aggression bei 12- und 16-jÅ½hrigen Jugendlichen. Schweizerische Zeitschrift Fur Bildungswissenschaften, 2009, 36, 75-98.	0.1	0
69	Immigrant youth in European countries: The manifold challenges of adaptation. European Journal of Developmental Psychology, 2008, 5, 129-137.	1.8	27
70	Social relationships in multicultural schools: Bullying and victimization. European Journal of Developmental Psychology, 2008, 5, 262-285.	1.8	40
71	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
72	Evaluation of Aggression-Reducing Effects of the â€œViennese Social Competence Trainingâ€ Swiss Journal of Psychology, 2006, 65, 125-135.	0.9	33

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73	Immigrant Children in Austria. Journal of Applied School Psychology, 2003, 19, 99-116.	0.9	66
74	Teachers'™ active responses to bullying: Does the school collegial climate make a difference?. European Journal of Developmental Psychology, 0, , 1-17.	1.8	11
75	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
76	Gaming and Aggression. Advances in Social Networking and Online Communities Book Series, 0, , 316-337.	0.4	0