21st Workshop on Aggression
Socio-Emotional Programs: Preventing Aggression

November 18-19
2016
Oradea-Baile Felix
The Lotus Therm Hotel

University of Oradea
WELCOME!

Dear colleagues,

On behalf of the Organizing Committee and the University of Oradea, it is our great pleasure to welcome you to the 21st Workshop on Aggression, November 18-19, 2016, Oradea-Baile Felix.

Last year we’ve celebrated the 20th birthday of the Workshop on Aggression at an important academic center, the University of Applied Sciences Upper Austria, Linz.

This year, the Workshop on Aggression gives us the opportunity to have a wonderful celebration of 20 years of education and research in Psychology at the University of Oradea. We are proud to host the 21st Workshop on Aggression along with the 20th anniversary of Psychology at the University of Oradea.

We would like to thank to all of our parents, both those who are still around us (prof. Elena Bonchiș, PhD, prof. Nicolae Mitrofan, PhD, prof. Mihai Aniței, PhD, James McMahon, PsyD, PhD, ThD, ScD, prof. Daniel David, PhD, prof. Paul Negruț, PhD, prof. Tinca Crețu, PhD, prof. Anca Dobrean, PhD, prof. Stefan Szamoskozi, PhD, prof. Pavel Petroman, PhD, prof. Adrian Hatos, PhD, prof. Sergiu Bălțătescu, PhD, prof. Florica Ștefănescu, PhD prof. Floare Chipea, PhD, prof. Ann Vernon, PhD, prof. Irina Holdevici, PhD, prof. Howard Kassinove, PhD, associate prof. Cecilia Sas, PhD, associate prof. Gheorghe Oros, PhD, lecturer Hadrian Vaida, PhD, MD) and those who are not with us anymore (prof. Teodor Maghiar, PhD, prof. Nicolae Jürcau, PhD, prof. Ion Radu, PhD, prof. Mielu Zlate, PhD), great professors who helped the birth of our department and our programs in Psychology. We thank you for sharing this experience with us and for your contribution to our future development.

In order to achieve their full potential as adults, our students and our clients need to develop a range of skills and knowledge that facilitate
mastery of life events. The theme of the 21st Workshop on Aggression 2016 is *Socio-Emotional Programs; Preventing Aggression.*

We think that the 21st Workshop on Aggression offers the opportunity to present the latest research in the field of aggression with powerful prevention implications, especially the applications of socio-emotional programs in a large variety of contexts where aggression occurs. It also stimulates interdisciplinary research and cooperation with colleagues from different countries.

All participants are invited to submit a manuscript for **special issues** of two prestigious journals: *International Journal of Developmental Science (IJDS)* and *Journal of Psychological and Educational Research (JPER).*

We hope that you will enjoy the hot spas and all the nice services offered by our guest Hotel Lotus Them Spa & Luxury Resort. We will be very happy if you will have some time to discover the beautiful places of our county Bihor and to visit our nice Oradea city.

Thank you for attending the 21st Workshop on Aggression! Thank you for your contribution to development of the 21st century skills for our beneficiaries!

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Associate Professor  
Marius Drugaș, PhD  
*Head of the Department of Psychology*  
*University of Oradea*

Professor Simona Trip, PhD  
*President of the Organizing Committee*
SCIENTIFIC COMMITTEE
1. Arredondo Patricia, Arizona State University, SUA
2. Barth Karla, University of Oradea, Romania
3. Bora Carmen Hortensia, University of Oradea, Romania
4. Buianina Tatiana, State University, Moldavia
5. Caravita Simion, Catholic University of the Sacred Heart, Italy
6. Cioară Marius, University of Oradea, Romania
7. Charalampous Kyriakos Charalampous, University of Cyprus
8. Decsei-Radu Alina, University of Oradea, Romania
9. Dogan Aysun, Ege University, Turkey
10. Drugaș Marius, University of Oradea, Romania
11. Gavița Oana, Babes-Bolyai University, Romania
12. Gradinger Petra, University of Applied Sciences Upper Austria, Austria
13. Hălmăjan Angelica, University of Oradea, Romania
14. Kollerova Lenka, Academy of Sciences of the Czech Republic, Czech Republic
15. Marian Mihai, University of Oradea, Romania
16. Roșeanu Gabriel, University of Oradea, Romania
17. Scheithauer Herbert, Freie Universität Berlin, Germany
18. Schiller Eva-Maria, University of Münster, Germany
19. Smith Peter, Goldsmiths College, University of London, UK
20. Solomontos Kountouri Olga, Theology School, Church of Cyprus, Cyprus
21. Strohmeier Dagmar, University of Applied Sciences Upper Austria, Austria
22. Trip Simona, University of Oradea, Romania

ORGANIZING COMMITTEE
1. Bora Carmen Hortensia, University of Oradea, Romania
2. Cioară Marius, University of Oradea, Romania
3. Decsei-Radu Alina, University of Oradea, Romania
4. Drugaș Marius, University of Oradea, Romania
5. Hălmăjan Angelica, University of Oradea, Romania
6. Marian Mihai, University of Oradea, Romania
7. Roșeanu Gabriel, University of Oradea, Romania
8. Sîrbu Ioana, University of Oradea, Romania
9. Şipoş-Gug Sebastian, University of Oradea, Romania
10. Trip Simona, University of Oradea, Romania
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On this occasion I am pleased to greet you, my colleagues and friends from the Department of Psychology of the University of Oradea. You started building the department from scratch and behold, today you have made it as a visible and active actor in the area of Romanian psychology. For this reason, it is a pleasure for me to congratulate you! If you succeed in coagulating the great cognitive and human potential that you have around common values, going beyond the things that may sometimes inevitably separate the colleagues, than your contribution to the development of psychology and academia will be of great impact. I was glad to be part of this building process from the beginning and in the future I'll try to be with you if and when you need me and my expertise.

Professor Daniel David, PhD, Vicerector for research, competitiveness – excellence and publications, "Babeș-Bolyai" University, Cluj-Napoca

It took great courage and foresight for the leadership of University of Oradea--especially after psychology was driven into the underground in a previous Romanian regime—to recruit and support the work in psychology of Prof. Elena Bonchis. It was she who recruited many others, including me through the efforts of Prof. Paul Negrut, Dr. Adrian Ban, and Prof. Simona Popa Trip. When I think of the Department in 1998, the physical locations it has occupied, and the faculty friends that I have and students with whom I have been privileged to work, I am forever reminded of the day on which the Department and University conferred upon me Doctor Honoris Causa. That award belonged as much to all of them—Prof. Bonchis, the faculty, and the students—as to this teacher. Now as the Department and our discipline move forward in the 21st Century, leadership will come from those were once my students (often helped when I was in residence by Dr. Steve Johnson and my teaching assistant, Dr. Gabi Roseanu). I wish them well and I hope to participate in a similar conclave in some way for the next milestone, 25 years of Psychology at U of Oradea.

James McMahon, PsyD, PhD, ThD, ScD, Doctor Honoris Causa and Visiting Professor, Faculty of Psychology, University of Oradea, Albert Ellis Institute
Congratulations to Dr. Simona Trip and the University of Ordea on the 20th anniversary of your stellar Psychology program. You have committed yourselves to prepare future students for a bright future as academics, researchers, and clinicians. I hope to visit your university again in the near future. I celebrate you!

Dr. Patricia Arredondo, Visiting Professor, Arizona State University, Fellow, American Psychological Association, Past President: American Counseling Association and National Latina/o Psychological Association.

I wish to congratulate my colleagues from Romania on those 20 prolific years since beginning of the Department of Psychology at the University of Oradea. I remember the team of enthusiastic psychologists that since very first years initiated publication of a series of qualitative manuals, opened laboratories, invited international experts, organized international conferences, thus assuring that beside a well build technical-scientific background students also will received strong professional role models to follow. In the frame of bilateral collaboration, colleagues from University of Oradea also contributed to the capacity building for moldavian students from the State University of Moldova as well as for professionals working in the field of human trafficking. My wish for our colleagues is to continue to be the best they can as researchers, lecturers, professional role models, and to be blessed with wise administration that will support departmental projects and development.

Tatiana Buianina, PhD., Department of Psychology, State University of Moldova

First of all, congratulations and Happy Birthday! My formal and informal experiences together with the members of the Department of Psychology are enriched with beautiful memories. I think that the team of psychologists from Oradea managed to prove that a long academical or psychological tradition is not really needed in order to show determination, seriosity and especially great results. For all that you succeeded, I assure you of all my respect.

Professor Adrian Opre, PhD, Faculty of Psychology and Educational Sciences, "Babeş-Bolyai" University, Cluj-Napoca
As a collaborator of the Psychology Department, as well as its graduates’ employer, I want to thank you, my colleagues, for your professionalism. In all these years we’ve been working together, you have shown seriousness, diligence and fairplay. You are reliable people and excellent partners in the research teams and workgroups. Your graduates are professionals, totally dedicated to the work with clients. Thanks for your work and the skills you built in our employees. I wish you happy birthday, dear colleagues!

Carp Gheorghe, manager, County Emergency Hospital, Oradea

I am honored to write this message. Each year, the students in the field of psychology programs from University of Oradea come to our hospital. I can see their high level of professionalism, they are very well trained. They have good knowledge and skills and they know how to use them in order to help a large and diverse sample of clients. I can also observe their human side. I congratulate you, dear colleagues for the high level of professionalism in training future psychologists and for the education you offer them in order to get a valuable personal development.

Elena Moldoveanu, manager, Municipal Clinical Hospital "Gavril Curteanu", Oradea

I have been a student at University of Oradea, Department of Psychology between 2000 and 2006, doing my undergraduate and Master Degree in Counselling Psychology. Among many memorable experiences during that time, I remember the young and keen lecturers that were devoted to both teaching us and being our friends. This was a fortunate combination to make me more curious about psychology. Thanks to Department of Psychology I had a good knowledge and skills foundation to become the professional that I am today. I work as a Clinical Psychologist in a Community Mental Health and Recovery Team within a wide NHS Trust in the South-West London area, UK. I work with adults with severe and enduring mental health difficulties. I am accredited by Health and Care Professions Council and I’m a Chartered Clinical Psychologist. University of Oradea can deliver professionals, internationally recognised! Thank you.

Simona Chereji, Ph.D., Community Mental Health and Recovery Team, London, UK

20 Years of Education and Research in Psychology at
I am a HCPC (Health and Care Professions Council) registered Counselling Psychologist and at the moment I work as a DBT Therapist (Dialectical and Behavioural Therapy) for SWLSTG NHS trust in London, U.K. and also a private Child and Family Psychologist. I would have not been able to do all this if it wasn’t for the University of Oradea, where I did my BSc and MSc in Psychology and Counselling Psychology. Many of the lectures that at the time seemed old fashioned proved in the end to be timeless and invaluable in working with children and adolescents and their families. My interest in evidence based practices started there and many of the basic skills I use in my day to day practice were learnt during my years of training at University of Oradea. I hope that this educational establishment will carry on doing what it does best - shaping great minds. Many thanks!!!

Catalin Lulea, counseling psychologist, South West London and St. George’s Mental Health NHS Trust, London UK

The foundation of the Department of Psychology at the University of Oradea along with good professionals, gave other people the opportunity to follow their dreams of becoming psychologist. It was a moment that changed the future of some courageous and good hearted people, by becoming „helpers”, „guides” for troubled fellow creatures. Proximity offers the chance for professionals, but also for the people in need. It’s up to every professional to develop and become better in their skills, but if the opportunity is closer, makes everything easier to attain. Artists perceive the scientific dimension of psychology, whereas professionals consider it art. Both sides have their truth, seeing in it what they desire. As a psychologist, only when you start to practice, you see how much you don’t know, how much you have to still learn and discover. For the psychotherapists, clients are the best of teachers, if they know how to listen.

Alin Creșu, psychologist and psychotherapist private practice Oradea & professor Center for Inclusive Education 1, Tileagd

Psychology offers people the opportunity to get out of the daily rutines, to get to know themselves better and develop. It is the nucleus, the reference system from where goes and to which turns back anyone who wants to become MORE HUMAN. Each session brings the psychologist souls, as books waiting to be turned over and read. The psychotherapist offers people the opportunity
to discover and capitalize their potential, to focus their energy to a synergic aim, helping them not to loose themselves along the way of life. He is there for them, anytime they need, joining them in their becoming. Without psychologists many problems would not get their resoving, life would be grayer and sadder sometimes, people lonlier and unsecure, and society without limits and reference points. I am happy to be a psychologist trained at University of Oradea.

Crina Creâu, psychologist and psychotherapist private practice Oradea & school counselor Bihor County Center for Resources and Assistance in Education, Oradea

At the time when 20 years of existence of the Department of Psychology at the University of Oradea are being celebrated, it is befitting that we honor the ones whose efforts have made it possible for this to happen. Little did I know when I chose to take this path what a great impact it would have on me, for the professors I had do more than just teach they help their students to transcend the limits of thought and to explore the range of their emotions. For this, I am grateful and hope that many others will have the opportunity to develop – not only as professionals, but also as persons – under your hallmark. Both the universities and the field of psychology need such dedicated specialists.

Daniela – Delia Maghiar, psychologist, County Emergency Hospital, Oradea

On the 20th anniversary of University of Oradea, I want extend my warmest congratulations and express my gratitude to all of those that helped and contributed to its development. I am one of the many students that graduated here and had the privilege of not only learning from great teacher but finding myself long last mentors and friends in them. I am honored and grateful for the experience of being a student at the University of Oradea. My wish for you, University of Oradea, is that may you keep growing amazing people and professionals. Keep investing in them as they are the future and hold on tight to those who are life changing people, they are the ones who go the extra mile for their students regardless the price.

Cristina Radu, counsellor & psychotherapist, member BPS, BACP UK
As graduate from Faculty of Psychology of Oradea, I have the opportunity to retrospectively analyse the impact of this specialisation on my personal and professional development, and prospectively, the role of the faculty in our community. In a world characterised by rapid changes almost in every domain, the psychologists can offer an example of balance, not only through their way of seeing the reality, but also through the influence they can have on the ones they interact with. I see this Faculty as a laboratory which prepares human qualities and I wish to find here the best examples of professionalism and scientific competence, a culture of personal, moral and social development, a place from where people leave transformed.

Ovidiu Roman, psychologist, Recovery Hospital, Baile-Felix
# PROGRAMME OVERVIEW

**Thursday, November 17th**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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| 1800-2000 | Reception  
  Registration                                                          |

**Friday, November 18th**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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| 0800-0900 | Reception  
  Registration                                                          |
| 0900-0930 | Salon Onix  
  Opening Ceremony                                                        |
| 0930-1000 | Salon Onix  
  Keynote Ann Vernon  
  “Stop the Fight! Effective Strategies for Helping Children and Adolescents Deal with Anger and Aggression” |
| 1000-1130 | Salon Onix  
  Plenary Symposium Europe 2038 Voice of the youth                        |
| 1130-1200 | Hall  
  Coffee Break                                                            |
| 1200-1330 | Salon Onix  
  Plenary Symposium Europe 2038 Voice of the youth                        |
| 1330-1430 | Restaurant  
  Lunch                                                                   |
| 1430-1600 | Salon Topaz  
  Round table Europe 2038 Voice of the youth                             |
| 1600-1630 | Hall  
  Coffee Break                                                            |
| 1630-1730 | Salon Onix  
  Symposium „Signaling and decoding aggression: From evolutionary significance to advanced techniques of analysis (micro-facial expressions, polygraph and profiling)”  |
|         | Salon Opal  
  Oral Presentations                                                       |
|         | 1600-1630 | Hall  
  Coffee Break                                                            |
|         | 1630-1730 | Salon Onix  
  Keynote Herbert Scheithauer  
  “Prevention of targeted school violence by responding to                                     |
<table>
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<tr>
<th>Time</th>
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<th>Event</th>
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</table>
| 17:30-18:30 | Salon Onix  | Keynote Peter K. Smith  
“Anti-bullying interventions in different cultures,” |
| 18:00-19:30 | Salon Topaz | Round table 2038 *Voice of the youth* (in Romanian Language)          |
| 20:30     | Restaurant   | Dinner                                                                |

**Saturday, November 19th**

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<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Event</th>
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</table>
| 09:00-10:30 | Salon Onix  | Keynote: Dorothy L. Espelage  
“School-Based Bullying Prevention & Intervention: Research Informed” |
| 10:30-11:00 | Hall        | Coffee Break                                                        |
| 10:30-11:30 | Salon Opal  | Poster Presentations                                                 |
| 11:00-12:00 | Salon Onix  | Keynote: Raymond Chip Tafrate  
Forensic CBT: An Integrated Approach for Working with Justice Involved Clients |
| 12:00-13:30 | Salon Topaz | Symposium  
“Conventional and cyber forms of bullying and victimization in late childhood and adolescence” |
|           | Salon Onix  | Oral Presentations                                                  |
| 13:30-14:30 | Restaurant  | Lunch                                                                |
| 14:30-15:30 | Salon Onix  | Keynote: Howard Kassinove  
„Anger and Interpersonal Aggression: Theory and Treatment” |
| 15:30-17:00 | Salon Onix  | Oral Presentations                                                  |
|           | Salon Topaz | Oral Presentations                                                  |
| 17:00-17:45 | Salon Onix  | Plenary presentation: James McMahon  
„Murder as extreme anger” |
# DETAILED PROGRAMME

## Thursday, November 17th

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>1800-2000</td>
<td>Reception Registration</td>
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## Friday, November 18th

<table>
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<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>800-900</td>
<td>Reception Registration</td>
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<tr>
<td>900-930</td>
<td>Salon Onix Opening Ceremony</td>
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</tbody>
</table>
| 930-1000 | Keynote Ann Vernon  
"Stop the Fight! Effective Strategies for Helping Children and Adolescents Deal with Anger and Aggression" |
| 1000-1130 | Salon Onix Plenary Symposium Europe 2038 Voice of the youth  
Chair: Carmen Bora  
Romanian young European citizens: An inroad to visions, values, attitudes and behaviors |
| 1130-1200 | Hall Coffee Break                           |
| 1200-1330 | Salon Onix Plenary Symposium Europe 2038 Voice of the youth  
Dagmar Strohmeier & Eszter Kapeter  
Visions and Worries of Adolescents and Young Adults for the Future of Europe: The Importance of Social Exclusion Experiences  
Carmen Viejo, Mercedes Gómez-López & Rosario Ortega-Ruiz  
The voice of Spanish youth: building together Europe 2038 |
Simona C. S. Caravita & Sara Stefanelli
What do Italian young people worry and expect about the Future of the Euro? Data from two studies

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<tr>
<th>Time</th>
<th>Location</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>13:30-14:30</td>
<td>Restaurant</td>
<td>Lunch</td>
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<tr>
<td>14:30-16:00</td>
<td>Salon Topaz</td>
<td>Round table Europe 2038 <em>Voice of the youth</em></td>
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</tbody>
</table>
|            | Salon Onix| Symposium "Signaling and decoding aggression: From evolutionary significance to advanced techniques of analysis (micro-facial expressions, polygraph and profiling)"
|            |           | Chair: Alina Rusu                                                                  |

Alina S. Rusu
How do animals signal aggression?
Chemical communication, competitive behavior and evolutionary stable strategies.

Gianina Alexa
Tendency of lying about aggressive events in sexual offenders of juveniles – A look through the eyes of a polygraph expert.

Dorin Dumitran & Florentin Neagu
Indicators of high aggression at the crime scenes: Profiling strategies of decoding the hidden signs.

Emanuel I. Andelin
When smiling is more than happiness: Automatic techniques of identifying micro-facial expressions of emotions (a case of individual with psychopathy in detention).
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<tr>
<td>16:00-16:30</td>
<td>Hall</td>
<td>Coffee Break</td>
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<tr>
<td>16:30-17:30</td>
<td>Salon Onix</td>
<td>Keynote Herbert Scheithauer</td>
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<tr>
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<td>&quot;Prevention of targeted school violence by responding to students’ psychosocial crises: The NETWASS Program&quot;</td>
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<tr>
<th>Salon Opal</th>
<th>Oral Presentations &quot;<em>Anger and aggression in different contexts</em>&quot;</th>
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<tr>
<td></td>
<td>Moderators: Marius Cioara &amp; Angelica Hălmăjan</td>
</tr>
<tr>
<td>Georges Steffgen</td>
<td>Working conditions and work-related anger: A longitudinal perspective</td>
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<tr>
<td>Corina Zmole &amp; Marius Cioara</td>
<td>Sport practice and aggressive behavior. Is it sport an effective mean in reducing aggression tendencies?</td>
</tr>
<tr>
<td>Angelica Halmajan, Alexandru Botos</td>
<td>Personality and locus of control - predictors of drivers’ aggression</td>
</tr>
<tr>
<td>Angelica Halmajan, Alexandru Botos</td>
<td>Aggressive behaviors in road accidents in Romania</td>
</tr>
<tr>
<td>Arielle Sagrillo Scapati, Afrodit Pina &amp; Roger Giner-Sorolla</td>
<td>Ambivalent sexism and moral values: A way to understand men’s rape proclivity in Brazil and England</td>
</tr>
<tr>
<td>Sarah Edwards, Joanna R. Adler &amp; Jacqueline, M. Gray</td>
<td>The social construction of empathy by violent offenders during a victim awareness</td>
</tr>
<tr>
<td>Alina Decsei-Radu</td>
<td>Preventing domestic violence in the prison population</td>
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"Socio-Emotional Programs; Preventing Aggression"
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<tr>
<th>Time</th>
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| 17:30-18:30| Salon Onix | **Keynote Peter K. Smith**  
"Anti-bullying interventions in different cultures" |
| 18:00-19:30| Salon Topaz| Round table 2038 **Voice of the youth** (in Romanian Language)       |
| 20:30      | Restaurant | Dinner                                                                |

**Saturday, November 19th**

<table>
<thead>
<tr>
<th>Time</th>
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</table>
| 9:00-10:30 | Salon Onix | **Keynote: Dorothy L. Espelage**  
"School-Based Bullying Prevention & Intervention: Research Informed" |
| 10:30-11:00| Hall       | Coffee Break                                                          |
| 10:30-11:30| Salon Opal | Poster Presentations  
**A. "Bullying & Victimization"** |
Aggression, Bullying, and Discrimination Experiences among Korean-American Junior High School Students |
|            |            | A.2. Marzanna Farnicka  
The chosen psychological conditionings to undertaking aggressive behavior during adolescence |
|            |            | A.3. Delia Cristescu & Adriana Baban  
Involvement in school bullying of children living in residential care |
|            |            | A.4 Marius Drugas, Ioana Drugas & Alexandru Stoica  
Stop Bullying – A Primary Intervention Campaign in Romanian Middle and High-Schools |
|            |            | **B. "Aggression in prison"** |
|            |            | B.1. Yoshihiro Horio  
Experiences of Victimization among young offenders |
<p>| B.2. Tical George                        |
| Two faces of sexual aggressors reflected on the crime scene |
| B.3. Emanuel I. Andelin &amp; Alina S. Rusu |
| The image of lie about attempting suicide: Biometrical and behavioural analysis of the facial expressions of a suicidal detainee during primary psychological assessment |
| C. &quot;Mobing and aggression in work settings&quot; |
| C.1. Tical George &amp; Dumitran Dorin     |
| Psychologists at work: Police negotiation in crisis situation |
| C.2. Philipp Sischka &amp; Georges Steffgen|
| The longitudinal impact of psychosocial working conditions on mobbing exposure and occupational risk factors |
| D. &quot;Parents, teachers and social support&quot; |
| D.1. Alexandra Chis &amp; Alina S. Rusu    |
| Romanian Translation and Linguistic Validation of the Children and Adolescent Social Support Scale (CASSS) |
| D.2. Iulia Aurelia Copaci, Anna Soos &amp; Alina S. Rusu |
| Romanian Translation and Linguistic Validation of the Civic Attitudes and Skills Questionnaire: Implications for Pre-Service Teachers’ Evaluation |</p>
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<tr>
<th>Session</th>
<th>Time</th>
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<th>Topic</th>
<th>Authors</th>
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<tr>
<td></td>
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<td>D.3. Militsa Nikiforou, Panayiotis Stavrinides &amp; Stelios Georgiou</td>
<td>Do mothers know?</td>
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<td>D.4. Mihai Marian</td>
<td>Exams time and attributions: the impact of short term stressful events</td>
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<td>E.</td>
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<td>&quot;Sexuality and sexual education&quot;</td>
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<tr>
<td>E.1.</td>
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<td></td>
<td>Alina S. Rusu &amp; Marcel Moraru</td>
<td>Dark Triad, attachment style, perceived attractiveness and intrasexual competition: An evolutionary psychological view</td>
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<tr>
<td>E.2.</td>
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<td>Meda V. Pop &amp; Alina S. Rusu</td>
<td>Developing a Sexuality Education Program for Parents in Romania – Preliminary Analysis</td>
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<tr>
<td>11:00-12:00</td>
<td>Salon Onix</td>
<td>Keynote: Raymond Chip Tafrate</td>
<td>Forensic CBT: An Integrated Approach for Working with Justice-Involved Clients</td>
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<td>12:00-13:30</td>
<td>Salon Topaz</td>
<td>Symposium</td>
<td>&quot;Conventional and cyber forms of bullying and victimization in late childhood and adolescence&quot;</td>
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<td>Kyriakos Charalampous, Panayiotis Stavrinides, Constantina Demetriou, Emily Nikiforou, Loukia Tricha &amp; Stelios Georgiou</td>
<td>The relationship between short-term variability in conventional and cyber forms of bullying and victimization</td>
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<td>Panayiotis Stavrinides, Kyriakos Charalampous, Constantina Demetriou, Emily Nikiforou, Loukia Tricha &amp; Stelios Georgiou</td>
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<td>The effect of parenting style on conventional and cyber bullying/victimization behaviors: The mediating role of peer attachment relationships</td>
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<td>Ifigenia Stylianou, Stelios Georgiou, Myria Ioannou &amp; Panayiotis Stavrinides</td>
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<td>Contextual parameters mediating and moderating the relationship among parenting style, bullying and victimization Psychopathic Traits and Adolescents Delinquency: A Short-Term Longitudinal Study</td>
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<td>Salon Onix Oral Presentations &quot;Bullying &amp; Aggressive Behavior: Predictors, Prevention and Intervention&quot; Moderator: Marius Drugaș</td>
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<td>Petra Gradinger, Takuya Yanagida, Dagmar Strohmeier &amp; Christiane Spiel Individual and Class Level Moderators of Program Effectiveness and Sustainability of the ViSC Program to Prevent Aggressive Behavior and Victimisation</td>
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<td>Elisabeth Stefanek, Dagmar Strohmeier &amp; Takuya Yanagida The role of peer relations and school variables for depression in groups of bullies and victims</td>
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<td>Susanne Robinson &amp; Peter K. Smith Consistency of gender differences in bullying in different cultures</td>
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<td>14:30-15:30</td>
<td>Salon Onix</td>
<td>Keynote: Howard Kassinove &quot;Anger and Interpersonal Aggression: Theory and Treatment&quot;</td>
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<td>15:30-17:00</td>
<td>Salon Onix</td>
<td>Oral Presentations: &quot;Cyberbullying&quot; Moderators: Simona Trip</td>
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<td>Stephanie Pieschl Pitfalls and Challenges in Cyberbullying Prevention Research – Insights from Two Case Studies.</td>
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<td>Olga Solomontos-Kountouri, Konstantinos Tsagkaridis, Petra Gradinger &amp; Dagmar Strohmeier Socioeconomic, psychosocial and school profiling differentiates cyber from traditional bullying and victimization.</td>
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<td>Stephanie Pieschl The Complicated Relationship between Cyberbullying and Trust – Two Exploratory Studies.</td>
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<td>Ellouise Long, Gray Jackie &amp; Coulson Mark</td>
<td>Working towards a typology of trolling: Identifying and prioritising more serious forms of online abuse</td>
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<td>Salon Topaz</td>
<td>Oral Presentations: &quot;Aggression – models and resilient behavioral patterns&quot;  Moderator: Gabriel Roșeanu &amp; Carmen Bora</td>
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<td>Delia Cristescu &amp; Adriana Baban</td>
<td>Resilience to bullying victimization in residential care</td>
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<td>Ioana Darjan &amp; Mihai Predescu</td>
<td>Students’ attitudes and reactions towards aggression</td>
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<td>Ildiko Szanto</td>
<td>Capabilities of the Child Protection System in Bihor County</td>
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<td>Ioana Darjan &amp; Mihaela Tomita</td>
<td>Functions of aggressive behaviors – implications for interventions</td>
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<td>Gabriel Roșeanu, Carmen Bora &amp; Simona Trip</td>
<td>Predictors of psychopathology in adolescents. Thinking about the long run.</td>
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<td>17:00-17:45</td>
<td>Plenary presentation: James McMahon &quot;Murder as extreme anger&quot;</td>
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School-Based Bullying Prevention & Intervention: Research Informed Strategies

Dorothy L. Espelage, Ph.D.
Professor of Psychology
University of Florida, USA

Professor Dorothy Espelage is the recipient of the APA Lifetime Achievement Award in Prevention Science and the 2016 APA Award for Distinguished Contributions to Research in Public Policy, and is a Fellow of APS, APA, and AERA. Over the last 20 years, she has authored over 140 peer reviewed articles, five edited books, and 30 chapters on bullying, homophobic teasing, sexual harassment, dating violence, and gang violence. Her research focuses on translating empirical findings into prevention and intervention programming and she has secured six and half million dollars of external funding. She just completed a CDC-funded study that included a randomized clinical trial of a social emotional learning prevention program in 36 middle schools to reduce aggression. National Institute of Justice (NIJ) is funding her to track these kids to examine whether these effects remain as kids navigate challenges of high school. CDC is funding another RCT of this program in comparison to a gender-enhanced social-emotional program in 28 Illinois middle schools. She just received a 5-year large grant to prevent bullying and promote school safety in high schools from NIJ. She
authored a 2011 White House Brief on bullying among LGBTQ youth and attended the White House Conference in 2011.

This talk will include a discussion of youth bullying, including face-to-face bullying, cyberbullying, gender-based bullying and harassment, and teen dating violence among middle and high school students. Prevalence, definitions, and underlying risk and protective factors (e.g., individual, family, school, peers) associated with these behaviors will be presented. School-based interventions will be discussed, including social-emotional learning approaches, bystander interventions, and programs that address bias-based bullying. Programs that are evidence-based will be highlighted, and promising programs (e.g., restorative practices) will also be discussed.
Professor Ann Vernon is known worldwide for her tremendous contribution to the development of rational emotive and behavioral education. As a supervisor in rational emotive and behavioral therapy she was invited around the world for training: Asia, Australia, Europe, North America and South America. Dr. Ann Vernon has published 17 books and over 50 chapters in books, and, also, scientific articles. Her programs, Thinking, feeling, behaving and The Passport program, are important guidelines for practitioners working with children and adolescents.

Aggression and violence among youth represent a pervasive and serious problem throughout the world. In this keynote address, Dr. Vernon will identify effective strategies for helping children and adolescents develop "emotional muscle" in order to deal more effectively with anger, which leads to aggression and violence.
Anger and Interpersonal Aggression: Theory and Treatment

Howard Kassinove PhD, ABPP
Professor of Psychology
Hofstra University, NY, USA

As Director of the Institute for the Study and Treatment of Anger and Aggression, Professor Kassinove has published more than 65 articles, 15 book chapters, seven books and videos, and has given 100 presentations in the USA. Interested in the cross cultural aspects of anger and aggression, he has also given more than 50 invited presentations in Argentina, India, South Korea, Romania, Russia, and Taiwan. His Anger Episode Model, developed collaboratively with Professor Tafrate, serves as a template for the delivery of up-to-date intervention services for adults who show their anger through interpersonal aggression.

Anger and aggression are separate phenomena that lead to significant interpersonal and intrapersonal distress in many environments and across the age span. Using the I3 model (Finkle, 2007; Finkle & Eckhardt 2013), two questions will be addressed in this presentation: 1) Is mental illness a cause of aggression? and 2) Is anger a cause of aggression? Data show that the answer to the first question is No and, with regard to the second question, that anger is one of many contributors to aggression. Although anger leads to many negative outcomes, with regard to aggression it is an impelling force that acts as a catalyst for aggression. Thus, it is important that we understand anger both as a trait and as a frequently experienced state. The goal is to minimize its negative effects, including its contribution to aggression, through a process of re-education and behavior change.
Kassinove and Tafrate's (2002, 2017) Anger Episode Model and their SMART anger management program will be reviewed. Focus will be placed on the therapeutic alliance, perspective taking, and forgiveness as central elements in therapeutic anger management.
Anti-bullying interventions in different cultures

Peter Smith PhD
Emeritus Professor of Psychology
Goldsmiths College, University of London, UK


Anti-bullying interventions related to school bullying have been in existence for some 30 years, and cyberbullying interventions for some 10 years. The majority of these have been in western countries, and meta-
analyses show some if modest and variable degrees of effectiveness. I will summarise the history of this work and then consider the main programs and the main components of programs that have been utilised. Interventions have also taken place in non-western societies. I will summarise work in such countries including Japan, South Korea, mainland China and Hong Kong, Malaysia, Singapore, and South Africa. I will consider the extent to which these are imported or indigenous approaches. I will then discuss various issues in comparing or sharing interventions across different cultures. These include how bullying is labelled and defined; which behaviours might be considered acceptable or normative; which forms of bullying are most common; what the reasons for bullying might be in different cultures; how cultural values may impact on teachers, parents, pupils and schools; and how cultural values may impact on assessment of interventions.

Finally, implications for the success of interventions and for sharing of expertise across cultures will be considered.
Prevention of targeted school violence by responding to students psychosocial crises: The NETWASS Program.

Herbert Scheithauer, Ph.D.
Professor of Psychology
Freie Universität Berlin, Germany

From April 2004 to March 2010 “Juniorprofessor” (Assistant Professor) for Educational and Developmental Psychology and since April 2010 “Univ.-Prof.” (Full Professor) for Developmental and Clinical Psychology at Freie Universität Berlin, Germany. Head of the Division “Developmental Science and Applied Developmental Psychology”. Since 2005 Faculty Associate and since 2006 Faculty Member at the International Max Planck Research School “The Life Course: Evolutionary and Ontogenetic Dynamics” at Max Planck Institute for Human Development, Berlin. Member of several Scientific Advisory Boards (e.g. Zentrum für Kinderschutz im Internet, I-KiZ; Nationales Zentrum für Kriminalprävention, NZK) and Scientific Networks (e.g. EU COST-Action “Coping with Cyberbullying”). Experiences in the development, evaluation, and implementation of preventive intervention programs and early intervention programs, e.g. in preschool (www.papilio.de), school (www.fairplayer.de, www.netwass-projekt.de, www.medienhelden-projekt.de), in extracurricular (www.fairplayer-sport.de), and family environment (www.coda-programm.de). Partner and/or PI in several research consortiums (e.g. “Networks against School Shootings” [NETWASS], "Incident and Case Analysis of Highly Expressive Targeted Violence" [German: TARGET]). Since 2007 Editor-in-Chief of the European Journal of Developmental Science (since 2011 renamed as International Journal of Developmental Science, IJDS).

The standardized, indicated school-based prevention program “Networks Against School Shootings” (NETWASS) designed in reaction to dramatic
cases of School Shootings in Germany combines a threat assessment approach with a general model of prevention of emergency situations in schools through early intervention in student psychosocial crises. The primary aim of this approach is to identify and help students in a critical pathway to violence and to train teachers to be more attentive to indications of a student in psychosocial crisis. An evaluation study in 98 German schools with 3,473 school staff participants used a quasi-experimental comparison group-design with three measurement points (pre, post, and 7-months-follow-up) with schools randomly allocated to three different implementation conditions. By means of multivariate two-level change models we found increases in school staff’s expertise (d = .184 up to .221) and evaluation skills (d = .301 up to .409), as well as enhanced abilities to identify students experiencing a psychosocial crisis that could lead to targeted school violence and to provide them help. Furthermore, positive secondary effects were found including improved confidence in the school’s organizational structure (d = .351 up to .470), trust in external partners who work with schools (d = .248), improved teacher-student interaction (d = .268 up to .271), and pronounced school staff cohesion (d = .164 up to .217) and feelings of safety (d = .116 up to .158). Finally, program’s usefulness in the prevention and early detection of radicalization will be discussed.
Forensic CBT: An Integrated Approach for Working with Justice-Involved Clients

Raymond Chip Tafrate, PhD
Professor of Psychology
Central Connecticut State University, CT, USA

As the Former Chairperson of the Department of Criminology and Criminal Justice, Professor Tafrate has published 11 book chapters, 10 books and videos, 25 articles and technical reports, and has given 90 presentations in the USA, Australia, Canada, Russia, Spain and Thailand. As a Motivational Interviewing trainer, he developed the Anger Episode Model with Professor Kassinove to help justice involved clients reduce their aggressive behaviors.

Across many countries practitioners will frequently encounter individuals who have involvement with the criminal justice system. For example, in the United States, approximately 1 in 33 adults are under some type of justice-related supervision. This makes justice-involvement as prevalent as common psychological problems such as Panic Disorder and Generalized Anxiety Disorder. Thus, even practitioners conducting traditional psychotherapy in mental health settings are likely to encounter justice-involved clients. In this presentation, Dr. Tafrate will highlight the critical distinctions between traditional mental health treatment and interventions designed to decrease criminal behavior. Participants will learn to recognize the key risk-relevant factors commonly found among justice-involved adolescents and adults, and to incorporate criminal risk domains into assessment, case conceptualization, and treatment planning. The four components of an integrated forensic CBT approach will also be highlighted: Addressing lifestyle issues (e.g., routines, relationships, and destructive habits), enhancing inner motivation for change, restructuring criminogenic thinking, and exploring client values and life priorities.
Symposium: Europe 2038 Voice of the youth

Chair: Carmen Bora Hortensia, PhD, University of Oradea

Twenty three years have passed since the Maastricht Treaty established the European Union. We share more than two decades of European citizenship that affords the right to vote in European elections. During this period we experienced pleasant events, but also issues such as migration, economic crisis, discrimination and aggression against citizens.

The Europe 2038 – Voice of the youth project is currently conducted in seven European countries: Albania, Austria, Germany, Italy, Romania, Spain, and UK. The project data offer European Union support for evidence – based policy making. The results provide information about European young peoples’ values, attitudes and behaviors. Are there differences and similarities between young people from these seven countries regarding European values, attitudes and behaviors? What explain these results? Both national and European factors are analyzed.

Another aim of the project is to identify young people’s visions for the future of Europe: personal and European priorities and worries. Is there a link between aspects of their present, such education, employment, health, social inclusion and their visions about European Union’s future? Valuable knowledge may be gathered from our results by educators, politicians, youth organizations, youth workers or other professionals involved in the development of effective strategies and policies for young people.

The project has received funding from the Europe for Citizens programme 2014-2020; Strand2: Democratic engagement and civic participation; Action 2.3: Civil society projects; call 2015; project ID 564710.
Romanian young European citizens: An inroad to visions, values, attitudes and behaviors

Carmen Hortensia Bora PhD, University of Oradea
cbora@uoradea.ro

Co-authors: Simona Trip PhD,
Gabriel Roșeanu PhD, University of Oradea

The Europe 2038 – Voice of the youth project is aimed to identify young people’s visions for the future of Europe: personal and European priorities and worries. Also, attitudes, values and behaviors of young people between 16 and 26 years are assessed in order to identify their connection with the visions of youngsters.

Seven European countries (Albania, Austria, Germany, Italy, Romania, Spain, UK) work together to elaborate the Europe 2038 Declaration which will be presented in the European Parliament. The Declaration will reflect the Voice of the young European citizens, their needs and worries.

In Romania a number of 400 young people aged between 16 and 26 completed the online survey between July-October 2016.

The preliminary results (66 participants) have shown that Romanian youngsters are focused on job, safety, education, health and relationships in what concerns their personal future. Regarding the future of Europe, their priorities are related to security, human/children’s rights, health, environment, financial crisis and social welfare. The top 5 worries were linked to security, injustice, corruption, health and environment. Frustration intolerance and Ambiguity intolerance have been shown to influence young people in setting their personal priorities and their worries.

In this paper, we will have a broader image regarding Romanian youngsters’ top 5 personal and European priorities, and their worries related to future. Also, results will give an insight regarding the values, attitudes and behaviors of Romanian young people and their influence on the priorities and worries.
The project has received funding from the Europe for Citizens programme 2014-2020; Strand 2: Democratic engagement and civic participation; Action 2.3: Civil society projects; call 2015; project ID 564710.

**Visions and Worries of Adolescents and Young Adults for the Future of Europe: The Importance of Social Exclusion Experiences**

*Dagmar Strohmeier* Ph.D, University of Applied Sciences Upper Austria, Linz, Austria
dagmar.strohmeier@fh-linz.at

*Co-authors: Eszter Kapeter, University of Applied Sciences Upper Austria, Linz*

The Europe 2038 project (www.europe2038.eu) which is currently conducted in seven European countries (Albania, Austria, Germany, Italy, Romania, Spain, and UK) aims to find out the visions and the worries of young persons aged 16 to 25 years regarding a future Europe – “Europe 2038”.

The main goals of this presentation are (1) to introduce the Europe 2038 project and (2) to present some first results from Austria.

Based on a qualitative pre-study conducted in seven countries a list of 39 visions and 31 worries regarding the future of Europe was developed and integrated in a quantitative Pan-European survey. In addition, several other scales were included. In Austria, ten items were included to measure various kinds of social exclusion experiences relevant for young people aged 16 to 25.

In Austria, quantitative data was collected between April and June 2016. In total, 1348 young persons aged 16 to 25 years answered the online-survey: 58% women and 42% men; 58% were 16-19 years old and 42% were 20-25 years old; 88% were born in Austria and 12% in another country; 51% finished compulsory school; 36% finished apprenticeship or hold a university entrance degree; 12% completed a university study.
1231 young persons imagined that they were the head of the European Union and identified their TOP5 priorities for the future of Europe out of a list of 39 topics. The top priority was human rights, followed by education and security. Gender and country of birth moderated the TOP5 priority list. More women than men (48% vs. 26%) and more people who were born abroad vs. who were born in Austria (44% vs. 38%) choose human rights. 1298 young persons identified their TOP5 worries out of a list of 31 topics. Gender, but not age, education and country of birth moderated the TOP5 list. More men than women were afraid of a war in Europe (73% vs. 63%), and of terrorism (76% vs. 61%).

1222 young persons answered the 10 items regarding their social exclusion and discrimination experiences. 68.3% of the young persons reported some kind of social exclusion and discrimination in school, 42.5% at work, and 38.1% during their education. Gender and country of birth moderated the exclusion experiences.

In the paper, the associations between social exclusion experiences and the visions and worries for a future of Europe will also be reported and the implications of the findings for prevention and intervention will be discussed.

The project has received funding from the Europe for Citizens programme 2014-2020; Strand2: Democratic engagement and civic participation; Action 2.3: Civil society projects; call 2015; project ID 564710.

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**The voice of Spanish youth: building together Europe 2038**

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Co-authors: Mercedes Gómez-López, University of Cordoba, Spain
Rosario Ortega-Ruiz Ph.D., University of Cordoba, Spain

Contrary to what is happening in other European countries, Spanish people and political parties are pro-Europe. The Spanish youth is facing the economic and political crisis trying to build a European identity. In
this regard, the identification with the European referent has increased in the last four years (INJUVE, 2012). Spanish youngsters identify their needs and worries and ask for a European response; meanwhile, they are improving their skills to become real European citizens. The “Europe2038: the Voice of the Youth” project provides a framework for this research topic; this project is currently being developed in 7 European countries (Albania, Austria, Germany, Italy, Rumania, Spain and UK). Specifically, this paper aims to identify the visions that Spanish youngster have for a future Europe and their main worries and expectations about their present and future. Two different studies were conducted: a qualitative and a quantitative one. The first one provided the main topics to include in a common pan-European survey. The second one provided preliminary data about the Spanish point of view. 246 youngsters (37% girls; 62.6% boys; 0.4% transgender) aged between 16-25 years old (mean age 20.46) participated in this study. They identify 3 main topics of interest: to be happy, to be employed and to be healthy and one key to overcome the crisis and reach these objectives: education. These results are discussed in terms of the importance of considering Spanish youth voice and their demands to the European Union, since they have been pointing out to the same topics for several years. The project has received funding from the Europe for Citizens programme 2014-2020; Strand2: Democratic engagement and civic participation; Action 2.3: Civil society projects; call 2015; project ID 564710.

**What do Italian young people worry and expect about the Future of the Europe? Data from two studies**

Simona C. S. Caravita Ph.D., Università Cattolica del Sacro Cuore, Italy
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Co-author: Sara Stefanelli, Università Cattolica del Sacro Cuore, Italy

Recent events happening in Europe, such as the economic crisis and the increase of the migratory fluxes, are posing new challenges for the
European Union. This framework raises the need to know better the expectations and worries that the European citizens have about the future of the Europe, and to give them, and youths especially, a stronger opportunity to make their voice heard by the European Institutions. Rooted in this background the “Europe 2038” project is aimed to identify the visions for the future of the Europe held by young people aged 16-25 years.

Seven European countries (Austria, Albania, Germany, Italy, Romania, Spain, and United Kingdom) are involved in the project, with the objectives of collecting young people’s visions, expectations and worries about the Europe and their own future in Europe, and to elaborate the Europe 2038 Declaration that will be presented at the European Parliament.

Within the project two studies have been realized in Italy. In the first, qualitative, study, 10 Italian youngsters were interviewed about their visions on the current European situation and on the future of the Europe, and on their future in Europe as well. A questioning view of the current state of Europe emerged, with young persons perceiving Europe mainly as an economic union, and suggesting the need to increase the connections among citizens and European States. Young people wish a future Europe even more integrated, able to address effectively the integration issues, fair and sympathetic.

The second, quantitative, study is still under process. Since June 2016, 397 Italian youth people (16-25 years) have answered a survey on their expectations and worries on the future of Europe. Preliminary analyses of the data collected till now, show that the issues evaluated by youngsters as top priorities for the Europe relate to education, human rights and rights of groups at higher risk of discrimination, safety and unemployment. Adolescents (16-18 years) rated these issues among Europe priorities at higher extent than young adults. Young people’s top worries for the future mainly include terrorism, unemployment, discrimination and racism, and war and violence. Again adolescents are worried about these problems at higher extent than young adults. Personal priorities are being happy and healthy, having a job. Altogether, results from the two studies indicate that Italian youths, in particular
adolescents, feel the need of a future Europe caring more of the issues of integration, unemployment and safety, a more sympathetic Europe, with stronger identity and connections, and in which the education and the respect of human rights are the most relevant priorities for the future.

The project has received funding from the Europe for Citizens programme 2014-2020; Strand2: Democratic engagement and civic participation; Action 2.3: Civil society projects; call 2015; project ID 564710.
Symposium: Signaling and decoding aggression: From evolutionary significance to advanced techniques of analysis (micro-facial expressions, polygraph and profiling)

Chair: Alina S. Rusu, PhD, Faculty of Psychology and Sciences of Education, "Babeş-Bolyai" University, Cluj-Napoca, Romania

The aim of the symposium is to approach in an interprofessional and interdisciplinary manner the ways animals and humans signal aggression, deceive and decode information about aggressive tendencies and actions. Besides the mechanisms and the evolutionary significance of aggression-related communication, we will introduce advanced techniques of identifying behavioral and psychological indicators of deceitful behavior (lying) in the context of prison environment, crime scenes with indications of high level of aggression (profiling) and polygraph interviews of sexual offenders of juveniles.

The symposium includes four talks of experts in different fields, such as animal psychology, forensic psychology, advanced behavioral analysis (iMotions Biometric Research Platform powered by FACET facial expression technology from Emotient), profiling and polygraph techniques.

The structure of the symposium consists in the following presentations:


2. Tendency of lying about aggressive events in sexual offenders of juveniles – A look through the eyes of a polygraph expert. Speaker: Gianina Alexa (Police Commissary, Polygraph Expert, District Police Inspectorate Arad, Romania).
How do animals signal aggression? Chemical communication, competitive behavior and evolutionary stable strategies.

Alina S. Rusu, PhD (biologist and psychologist)
alinasimonarusu@gmail.com

Faculty of Psychology and Sciences of Education, Doctoral School “Education, Reflection, Development”, Babes-Bolyai University, Cluj-Napoca, Romania.

Aggression is well known in ethology and evolutionary sciences to have specific adaptive functions (i.e. related to survival and reproduction) and to involve a variety of communication modalities, either direct ones, which require the presence of the emitter, such as visual or vocal displays, or indirect signals, which are perceived in the absence of the emitter, such as chemical products, with different levels of volatility. Moreover, some chemical products, such as Major Urinary Proteins in wild house mice appear to be directly related to agonistic behavior onset in male mice and they are present in their urine early in their life (Rusu et al., 2008). Starting from this specific signals of aggression early in the ontogeny of
animal species, we will present here several modalities and potential adaptive functions of strategies used by animals (and humans) to signal aggression. The communication strategies will be discussed from the perspective of their evolutionary significance and in relation to intra- and interspecific competition. Hence, several signaling models will be presented, as well as the concepts of reliable and deceitful communication of competitive abilities and of aggressive intentions. Also, we will approach the idea of visible evolutionary traits, such as fighting ability in animals and humans, and how this category of traits can act as regulators or triggers of aggressive acts in several contexts, including specific environments such as prison settings in human individuals.

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**Tendency of lying about aggressive events in sexual offenders of juveniles – A look through the eyes of a polygraph expert.**

Gianina Alexa  
gianialexa74@gmail.com

Police Commissary, Polygraph Expert, District Police Inspectorate Arad, Romania

Juveniles are often victims of sexual aggression and police forces have often reported difficulties in convicting the sexual aggressor without clear physical evidence of the aggression acts, i.e. in cases where aggression is subversive and moderate but very effective from the perspective of the sexual offender. In such situations, polygraph examination is required to help the police investigator. Polygraph examination of sexual offenders of juveniles includes extremely sensitive aspects of the verbal communication, especially when establishing the questions targeting the deception’s detection. Sexual offence is often associated with different forms and levels of intensity of aggression, such as verbal or physical menaces to direct aggression. These might impact the physical and psychological integrity of the juveniles, often with long-term effects on the surviving victims. These types of aggression can either lead the
perpetrator towards cooperation with the victims in terms of achieving the goal of sexual offence, or they can lead to the death of the offended person.

Our research is a qualitative one, aiming to identify and describe the aggression components of sexual offences on juveniles using a methodology that includes semi-structured psychological interview, psychological observations and a standard polygraph procedure available for the Romanian police (forensic labs). The tendency of lying about aggressive events in cases of sexual offences appears to be common not only to the aggressors, but to the victims, too. Therefore, we consider that polygraph examination of the victims and their tendency of lying should be considered in the context of psycho-physiological reactivity related to the re-actualization the event (sexual and aggressive offence). The psychological reactions (based on the psychological coping resources) of the victim while referring to the sexual traumatic event might invalidate the polygraph result. Hence, the semi-structured interview with the victim before the test polygraph-phase should be carefully designed in order to identify the signals of psycho-physiological reactivity related to the sexual offence that might bias the polygraph examination.

The tendency of lying of the presumptive sexual aggressor depends on their psychological profile, personality traits and mental state, but also on the familiarity/knowledge with the penal institution, police force, polygraph procedures and the penal records. In developing the semi-structured interviews for the presumptive sexual offenders, one should take into account the intensity of aggression which might be associated with a higher tendency of conceiving the information during the polygraph examination or it might reactivate the specific psycho-physiological arousal associated to the event.

In order to properly identify the deception tendency related to aggression acts in sexual offenders of juveniles, we propose that the following significant information should be taken into consideration: (1) An appropriate choose of the questions for polygraph examination; (2) A good re-actualization of the event in order to register the physiological arousal determined by deception itself (a valid polygraph result); (3) The
existence of sexual/aggressive crime (for excluding the false accusations); (4) Clarifications of all the controversial aspects of the crime scene and of the statements of the victims, aggressors and witnesses; (5) A comprehensive behavioral profile of the presumptive author for a correct identification.

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**Indicators of high aggression at the crime scenes:**
Profiling strategies of decoding the hidden signs.

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Violent crimes are well known to be the core themes of many TV shows around the world, as well as challenging themes for the psychologists working in criminology field. For the marketing reasons, part of them deals with exposed (conspicuous) violence, while another part deals with high aggression, usually in a trans-disciplinary manner (i.e. forensic psychology, police practice, sociology and behavioral analysis). In this presentation, the two following aspects will be approached from the perspective of scientific investigation rooted in the police praxis: (1) the emergency in solving these violent crimes and (2) their justness according to national procedures.

The violent crimes investigated by Behavioral Analysis Unit (the unique structure of this type of Romanian Police, Bucharest) are those cases that are usually called “no hope cases” in terms of homicide investigation and resolution. These small samples of the most violent and ruthless crimes are usually perceived as shocking by investigators, due to several aspects such brutality, bizarre character, over killing against victim or even creativity in inflicting pain, serial character and also a lot of behavioral aberrations.
The main aim of this paper is to uncover the psychological and behavioral mechanisms which are some like blurred at the crime scene, in terms that the victim treatment is not evident for investigators, criminal conduct running on an increasing violence stretching from the preparation level until post offence behavior.

Based on our experience of dealing with penal cases, we consider that “an image is more than a thousand words” so, the presentation comes with a lot of explicit images which depicts the offender-victim interactions, focusing on the following concepts: behavioral imprint, over killing, crime scene signals, the hidden signs of violent charges, the general pattern of fantasy and specific decoding strategies used in police investigation.

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**When smiling is more than happiness: Automatic techniques of identifying micro-facial expressions of emotions (a case of individual with psychopathy in detention).**

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Among all the non-verbal behavioral channels of communication, face appears one of the most complicated (and most investigated at scientific level) in terms of signaling intentions, perceptions and actions (Matsumoto, 2013). One of the most important signals which are facially displayed is the smile. Smiling process is known to be based on instant, authentic emotions and involuntarily reactions to events/triggers that are relevant to human individuals. Smile is generally associated with happiness (positive emotion), which indicates an optimal level of
wellbeing of an individual or a state of goal-achievement in specific contexts. Happiness is considered one of the seven universal emotions (Ekman, 2003). The triggers of happiness’s facial display are diverse, from seeing a friend, a family member, listening to a favorite tune to anti-social actions, such as verbal or physical offence towards humans and/or animals.

In the study presented here (primary evaluation of an individual in detention with the diagnosis of psychopathy), the behavioral analysis of the facial emotions indicated that the emotion of happiness was often associated with negative emotional triggers such as the lies and verbal description of the physical aggression against another person or antisocial acts (theft, robbery).

The behavioral analysis of the facial expressions of emotions during the psychological interview was videorecorder and it was manually analysed with Facial Action Coding System method (FACS), as well as automatically by using the “iMotions Biometric Research Platform powered by FACET facial expression technology from Emotient”). The occurrence of specific facial emotions was coupled with the semi-structured interview, which included specific emotional triggers (words, questions). From the perspective of designing interventions aimed to prevent anti-social behaviors in prison, such a combination between semi-structured interview (in which specific triggers are included) and the analysis of facial expressions of emotions might help psychologists to identify the link between facial emotional displays and emotional triggers, especially in the case of psychopathology (Andelin & Rusu, 2015). In other words, we recommend a clear behavioral diagnosis of the associations between categories of facial emotions and emotional triggers in case of specific categories of incarcerated individuals with tendency towards aggression, such as psychopathy.
SYMPOSIUM: Conventional and cyber forms of bullying and victimization in late childhood and adolescence

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The proposed symposium focuses on the examination of conventional and cyber forms of bullying and victimization in late childhood and adolescent student populations. The symposium comprises four independent studies: The first study was based on a longitudinal design and examined the mediating role of bullying/victimization regarding the effect of psychopathic traits on students’ delinquency. The second study examined the role of various contextual (locus of control and cultural values) and demographic factors (gender, minority status), in mediating or moderating the relationship between parental style and bullying/victimization. The third study shared a similar conceptualization as the first study. In this study a longitudinal design was employed to examine also the effect of parenting style on bullying/victimization and cyber bullying/victimization, and whether this effect was mediated by peer attachment relationship. Finally, in the fourth study the linear growth model was employed to investigate the short-term growth in the levels of conventional and cyber forms of bullying and victimization, and examine how growth in one form of bullying relates to that of others’, for students in late elementary and early high school grades.

In all, the four papers are based on advanced methodological designs and have important theoretical and empirical contributions to the study of conventional and cyber forms of bullying/victimization. The papers have produced significant findings regarding mechanisms underlying the development of bullying/victimization, the mediating role of bullying/victimization between biological traits and delinquency, and the relation among the short-term fluctuation of cyber and conventional forms of bullying/victimization.
The relationship between short-term variability in conventional and cyber forms of bullying and victimization

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Bullying and victimization in their various forms constitute a significant problem of school-age children and adolescents around the globe. Despite the growing interest in the cyberbullying/victimization phenomenon and its relation to more traditional forms of bullying there are still significant research questions that have remained unaddressed by the rel ativeliterature. The present study sought to investigate the short-term growth in the levels of conventional and cyber forms of bullying and victimization, and examine how growth in one form of bullying relates to that of others’, for students in late elementary and early high school grades with the fuse of the Latent Growth Curve (LGC) model.
In addition, the study examined the effect of gender and school grade in the levels and the growth of conventional and cyber forms of bullying and victimization.

The participants were 863 children and adolescents with a mean age of 11.74 years (SD = 1.24). The participants were asked to complete four questionnaires measuring bullying/victimization (BVQ) and cyber bullying/victimization (PECK). The questionnaires were administered four times from December to April with a 40-days lag between each administration. The main analysis technique for the present study was the Linear Growth Curve (LGC) model.
Conventional victimization had the highest initial value, followed by conventional and cyber bullying, whereas cyber-victimization had the lowest initial value. Conventional bullying and victimization showed no significant change during the four measurement points, while cyber victimization and cyber-bullying showed significant increase over this period. For conventional bullying and victimization, the higher the initial value the lower the increase in time, and vice versa. On the other hand, no relation was present between initial values and change for cyber-bullying and victimization. Initial values for all four variables were positively correlated. The slopes for all variables were positively correlated, which means that as one type of bullying/victimization increased, others also increased.

The girls had higher initial values for conventional bullying and cyber bullying, and showed greater change in conventional victimization and cyber-bullying. No gender difference was in place with respect to cyber-victimization. Students in higher grades showed greater change in terms of all conventional bullying and victimization, cyber-bullying and cyber-victimization. Students in lower grades had higher initial values in conventional bullying, while no difference was found regarding the initial values of the other three constructs in terms of students’ grade.

The findings of the present study showed that there is a significant relationship both in the levels of traditional and cyber forms of bullying and victimization, as well as in the short-term rate of change. This indicates that both conventional and cyber forms of bullying/victimization are closely related. On the other hand, cyber bullying/victimization showed significant change during the four and a half month period of the study, whereas conventional forms did not. This indicates that cyber bullying/victimization have short-term fluctuations and studies might benefit from examining this phenomenon on a short- rather than a long-term basis.

The findings of the present study, considering also gender and age differences, point to the fact that it is important to decipher the relationship among conventional and cyber forms of bullying/victimization and that with social media being an integral part of adolescents’ daily routine, bullying/victimization interventions cannot overlook the differential nature of cyber forms of bullying/victimization.
The effect of parenting style on conventional and cyber bullying/victimization behaviors: The mediating role of peer attachment relationships

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A number of studies have supported the link between parenting style and maladaptive behaviors such as bullying in children and adolescents. For example, authoritarian parental style has been related to bullying behaviors, whereas permissive parental style has been related to victimization. In addition, there are studies that underscore the importance of peer relationships concerning the bullying/victimization phenomenon, which has been found to have a relationship of higher magnitude than that of parental relationships in some studies. The present study sought to examine the longitudinal short-term effect of the parenting style on bullying/victimization and cyber bullying victimization behaviors, and investigate whether this effect is mediated by peer attachment relationships, in late childhood and early adolescence students.

The participants were 863 children and adolescents with a mean age of 11.74 years (SD = 1.24). Data for the present study was measured in three waves: The first was measured in early December, the second in late January and the third in early April of the same academic year. The participants were asked to complete data on parental style (T1), bullying/victimization and cyber bullying/victimization (T1 and T3), and on peer attachment (T2). A demographics question sheet was also administered (T1).
The data was analyzed with the use of Structural Equation Modeling techniques. Two models were examined. In the first model bullying, victimization, cyber bullying, cyber victimization and parental style in T1 were affecting bullying, victimization, cyber bullying and cyber victimization in T3. Gender and school level served as covariates. The second model was identical with the first one, with the only difference being the inclusion of peer relationships (T2) as a mediator between T1 and T3 variables.

The results indicated that fit was excellent for both models. For the first model, it was shown that the three T1 parental styles (authoritative, permissive, flexible) were significant predictors of all four T3 bullying expressions (bullying, victimization, cyber bullying, cyber victimization), over and above the effect of the T1 measurements of these variables. The permissive and the authoritarian parental styles had positive and the flexible parental style had negative effects on bullying expressions. The inclusion of peer attachment in the second model resulted in the elimination of the significant effects of the permissive and the authoritarian parenting styles on bullying expressions, whereas the flexible parental style maintained its effect only on conventional bullying with the effect being considerably lower in magnitude than the one in the first model. Also the parental style had significant effects on peer attachment with flexible parenting style having by far the most significant effect. The flexible style had a positive effect on peer trust and negative on peer alienation, whereas permissive and authoritarian styles had the exact opposite effects on the two peer attachment variables.

The peer alienation was the most significant predictor for all bullying expressions with peer trust having also a significant effect on all bullying expressions except from conventional victimization.

In general, the findings of the present study signify the importance of peer relationships with respect to the bullying/victimization phenomenon. It seems that the role of peer alienation three months before, on bullying/victimization and cyber bullying/victimization, is more important than the levels of bullying/victimization and cyber bullying/victimization four months before.
Also, it seems that the parenting style constitutes a significant predictor of the bullying phenomenon, however the effect of parenting style is exerted mainly through its effect on the relationship that students develop with their peers.

Contextual parameters mediating and moderating the relationship among parenting style, bullying and victimization

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Parenting styles have been consistently identified by prior as either risk (i.e. permissive and authoritarian styles) or protective (i.e. authoritative style) familial factors in relation to bullying and victimization experiences at school. Even though a strong relationship exists between parenting styles, bullying and victimization, the pathways through which this relationship is established are largely unknown. Involvement in bullying around the transition to middle school is increased and research with pre-adolescents is highly important in our efforts to understand developmental trajectories of bullying and victimization and their differential relation to contextual parameters, in order to inform research and practice. The high correlation that is found between bullying and victimization using one of the most well established instruments (i.e. the Bully-Victim Questionnaire) limits our ability to design individualized treatments for bullying and victimization. Therefore, we aimed to test contextual parameters that are related to bullying and victimization in pre-adolescents, in order to (a) increase our understanding of the pathways from parenting styles to bullying and victimization, and to (b)
discriminate the pathways to bullying and victimization, by examining the parameters that are differentially related to these phenomena. We specifically investigated the mediating and moderating effects of related contextual factors such as the locus of control and the cultural values, as well as the effects of demographic factors such as gender and minority status.

We used structural equation modeling to test the interrelations between the above constructs in a large sample of pre-adolescent students aged 11-12 years old from Cyprus and Greece. We used the Bully-Victim Questionnaire, the Cultural Value Scale, the Children’s Nowicki-Strickland Locus of Control Scale and the Parental Authority Questionnaire. Our data were cross-sectional, but we also run non-reciprocal path models, in order to test the directionality of effects and consider the interaction between the constructs.

The findings showed that the locus of control explained a significant variance of the effect of authoritarian and authoritative parenting styles on bullying and victimization. Our findings also supported the utility of considering cultural values in order to understand how the same parenting style could be related to either bullying or victimization. The individual dimensions of cultural values seemed to be differentially related to these outcomes, as horizontal individualism was positively related to victimization, whereas vertical individualism was positively related to bullying. The models were moderated by gender and minority status. The findings point to the importance of considering contextual parameters of bullying and victimization, as constructs that help us better understand these phenomena, and as integrative components in prevention and intervention efforts. The consideration of cultural values specifically, could help in the process of discriminating among bullying and victimization; two phenomena that are usually difficult to be discriminated due to their high correlation and comorbidity. Parenting styles should be considered not alone, but along with the contextual factors that are transmitted to children through parenting and the demographic factors that have a particular role in these relationships.
Psychopathic Traits and Adolescents Delinquency: A Short-Term Longitudinal Study

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Delinquency may partly develop as a consequence of psychopathic personality. However, the examination of some environmental factors, such as parental and peer attachment, bullying and victimization, might offer some additional understanding of adolescent’s delinquent behaviors, and identify early predictors of delinquency. The present study was based on two hypotheses: (a) psychopathic traits will positively predict delinquent behavior (b) psychopathic traits at Time 1 will positively predict the attachment relationship with parents and peers, and bulling and victimization at Time 2, and these variable will positively predict in return an increase in delinquency at Time 3. A mediation effect is also hypothesized.

A sample of approximately 200 students was asked to complete four questionnaires (Inventory of Parents and Peers Attachment, Bulling and Victimization Questionnaire-Revised, Youth Psychopathic Traits Inventory and Delinquency Scale) in three waves (November 2015, February 2016, May 2016).

The results showed that psychopathic traits had a significant effect on delinquency, and that bullying and victimization fully mediated this effect. Also, the effect of parental and peer attachment on delinquency was not statistically significant.

The findings of the study suggest that bullying and victimization are part of the mechanism through which psychopathy relates to delinquency. Considering that research indicates that bullying and victimization behaviors can be controlled and modified with proper interventions, the findings of the present study indicate that there are ways to buffer the effect of psychopathic traits on delinquent behaviors.
Working conditions and work-related anger: A longitudinal perspective

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Anger at the working-place is a serious phenomenon that is costly to organizations and has various negative social, occupational, and health related consequences. The main purpose of the present study was to investigate the role of different psychosocial working conditions as indicators of work-related anger experience in a longitudinal perspective. Specifically, we focus on the role of workplace mobbing as a crucial factor under debate. To this end, two waves of the Quality-of-Work-Survey Luxembourg were considered (Sischka & Steffgen, 2015). Each wave is a representative sample of 1526 respectively 1506 employees working in Luxembourg (data collection via computer-assisted telephone interviewing). 702 employees participated in both surveys (aged from 18 to 64 years; 53.8 % male). All working conditions at T1 showed zero-order correlations with anger experience at T2. More specifically, hierarchical regression analyses revealed that feedback, mobbing, and mental demands at work were incrementally linked to work-related anger at T2 controlling for collinearity (T1). The longitudinal findings underline the importance of differential working conditions as diagnostic indicators of work-related anger.
Sport practice and aggressive behavior. Is it sport an effective mean in reducing aggression tendencies?

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The benefits of physical practice on human functioning, including psychological aspects is a widely recognized and well documented topic. In two studies we addressed the influence of sport activities on aggressive behaviour.

In the first study, two groups of athletes who consistently practiced a contact sport (karate), respectively a rather self-competing individual sport (escalade) have been compared with a sedentary control group regarding their aggressive tendencies. The results revealed higher levels of aggression in sedentary persons, but no differences between the two sport disciplines. In the second study, a sample of behaviour disordered pupils have been randomly assigned in three groups, one receiving cognitive-behaviour counseling sessions focused on aggression decreasment, the second followed a movement-based intervention and a non-intervention control group. Short-term benefits have been found in both experimental groups, but only cognitive-behaviour counseling proved to be effective in a follow-up assessment.

Personality and locus of control - predictors of drivers’ aggression

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Despite the large body of studies, the role of personality traits in road accidents remains unclear. The objective of this study was to identify
determinants of road user behaviors and accident involvement in order to develop effective interventions that will lead to car accidents. Examining relationships between personality, risky driving and involvement in accidents can open up the possibility of early identification of those more likely to be involved in accidents. The results are based on a volunteer self-completion questionnaire by 105 drivers. The questionnaire included measures of risk driving, accident involvement, locus of control T-LOC (Lajunen & Ozkan, 2005) and personality questionnaire DECAS (Sava, 2008). The results indicate the persons involved in accidents with victims show a significantly low level of openness and conscientious and a significantly higher level of foreign awards.

**Aggressive behaviors in road accidents in Romania**

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The present study investigates the relationship between violations of norms and errors in driving, aggression, traffic offences, and accidents. Participants were 105 Romanian drivers who completed a questionnaire including violations of norms and errors in driving items, Driver Behavior Questionnaire (DBQ), Driver Aggression Indicators Scale (DAIS), and personality questionnaire DECAS. Errors were related to hostile aggression and revenge committed by the respondent and other drivers. Positive driver behaviors were negatively related to hostile aggression and revenge, but not to traffic offences or accidents.
Ambivalent sexism and moral values: A way to understand men’s rape proclivity in Brazil and England

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Cultures that legitimize discrimination and prejudice against women and tolerate gender inequality may indirectly promote different forms of violence (i.e., rape). From this point of view, the occurrence of sexual violence ought not to be understood as an individual problem, but as a social one, as a set of social norms serve as a backdrop to the act. Research evidence suggests that the endorsement of sexist attitudes towards women is linked to acceptance of interpersonal violence, rape myth acceptance, victim-blaming, as well as men’s rape proclivity, indicating the relevance of this construct in terms of the understanding of sexual violence perpetration. Nevertheless, its relationship with the moral domain has not been tested yet.

Thus, this study aimed to explore the relationship between moral values and ambivalent sexism for adult men in Brazil and England. Two studies were conducted and participants were adult men (over 18 years old) from Brazil and England. Participants were recruited either at universities or in public spaces (study 01) or invited to answer an online survey (study 02).

For the first study, measures about Ambivalent Sexism, Moral Values, as well as socio-demographic questions were included. For the second study, three different scenarios were created in order to manipulate participants’ exposure to different forms of sexism and measures of rape proclivity and rape myth acceptance were also included.

Results showed that the Brazilian sample showed significant relationship with hostile sexism, but not with benevolent sexism. When the analysis was carried over to find possible moral dimensions as mediators between the nationality group and benevolent and hostile sexism. Therefore, the results presented significant relationships that are explored in both studies.
The social construction of empathy by violent offenders during a victim awareness

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A majority of research and literature considers empathy as a trait that can be objectively discovered, defined and assessed. In this approach, offenders are considered to have low trait empathy which is associated as a reason for committing crime. Limitations arise, however, due to the complexity of defining ‘what is empathy’. A lack of a strong conceptualization or measure of empathic change within the field has led to inconclusive quantitative outcomes when considering the effect of victim empathy work on recidivism; however, qualitative findings have shown that offenders often express the value of this type of intervention. This study sheds light into this disparity by using a discursive approach to consider the social construction of empathy by offenders when engaging with a victim awareness program (RESTORE). This study focusses on the analysis of ‘in cell diaries’ completed during the RESTORE workshops, which capture offenders’ reflections on the daily sessions. The sample included materials from 15 programs completed at 11 institutions between 2007 and 2015. Participants are offenders who had been in custody in a UK prison and engaged with one of the RESTORE workshops selected for this sample. A sub-sample of narratives was collated to specifically consider the construction of empathy in the retelling of violent offences. The analytic approach drew from Potter and Wetherell’s (1987) guidance in conducting a discourse analysis and was integrated with analytic methods from discursive psychology (Edwards, 1997; Edwards & Potter, 1992, 2005). Violent offenders drew on practical ideologies (Wetherell et al., 1987) which served to construct violence as unintentional and resulting from provocation or self-defense, thereby justifying previous behavior and asserting accountability to the victim. Victims were most commonly
recognized as the family of the offender rather than the victim of a specific crime; this was orientated to show awareness of harm and engagement with the program whilst avoiding specific recognition of the victim or the offence, which further coincided with minimizations and justifications of behavior. The analyses also revealed how offenders used varying discursive strategies to either offer or withhold empathy to others; this was achieved by constructing the other as either worthy or undeserving of empathy. When refusing empathy, offenders would also negotiate a position of being willing but unable to empathize, thereby avoiding challenges towards being callous or unempathic. In the context of the program empathy was expressed via new found realization of harm, remorse for previous behavior, and a motivation for reconciliation. Or, for those close to release this was achieved through an established awareness of harm and examples of reconciliation already accomplished. In both narratives, discourse was orientated to demonstrate positive change, lowered risk and readiness for release. The findings illustrate a sophisticated use of discourses around empathy which were situated within a wider rhetoric of minimizing victim harm and accountability for offending, while demonstrating positive change and readiness for release. This indicates the potential limitations of a trait approach to evaluating empathy work, while offering some explanatory evidence for the disparity in previous research. Further implications for victim awareness work will be discussed.

Preventing domestic violence in the prison population

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Accounting prevention as linked to identifying and addressing underlying causes of a problem, we have investigated individual attitudes and community expectations related to domestic violence. We have developed an intervention program aimed at preventing the intrafamilial abuse. We have started from the theory that domestic violence has roots in different constellations of risk factors and from the results of our recently conducted
study that reunited 390 Romanian offenders incarcerated in different prison regimes. Noting that there is a significant association between the attitudes that sustain or justify domestic abuse and specific abusive behaviors we have developed a multilevel intervention program focusing on primary, secondary and tertiary prevention.

The general objectives of the program seek to increase victim safety and the abuser's responsibility for the abusive behaviors and also the number of alternative behaviors, to promote healthy relationships and to improve community answers to domestic violence. The components of the program are: the self in close relationships, defining abuse, types of abuse, the cycle of abuse, the abusers typology and his specific behaviors, identifying and communicating emotions, emotional management (anger, fear, guilt and shame), personal image - respect and humiliation, conflict resolution, problem solving, developing empathy towards victims, rigid gender attitudes, hostility towards women.

**Individual and Class Level Moderators of Program Effectiveness and Sustainability of the ViSC Program to Prevent Aggressive Behavior and Victimisation**

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Many children and adolescents are involved in bullying, a form of aggressive behavior. Anti-bullying-programs can reduce bullying and victimization on average. Nevertheless, although bullying is a group...
process, not many studies investigate individual and class level moderators of program effectiveness. Individual level moderators (e.g. gender, age) help to understand for which individual’s prevention programs might work best. Class level moderators (e.g. class climate, ethnic diversity) help to understand in which classes prevention programs might work best. Therefore the goals of the present study were to determine if individual level moderators (gender, age, aggressive behavior, and victimization) and class level moderators (class climate, ethnic diversity) moderate program effectiveness and sustainability of the ViSC Social Competence Program. The goals of the ViSC Program are (1) to reduce aggressive behavior and bullying and (2) to foster social and intercultural competencies in schools.

A longitudinal randomized control group design was used to examine individual and class level moderators of (a) program effectiveness and (b) program sustainability. Effectiveness (i.e. change of aggressive behavior between pretest and posttest) was examined in 2,042 students (47.6% girls), aged 11.7 years (SD = 0.88) enrolled in 18 schools and 103 classes. Sustainability (i.e., the change of aggressive behavior between posttest and follow-up-test 6 months later) was examined in a subsample of 6 schools.

Multilevel modelling (Hox, 2010) was applied to examine the individual and class level moderators of program effectiveness and sustainability.

Program effectiveness was moderated by aggressive behavior, victimization, ethnic diversity and class climate at pretest, but differentially for aggressive behavior and victimization. Program sustainability was moderated by aggressive behavior, victimization, ethnic diversity and class climate at posttest, but differentially for aggressive behavior and victimization.

Taken together, although age and gender are generally analyzed as program moderators, these factors did not moderate program effectiveness or sustainability in the present study. Instead, aggressive behavior, victimization, ethnic diversity and class climate moderated program effectiveness and sustainability. As the ViSC program is a primary preventive program with secondary preventive elements, we expected differential treatment effects depending on student’s involvement in aggressive behavior and victimization. Nevertheless, moderator results
regarding ethnic diversity and class climate constitute new insights into implementation issues of prevention programs.

The role of peer relations and school variables for depression in groups of bullies and victims

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The main goals of this study were (1) to identify groups of bullies and victims, (2) to investigate level differences in depression, peer relations, and school variables, and (3) to examine how peer relations (i.e. reciprocal friends, social impact) and school variables (i.e. school liking, motivation, academic self-efficacy, grades) were associated to depression in these groups. The sample comprised 1451 students (48.6% girls; 18% first and 36% second generation immigrant) aged 10 -15 (M =12.31, SD = 1.20) from 11 secondary schools (grade 5 to grade 8) in Austria. Applying Latent Profile Analysis five groups could be identified: non-involved adolescents (74%), bullies (9%), moderate victims (11%), severe victims (3%), and bully-victims (3%). Non-involved adolescents had least depression and highest level of school liking compared to the other groups. Bullies and moderate victims had lower levels of depression compared to severe victims and bully-victims, more reciprocal friends compared to severe victims, and higher level of school liking compared to bully-victims. Furthermore, bullies had lower motivation compared to non-involved adolescents and severe victims. Severe victims had least reciprocal friends, and highest social impact compared to the other groups. Severe victims and bully-victims had highest level of depression
and lowest levels of school liking. The groups did not differ in academic self-efficacy and grades. In non-involved adolescents peer relations and school variables, in bullies, in moderate victims, and in bully-victims school variables, and in severe victims peer relation variables were significantly related to depression. These results demonstrate the importance to consider the heterogeneity within groups of bullies and victims and the differential influence of peer and school related issues on depression.

**Consistency of gender differences in bullying in different cultures**

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Recently, Smith, Robinson and Marchi (2016) examined four large scale data sources for self-reported victim rates; EU Kids Online Survey, conducted once in 2010 across 25 European countries; Global School Health Survey (GSHS) carried out on an irregular basis amongst approximately 79 participating countries; Trends in International Mathematics and Science Study (TIMSS) every four years from approximately 63 countries, and Health Behaviour in School-aged Children (HBSC) every four years from 42 countries. Despite quite similar measurement procedures, agreement on country differences in victim prevalence rates was low to modest, raising questions about the validity of such data sources. For example agreement across countries between EU Kids Online and HBSC ranged from \( r = 0.13 \) to 0.42 (depending on age and offline/online)

Here, we examine consistency of gender differences in victim rates, across countries, separately from overall prevalence rates. Data was
obtained from EU Kids Online (for cyberbullying, and offline bullying), from HBSC (for overall victim rates, at 3 ages), and from GSHS (for overall victim rates). TIMSS does not provide gender separate data. We report on the size of gender differences in victim rates, age differences in this (HBSC), differences by online/offline (EU Kids Online; HBSC), and their consistency across countries (EU Kids Online, HBSC, GSHS). Explanations for country variations are discussed.

### Parental worries about the bullying of their children

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Bullying is a phenomenon which can negatively affect a child’s psychosocial state and development. Prevention and intervention efforts related to bullying can be conducted by diverse actors from different socio-ecological levels, including peers, school workers, and especially parents, who are the target population of our study (Swearer & Doll, 2001; Swearer & Espelage, 2004). In order to understand how parents approach the problem of bullying, it is important to examine the factors which are connected to their general awareness and their concerns related to their child’s victimization. This study specifically focuses on one dimension of parental awareness about bullying: the worry that their child will be bullied. We examine the links among these worries, parents’ individual characteristics (gender, age, education, neuroticism, and conscientiousness), and factors related to the child (gender, age, and level of victimization).

We utilize survey data collected by a professional company (Toluna) from an existing panel of respondents in the Czech Republic in 2016.
The respondents comprised of the parents of children aged 5-17 who filled out an online questionnaire regarding their parental experiences and attitudes. This study used data from 200 mothers and 164 fathers (Mage = 41.02, SD = 7.99). The hierarchical regression analysis revealed that parental worries concerning their child’s victimization were higher if the child was younger and a girl. Moreover, the worries were more intense in mothers and parents with higher neuroticism and conscientiousness. There was no significant relation with parent’s education. Surprisingly, in the multivariate model, there was no significant direct link between parental worries and the awareness of their child’s victimization by a bully. Finally, we also tested possible moderation effects between the examined predictors. The only significant interaction effect concerned the parental trait of neuroticism and the awareness about child’s experience of being bullied. The findings provide a deeper understanding of the factors which underlie parental awareness about bullying victimization.

School bullying

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Bullying represents any act of unwanted aggression committed by an individual aggressor or by a group of individuals abusers who are not intimate related, involving a power imbalance in perpetrator’s favor and repeatedly conducted. Bullying can cause physical, psychological, social, and educational harm and moral distress of the victim (Gladden, 2014, pg 17).

Results describe the level of knowledge and of understanding about bullying in 11-12 aged pupil community, using a set of a three type bullying scenarios (vignettes).
Verbal aggression – violence without physical trace

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Being part of a world where the requirements of the life we try to achieve overwhelm us, the levels of stress get higher every day, the challenges that we face and the people we interact with influence us to the deepest levels of life, aggression seems to be an easy response to the immediate situation where we feel that we are not in control and yet we try to prove otherwise.

Verbal aggression is a form of antisocial behavior, a form of abuse and manipulation, a category of violence and bullying that leaves no physical evidence to its victims, but the consequences to it can be as harmful as the physical aggression and violence in young people and adults alike.

This article looks at the purpose, the types, the factors and the effect of verbal aggression studied by different psychologists, behavior analysts and researchers, trying to come up with a solution for those that need to cope with this problem and for those who need to protect themselves from its overall destructive effect.

The results of the article are materialized in practical solutions easy to follow when willing to make your world and the world around you a safer environment, free of judgement and opened to managing improved, rational and mature deliberations.
A follow up study on the efficacy of implementing Life Space Crisis Intervention in managing aggression of children with intellectual disabilities

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Life Space Crisis Intervention (LSCI) is a therapeutic approach of conflict and crisis designed in the 1960’s in United States of America. Its roots are in the humanistic approach of therapy and behavioral management and it is an approach based on a model of conflict that establishes patterns of intervention according to specific targets. LSCI was brought in Romania several years ago and since there is a growing number of specialist (mainly in Timisoara area) that are trained in this method form managing aggressive behavior in schools. Like all the methods, the effective implementation of it should fit the Romanian school context. At the end of the 2014 a number of approximately 100 teachers from special schools for intellectual disabilities were trained in LSCI.

The purpose of our study was to make a follow up review of implementation on LSCI in real life special school context in order to assess its efficacy. The study took place in four special schools (two from Timisoara, one from Lugoj, and one from Drobeta Turnu Severin). Our approach was to make semi structured interviews with the principal in order to assess the impact of LSCI implementation at school level, focus groups with trained teacher and a survey on key feature on LSCI.

The results were mixed. The LSCI proved to be more effective with children with lower level of disabilities. The teacher appreciate that the most important thing was that enabled them to better understand and identify disruptive patterns of behavior. At school level the most important impact was a common understanding and practice in approaching aggressive behavior.
The Complicated Relationship between Cyberbullying and Trust – Two Exploratory Studies

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Some studies have found relationships between online self-disclosure and cyberbullying. Theoretically, this relationship should be influenced by trust, namely the willingness to be vulnerable. On the one hand, trust is built on experiences; thus, cyberbullying might contribute to low trust. On the other hand, “blind” trust may lead to enhanced self-disclosures which could be targeted by cyberbullying. However, up to now no empirical studies about the relationship between trust and cyberbullying have been published. To fill this gap, we have conducted two exploratory studies.

Study 1 focused on predictors of trust, among others cyberbullying. A convenience sample of 224 high school students (age: M = 18.02, SD = 1.35; 167 females, 57 males) answered questionnaires about (1) family problems, (2) experiences with verbal and physical aggression, (3) generalized trust, (4) online trust, and (5) experiences with negative cyber-incidents (as victim and perpetrator). On 5-point-scales, participants reported low experience with physical (M = 1.24) and verbal (M = 2.44) aggression and few family problems (M = 2.02), but relatively high generalized (M = 3.42) and online trust (subscases: M = 2.57 – 3.63); in the last two months 38% were cyber-victimized and 31% were cyber-perpetrators. A stepwise regression with generalized trust as criterion explained 18.5% of variance with family problems (β = -.330, p < .001) and cyber-perpetration (β = -.194, p = .005) as significant predictors. Thus, this study confirmed that negative experiences contribute to low generalized trust. However, no such relationship could be found for online trust and only experiences of cyber-perpetration and not cyber-victimization were significant predictors.

Study 2 focused on trust as a predictor, among others of cyberbullying. A convenience sample of 196 young adults (age: M = 22.84, SD = 2.0; 145 females, 51 males) answered questionnaires about (1) generalized trust, (2) online privacy concerns, (3) experiences with negative cyber-incidents (as
victim and perpetrator), and (4) online self-disclosure. On 5-point scales, participants reported relatively high generalized trust (M = 3.33) and privacy concerns (M = 2.92), but also high self-disclosure (M = 2.83); judged retrospectively, 64% reported cyber-victimization and 53% cyber-perpetration. For example, a stepwise regression with cyber-victimization as criterion explained 44.1% of variance with cyber-perpetration (β = .650, p < .001) and self-disclosure (β = .142, p = .009) as significant predictors. The same analysis with privacy concerns as criterion explained 9% of variance with generalized trust (β = -.190, p = .007), cyber-victimization (β = .173, p = .014), and self-disclosure (β = -.165, p = .021) as significant predictors. Thus, in this study trust was not a direct predictor of cyber-bullying but a predictor of online privacy concerns. However, these concerns were only weakly linked negatively to self-disclosure which in turn was a significant predictor of cyber-bullying.

These studies show that the relationship between trust and cyberbullying is complex and needs to be explored further, for example in longitudinal designs.

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**Socioeconomic, psychosocial and school profiling differentiates cyber from traditional bullying and victimization.**

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Researchers in their attempt to eliminate bullying and victimization phenomena identified several socio-emotional, academic and demographic factors that are associated with bullying and
victimization, either traditional or cyber. However, their studies have shown the importance of these factors separately. The present study aims to provide predictive models for bullying and victimization (traditional and cyber) in relation to all different factors and by utilizing variable and person oriented analyses. The variable oriented analysis is to create a prediction model based on a regression where factors such as demographic information (gender, age, nationality, socio-economic status, parents marital status and education), motivational orientation (interest, self-efficacy, learning goals) and socio-emotional factors (cognitive empathy, affective empathy, emotional problems) are used to predict the involvement with cybernetic types of bullying and victimization, as opposed to “traditional” (physical, verbal and relational) bullying and victimization. The person-oriented analysis is to pinpoint the motivational orientation factors and socio-emotional competencies factors associated cyber vs. traditional bullying and victimization. A sample of 2329 secondary school students (50% girls), $M_{age} = 13.08$, $S.D. = .86$ completed a self-report concerning the referred scales. The variable oriented analysis demonstrated that cyberbullying could be predicted by Traditional Bullying, Interest, Self-Efficacy, Learning Goal and Emotional Problems, whereas traditional bullying were predicted by Cyberbullying, Interest, Emotional Problems, Empathy Affective, Gender, Grade and Parents Marital Status. Cyber-victimization was predicted by Traditional Victimization and Learning Goal, whereas traditional victimization was predicted by Cyber-victimization, Emotional Problems, and Gender. These results resembles previous results, but offering a more complete picture of the significance, order and comparison amongst predictive factors of traditional and cyber bullying and victimization. For the person oriented analysis, 10 bullying groups were created and analysis revealed a significant main effect of Bullying Group/Type on Interest, Self-Efficacy, Learning Goal, Emotional Problems, Affective Empathy and Cognitive Empathy. When compared to controls, emotional problems differed in traditional victims and bully-victims; affective empathy differed in traditional bully-victims and traditional bullies; and other motivational orientation factors differed in traditional bullies as well.
When compared to controls, learning goals differed in both cyber bully-victims and cyber bullies, whereas Self-Efficacy and Cognitive Empathy differed in cyber bully-victims only and Interest differed in cyberbullies only. The results from person oriented analysis confirm previous findings on traditional bullies, victims and bully-victims groups, but extend our knowledge on the profiles of cyber-bullies, cyber-victims and cyber bully-victims groups. The predicting models of bullying and victimization (traditional and cyber) as well as the extended profiles of various types of bullies are quite important for both theoretical significance and for planning intervention programs within and outside the school setting.

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**Pitfalls and Challenges in Cyberbullying Prevention Research – Insights from Two Case Studies**

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Nowadays cyberbullying prevention programs exist that significantly reduce cyberbullying. For example, we developed Surf-Fair (Pieschl & Porsch, 2012) and ensured its success under ideal conditions (Pieschl & Urbasik, 2013). However, we do not know exactly which program parts – e.g. empathy or media literacy – are necessary and sufficient success conditions. Thus, we conducted two case studies: Study 1 explored if teachers could successfully administer Surf-Fair. Study 2 explored if the positive bystander behavior part was a sufficient condition for success.

Study 1 was conducted in a pre-post design with twelve fifth-grade classrooms (age: $M = 10.51$) of a rural grammar school. As treatment Surf-Fair was administered for 180 minutes. Students answered questionnaires about cyberbullying (victim, bully) and coping strategies before and two months after the treatment; afterwards they also evaluated the treatment. Data was collected in three waves: 2010 (n =
38), 2011 (n = 143), and 2012 (n = 108), with trained research assistants as trainers in the first wave and politics teachers in the other waves. Results show no significant effects of treatment or wave regarding cyberbullying. Before the treatment 5.6% of students reported cyber-victimization and 2.9% cyber-bullying. Results only show a significant increase in desirable “technical coping” in 2011, \( t(149) = -3.09, p < .005 \), and 2012, \( t(94) = -5.30, p < .001 \). Furthermore, students evaluated Surf-Fair as “interesting” and reported having “learned much”. We can speculate that increasing prevalence rates and a floor effect prevented effects regarding cyberbullying. Furthermore, having no control group due to the school’s policies limits the informative value of this study.

Study 2 was conducted in a pre-post waiting-control-group design with four fifth-grade and five sixth-grade classrooms (age: \( M = 11.31 \)) of two urban comprehensive schools. As treatment a 180-minute bystander unit was administered by a trained research assistant. Students answered questionnaires about empathy, helping behavior, and cyberbullying (bystander, victim, bully) before and three months after the treatment. Results show no significant effects of treatment, time or their interaction regarding any dependent variable. Before the treatment 45% of students reported cyber-bystanding, 33% cyber-victimization, and 19% cyber-bullying. Furthermore, they indicated that they would help a cyber-victim (90%). We can speculate that we might not have found the hypothesized effects because of low validity and reliability of instruments (students reported comprehension problems) or because other conditions were not fulfilled such as students’ general social skills.

Taken together, we have to conclude that these case studies do not allow for final conclusions regarding our research questions. Thus, we will discuss general pitfalls and challenges in (cyberbullying) prevention research ranging from implementation fidelity to school cooperation.
Working towards a typology of trolling: Identifying and prioritising more serious forms of online abuse

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As the internet has become integral to everyday life, negative behaviors including aggression have continued to transcend into the online space. Internet trolling can be argued to be one such form of aggression and can be described as the act of posting content with the aim of provoking responses from other users and/or to cause disruption. Importantly, trolling is intended for an audience wider than the target at which it may appear to be aimed. Trolling has come to the forefront in recent years for a number of reasons, including the potentially harmful effects it may have on individuals targeted. Furthermore, it is being increasingly recognized and acknowledged by the media and academia as a topic needing public, academic and arguably legislative consideration. As a relatively new area of interest, there is much debate surrounding what behaviors constitute trolling. However, researchers appear to agree that there is a spectrum of behavior that ranges from mild and somewhat distasteful trolling to the more serious and borderline illegal types of trolling. Therefore, in order to prioritize more serious and potentially harmful forms of trolling, these must first be identified and effectively categorized. Comments were collected from Twitter, YouTube and Facebook and analyzed to firstly decide whether or not they constituted trolling and secondly to identify the separate facets that were evident in each comment. The facets identified were, like trolling, on a spectrum from mild to severe and included elements such as racism, violence, enjoyment and humor. In separating characteristics of each trolling comment, it can be seen that patterns have emerged which could therefore indicate idiosyncratic types of trolling behavior. Results also show that there are similar types across subject groups, for instance inappropriate joke trolling can be found in response to all events analyzed. Proposed types of trolling will therefore be
presented and discussed using trolling examples to exemplify types. In future, these proposed types will be tested on a new data set to test the reliability and completeness of the typology.

Resilience to bullying victimization in residential care

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In Romania, 1 in 7 children had experienced multiple traumatic events before entering residential care (UNICEF, 2016). The circle of abuse may continue in residential settings by peer bullying or caregivers’ victimization. To date, only two studies in Romania focused on violence and victimization in RC and reported that is a widespread phenomenon. Given the vulnerability of these children, more research should concentrate on methods that reduce the risks. Fostering resilience in institutionalized children could be an important area of intervention. Resilience is a concept that has been used in practice with children and youth and can be particularly important for those living in residential care (RC). Resilience is defined as “process of, capacity for, or outcome of successful adaptation despite challenging or threatening circumstances” (Masten et. all, 1990). The aim of this study was to explore what are those factors that promote resilience to bullying in residential care from the perspective of children, caregivers and care leavers.

There are 45 people participated in this study: 20 institutionalized children, 20 caregivers, and 5 care leavers. Data collection was realized through 10 focus groups with children and caregivers and 5 individual semi-structured interviews with care leavers. The questions focused on bullying experience, characteristics of bully and victim, peer relationships, caregivers support and intervention methods in bullying. Data were transcribed verbatim and analyzed through thematic analysis.

Several themes emerged from the data: 1) secure base and maintaining the balance – children and care leavers reported that they need to be loved and
appreciated by caregivers in order to overcome risks, caregivers are aware of children’s needs but sometimes it is wiser to give them less attention; 2) join a group for surviving – negotiation and thriving are the key elements for surviving in residential care and group membership can make things easier as long as children don’t become in-group victims, caregivers are aware of negative effects of group membership but they hands are tied in the face of group culture; 3) lack of activities that foster personal development – all three categories of participants agreed that being locked away is a stressful situation, caregivers emphasized that they use all the available resources in children’s best interests, 4) drawbacks of residential care in Romania refers to all those aspects related to legislation and residential contexts which hamper children development

In the last 25 years, Romanian Child Protection System has gone through significant changes but still has to deal with the quality of services offered to children. Given the widespread of peer bullying in residential care, fostering children’s resilience could be a promising field of intervention (Houston, 2010). The findings from this research are in line with those of Barter & collab. (2004) regarding peer groups. Given their traumatic past, children have a greater need to belong and caregivers should be aware of it.

Conclusions. This study can inform prevention and intervention aiming at fostering resilience of children from residential settings.

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**Students’ attitudes and reactions towards aggression**

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Anger and aggressive behaviors are human natural and biological reactions to frustration or negative events. The ability to self-regulate emotions and to self-control impulses /behaviors are a progressive learned skills, acquired along childhood and adolescence. The acquired of these abilities should be a focus of formal education. Aggressive behaviors are, also, a reality of today
school environment. And a very important tasks of the school is, firstly, to reduce the frequency of these behaviors in order to assure a secured, learning-promoting environment in school, and secondly, to teach and promote students’ abilities of emotional self-regulation, impulses self-control, and conflict management ability. As discipline should have as primary objective the ability of self-discipline, the conflict management should be concerned on developing person’s ability of conflict management. In order to develop this ability, we should identify the underlying beliefs that sustain the attitudes towards aggression and, ultimately, fuel the aggressive behaviors. This paper presents a preliminary study for identification of students’ attitudes and reactions towards aggressive behaviors witness in their context of living. We will present the results of an empirical research regarding students’ attitudes and reactions towards aggressive behaviors encountered in various settings (family, vicinity, and school). We used a survey questionnaire to assess the attitudes and reactions of 110 students (45 at secondary level and 65 at high school level) from an urban region.

## Functions of aggressive behaviors – implications for interventions

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The same type of aggressive behavior may have totally different underlying motives and functions. The main functions of all human behaviors are: attention seeking, power exhibition, revenge or retreat. In the light of behavior management efficacy, it is crucial to identify what function does the manifested behavior respond. The same symptomatic behaviors may have completely different emotional fuel: fear, anger, joy, sadness. If you, as a professional, assess a kid/students behavior merely based on its overt manifestations, and you fail on accurately identify its main function, you risk to implement an
ineffective intervention strategies. That is why we have to conduct expert clinical interview, develop attentive functional behavioral analysis, based on direct observation and discussion with the main subject (author) of the undesirable/conflictual events. In this paper, we will present the process of clinical interview and the building of conceptual framework of different self-defeating behavioral patterns (based on their specific beliefs, emotional states and behavioral manifestation), developed through Life Space Crisis Intervention (LSCI) Method. We will present the diagnostic stages and the criteria of differentiate diagnostic for the six pattern of self-defeating behavioral patterns identified in LSCI Method. LSCI is and advanced, interactive therapeutic strategy, with psychoanalytical, behavioral, and cognitive theoretic and practical roots, developed and dedicated to identify chronic youth’ patterns of self-defeating behaviors. LSCI views crisis situations as learning, growth, insight, and change opportunities.

Capabilities of the Child Protection System in Bihor County

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Child protection system must provide the identification of real protection needs at any level, and high-quality services in order to achieve the best interest of the child, with priority to the natural family, stimulating at the same time the opportunity for state and private institutions to get involved through functional partnerships. The problems waiting for support and urgent solutions are the following: behavioral disorders, abuse, domestic violence, addiction, school abandonment, neglect, poor parenting skills in many natural families. The research is based on a survey on young people aged 16-18, who live in children’s homes and residential centers. The research sample was selected so as to have the opportunity to compare the conditions of two different types of institutions, public and private. While there are still significant differences, the research found, in both types of setting, a clear improvement of the situation.
of the children, mainly due to the efforts of child care institutions to accommodate family circumstances and to cooperate more effectively with the educational sector.

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**Predictors of psychopathology in adolescents. Thinking about the long run.**

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In these times of social changes, young people must be empowered with effective skills (reasoning, argumentation, flexibility, appreciation for diversity, self-regulation etc.) to overcome any challenges they may encounter. These skills for the XXIst century (Pellegrino & Hilton, 2012) should be the focus of mental health/socio-emotional programs. Research showed that maladaptive behaviors are predicted by irrational beliefs and emotional disturbance (anger) (Sullivan & Geaslin, 2001; Levinson & Levinson-Liepe, 2004). The purpose if this study is to investigate which one of the irrational beliefs and anger dimensions predict better psychopathology and specific developmental issues of adolescents.

The sample used in this study consisted in a number of 634 adolescents, 259 bys and 375 girls. They were 9th and 10th grade students, aged between 14 and 17 (mean age 15.08).

All participants completed the following instruments: *Scale of low frustration tolerance for students* (Trip & Bora, 2012), *The child and adolescent scale of irrationality* (Bernard & Cronan, 1999), *State-Trait Anger Expression Inventory for Children and Adolescents* (STAXI CA, del Barrio et al., 2004) and *Millon Adolescent Clinical Inventory* (MACI, Millon).

Our results indicate that *low frustration tolerance towards rules* is the most important predictor for several maladaptive behavioral patterns. It explains between 71% and 26% of the variance of the predicted values of the criterion...
variable (using the specific regression equation). The second most important predictor for the studied behavioral patterns is \textit{trait anger}, which explains between 55\% and 35\% of the predicted variance of the criterion variables. These two predictors seem to be an important component of all the behavioral patterns included in our study. A close third was the \textit{expression of anger} which explained between 50\% and 32\% of the variance in the predicted criterion and was involved in all but one of the behavioral patterns. \textit{Global rating} seems to be the most important predictor in explaining the borderline behavioral pattern along with \textit{trait anger}.

In our subsequent analysis we investigated the involvement of the cognition and anger variables in several clinical syndromes and expressed concerns (specific developmental issues). Thus we observed that \textit{low frustration tolerance towards rules} was again the most influential predictor variable for some of the syndromes we took into consideration in our study (it explained between 68\% and 53\% of the predicted variance of the criterion variable). In these cases, \textit{trait anger} and \textit{expression of anger} showed a diminished involvement in the set of criterion variables however their influence was quite large in those instances where they did play a part. From among the anger variables the most important was the \textit{external expression of anger} which was an important component of most of the syndromes and explained between 45\% and 29\% of the predicted variance in the criterion. Another observation from our data is the involvement of the low \textit{frustration tolerance towards other students’ behavior} in explaining the variance of the predicted criterion variables (it explained between 55\% and 28\%).

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**Plenary Presentation**

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Murder or the purposeful taking of a life oftentimes represents the most severe form of anger. In this presentation, the viewer will find the root causes for murder, examples, and experience with diagnosis and factors that if alleviated could head off some murders in the human condition.
Aggression, Bullying, and Discrimination Experiences among Korean-American Junior High School Students

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The incidence of bullying experiences has increased dramatically in recent decades and has caused serious mental health issues among adolescents. Very few studies have attempted to study how bullying affects the psychological development in Asian-American, specifically, Korean-American youth. The goal of this study was to examine the experiences of Korean-Americans in grades six to eight (n=125) to explore the relationships between bullying, discrimination, depression, and ethnic composition of the school, as set forth by Shin, D’Antonio, Son, Kim, and Park (2011). We compared the findings to those by Shin et al. (2011), who examined the bullying experiences and their outcomes among Korean-American high school students. Data were collected using the Bully Survey (Swearer, 2005), the Perceived Ethnic and Racial Discrimination Scale (Way, 1997), the Center for Epidemiological Studies- Depression Scale (CES-D; Radloff, 1977) and the website for the State Department of Education of New York and New Jersey. Path analyses using LISREL 8.80 for the victims, bystanders, bullies, and bully victim combination, respectively, revealed several key findings and several
differences between middle school and high school. Taken together with Shin et al. (2011), these results suggest that as adolescents grow older, the ethnicity of the individuals or the ethnic composition of the schools may play more important roles in experiencing bullying. These different paths that define who are possible victims are important to keep in mind, as potential victims may change as a result of the bullies’ age.

**The chosen psychological conditionings to undertaking aggressive behavior during adolescence**

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Presented study based on the model proposed by Bushman and Anderson (2002). This research aims to analyze the role of chosen factors as a conditioning of the process of undertaking behavior of perpetrator during adolescence. For that purpose, two groups of variables were identified. The first group included child-independent variables shaping the socio-economic status of the family (parents’ education, material status, number of siblings) and age, sex, and temper. While the second: patterns of attachment to father and mother, hostility and anger and ones’ own experiences, depression and anxiety.

The studied group consisted of 600 adolescents in the age from 14 to 19. The research tools were Mini – DIA, the Inventory of Parent and Peer Attachment (IPPA), The Buss-Perry Aggression Questionnaire and EAS. The measurement was made twice in one year gap.

Results shows the role and impact of the emotional sphere (depression) and attachment (alienation with mother) relationship with externalization problems.
Involvement in school bullying of children living in residential care

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A significant proportion of children that enter residential care have a history of abuse and traumatic experiences. In 2010, 22.2% of the children entered in Romanian Child Protection System due to exposure to abuse, neglect, and exploitation (UNICEF, 2016). Living in residential is not a sufficient condition for protecting children from further harm. Peer bullying and staff victimization were reported in some recent studies conducted in residential settings (Barter, 2004; Sekol, 2013). Children living in residential settings may be more susceptible also to school bullying due to their maladaptive patterns of behavior or stigmatization. The effect of bullying on health outcomes it is well documented in school-aged children, but less is known about its effects on children living in residential settings. The aims of this study were: 1) to present the prevalence of school bullying in children living in residential care, 2) to explore the relationships between bullying behavior and school perceptions (school satisfaction, academic achievements, classmate support, school-related pressure), peer relationships (close friendships) and health outcomes (psychosomatic complaints).

We’ve selected a sample of children that were living in residential care from Health Behavior in School-Aged Children 2010 national survey (HBSC, 2010). The final sample consisted of 109 children (11-13 years old; 60 boys, 45 girls). Children responded to the self-reported questionnaire in school settings. Statistical analyses were carried on using cross tabulation and Pearson’s chi-square test.

67.6% of the children were non-involved in school bullying while 30.5% were involved in school bullying as victims (3.8%), bullies (17.1%) or bullies-victims (9.5%). Children involved in bullying didn’t differ
significantly from those non-involved in bullying in terms of peer relationships and school perceptions. Taking into account the status of the child involved in bullying revealed that bully and bully-victims reported more often that they like a bit or don’t like school and feel pressured by it. All categories of children reported higher levels of academic achievements. Significant differences were found in terms of health outcomes with those that were victims or bully-victims reporting more psychosomatic complaints. Age and gender differences will be also discussed.

A significant proportion of the children from this study reported being involved in bullying. These results are in line with previous research on bullying behavior in school. Children involved in bullying tend to report more psychosomatic complaints (Cosma & Baban, 2013). Previous studies reported low academic achievement for children involved in bullying which is not consistent with the findings of this study (Woods & Wolke, 2004). The results might be influenced by social desirability. The limits of this study are given by small sample size and the use of self-reported questionnaires.

Conclusions. This study emphasizes the importance of taking into account the behaviors of institutionalized children in other settings when planning for prevention and intervention programs.

Stop Bullying – A Primary Intervention Campaign in Romanian Middle and High-Schools

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Primary interventions aim to prevent negative events or phenomenon before they occur, altering unsafe behaviors that can lead to injury or disease, and increasing resistance if the exposure already happened. Taking
into consideration the profound negative effects of bullying and the increasing occurrence of the phenomenon in Romanian schools, we aimed to conduct a prevention campaign in middle-schools. Approximately 1,500 pupils, enrolled in more than 20 schools from Bihor County, participated to our activities, between November 2015 and June 2016. The activities included information on the bullying phenomenon and its effects, lectures on how to behave if he/she or colleagues are victims of bullies, discussions over a short video that we filmed for the purposes of the campaign, and finally an open-air meeting in the center of our town, for public acknowledgement. The effects of the campaign are still to be measured, as the follow-up hasn’t been conducted yet.

Experiences of Victimization among young offenders

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Many young offenders grow up in difficult environments. It has often been suggested that many young offenders are victims of abuse. However, there were restricted to abuse or family’s problem. Little research has examined data on “multiple victimization” experiences of young offenders. Thus, this study investigated the victimization experiences of young offenders, including child abuse at home, bullying at school, and crime in the community. Specifically, I compared the number of victimization experiences of young offenders with those of non-delinquents at home, school, and in the community. It was found that young offenders experienced significantly more victimization than non-delinquents. Additionally, I examined the influence of childhood victimization on later misconduct and/or delinquency and found victimization experiences to be a risk factor for subsequent delinquency. The hierarchical multiple regression analysis showed that young offenders who had a strong emotional reaction to their experience of
abuse began their misconduct at an earlier age. If juveniles start their misconduct early, the degree of delinquency will increase. Anger of young offenders was stronger than that of non-delinquents. A strong emotion of anger may be related to juvenile delinquency.

**Two faces of sexual aggressors reflected on the crime scene**

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The sexual violence it is a big issue for any society, were most of the aggressor are male.

Leopold Szondi, the founder of Fate Psychology School and his one of the most relevant disciples, Ines Grämiger, have studied for many years the main traits of violence phenomena, both from the physiological and psychological level. They differentiate between two types of aggressor’s personality: the sadist-aggressive type and the impulsive type (so called epileptiform type). To differentiate in diagnosis, Szondi focused on the distinction in psychological needs: in the first group, the “Cobra” males, the main drives are chronic and aggressive charge. In the second group, the “Pitbull” males, the main drive is organized in patterns of fueling with negative affects (hate, envy, fury, jealousy, revenge) in three stages.

Those two types described above are committing violent crimes by using force mainly, with huge amount of cruelty comparing with other crimes, with physical and psychological trauma.

Dealing with general aspect of the crime scene, the first investigators will focus and analyze different behavioral imprints. Starting from the crime scene, the investigators are able to approximate quite precise the aggressor’s pattern of behavior analyzing the general and specific pattern of the crime scene.

The present paper will depict the main clues who guide the investigators through the field of uncertainty.
The image of lie about attempting suicide: Biometrical and behavioural analysis of the facial expressions of a suicidal detainee during primary psychological assessment

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This paper presents a multidimensional and comprehensive type of primary psychological assessment of individuals that come into contact with the prison environment and have a history of suicidal ideation and attempts, in order to identify indicators of negation and/or lying about suicide attempts in detention. It is often reported in the literature that the standardized psychological screening battery might not always offer enough information about suicidal persons in detention, or it might not cover all the dimensions needed for drawing a comprehensive psychological profile of a detainee, that might help the psychologists to optimally design preventive interventions.

The aim of the paper is to present a technique of the first psychological assessment of a detainee with a history of suicidal ideation and pre-prison suicidal attempts. This technique aims to combine psychological screening with behavioral observations and analysis of micro-facial expressions of emotions (i.e. measured in an automatic manner by using the “iMotions Biometric Research Platform powered by FACET facial expression technology from Emotient”).

We present here a case study of the first psychological assessment of an individual in detention at the Maximum Security Prison Arad, Romania (female, age = 30 years). The particularity of the case presented here is that, compared to the other nine cases of detainees with pre-detention
suicidal attempts investigated by us, this person was the only one that has attempted suicide in detention, i.e. 21 days following the primary psychological assessment. The following information sources were targeted: (1) Manifest behavior (gestures, postures); (2) Demographic data, psychological and psychiatric history; (3) Micro-facial expressions (based on Action Units system; Ekman & Friesen, 1978) and the universal categories of emotions. The methods used to extract the information for drawing the comprehensive profile of the detainee were: (1) Behavioral observation; (2) Psychological screening (semi-structured interview), which includes specific questions on the suicidal ideation, past and future suicide attempts; (3) Micro-facial expressions analysis by using the iMotions Biometric Research Platform (Facial Expression Analysis), which allows real-time identification of emotions.

The information gathered through the combined method, i.e. psychological screening, behavioral observation and FACET micro-facial expression analysis, allowed us to identify valuable psychological particularities of a detainee, such as the tendency to express deceitful behaviour while talking about suicidal plans. Data were further used to develop personalised therapeutic interventions for an optimal adaptation of the detainee to the prison environment.

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**Psychologists at work: Police negotiation in crisis situation**

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The main approaches in police negotiation in crisis situation are those which treat the event mainly from procedural and organizational point of view. The art the negotiator shows in bound situations facing with taking hostages or suicidal tendencies of particular individuals can impede upon the final
moment, diminishing or increasing human lives loses. In this field, the application of some negotiation techniques has various individuals as their main target, which, by their own, creates problems in the public order field, such as: threaten with suicide, setting fire, taking hostages by one or others, Unabomber etc.

There are few approaches who try to decrypt psychological mechanisms as a background for following negotiation procedures and there are fewest who try to follow the scientific line in decision making process, most of this kind of situation being some like “nearby” institutional procedures or far beyond them. More than that, the vast majority of experts do not accept the psychologists as the main negotiator. There are various arguments and there is no general consensus yet. This issue is still open to debating both for the negotiation process theorists and practitioners also. It is still hard to understand human behavior in uncertainty atmosphere, in dealing with negotiator’s moods of thinking and feeling in such type of exceptional situations.

The paper aims to study from practitioner point of view, the psychological “border phenomena”, which drives the negotiator’s personality in risk situations, the behavioral main lines of human factor according to Romanian Police procedures, the decision making process and their outcomes.

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**The longitudinal impact of psychosocial working conditions on mobbing exposure and occupational risk factors**

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Direct and/or indirect aggression is a serious phenomenon that is costly to organizations and has various negative social, occupational, and health-related consequences. Specifically, mobbing exposure – as a relevant subform – is a prevalent phenomenon that has been linked to
various negative outcomes. The main purpose of the present study was to investigate the role of different psychosocial working conditions as predictors of mobbing exposure and its sequelae from a longitudinal perspective. We used two waves of the Quality-of-Work-Survey Luxembourg (Sischka & Steffgen 2015). Each wave is a representative sample of 1532 respectively 1526 employees working in Luxembourg (data collection via computer-assisted telephone interviewing). 702 employees participated in both surveys (aged from 18 to 64 years; 53.8 % male). All working conditions at wave one showed zero-order correlations with mobbing exposure at wave two. More specifically, hierarchical regression analyses revealed that controlling for mobbing exposure in the first wave, mental demands at work and company change were linked to mobbing exposure in the second wave in a theoretically meaningful way (Lutgen-Sandvik, 2006). Furthermore, mobbing exposure at wave one was a significant predictor of company change at wave two controlling for fixed-term contracts. Results will be discussed in terms of their (long-term) implications for the prevention of occupational and health-related risk factors.

**Romanian Translation and Linguistic Validation of the Children and Adolescent Social Support Scale (CASSS)**

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A growing body of research is focusing on identifying protective factors that could increase the chances of positive psychosocial functioning in adolescents facing adversity. Previous studies are documenting the
significant role of perceived social support in risky and aggressive behavior of adolescents and the need for psychometric instruments to assess this variable. The present study aims to validate at linguistic level the Romanian version of Children and Adolescent Social Support Scale (CASSS; Malecki, Demaray & Elliot, 2000). CASSS is a 60-item measure divided into five subscales, each subscale corresponding to a specific component of the social network (parents, teachers, friends, classmates and school). Literature indicates very good psychometric properties of the original (English) version of the scale, i.e. alpha Cronbach (α) = .97 for Total Frequency score and α = .96 for Total Importance scores. The scale was piloted for content and general linguistic clarity, following standard methods of linguistic validation. Participants (Romanian secondary school students, 12-20 years) individually completed the on-line Romanian translated version of CASSS. Two weeks after the first completion, students filled in the original English version of the scale. Cronbach’s alpha coefficient scores were calculated for the translated version of CASSS. Alphas for the Total Frequency scores, i.e. α = .79, and Total Importance scores, i.e. α = .75, indicated good reliability. Similarly, the ranges for each subscale demonstrated good to excellent reliability, varying from α = .77 to α = .95. A Wilcoxon matched pairs signed rank test was conducted to determine whether there was a statistically significant difference between the original and the translated version of the instrument. Results indicated no significant differences between the versions of the scale, both for Frequency and Importance scores (Z = -.37, p > .05; Z = -.16, p > .05). Subsequently, Spearman correlation coefficients were calculated. Results indicated very strong positive correlation for Total Frequency scores (rs = .87) and a strong correlation for Total Importance scores (rs = .75). Psychometric properties of the translated version of CASSS, as well as recommendations are further discussed in this paper, such as the potential moderating role of the perceived social support on the level of involvement in risky behaviors and on the level of academic performance.
Romanian Translation and Linguistic Validation of the Civic Attitudes and Skills Questionnaire: Implications for Pre-Service Teachers’ Evaluation

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Attitudes have been extensively studied in several areas of psychology, considering their potential to influence, stimulate, justify and predict a person’s response and relationship with different instances. Positive civic attitudes and civic engagement are evolutionary essential components of a functional society, especially when embodied by pre-service teachers, as they become behavioral role-models for future generations. Furthermore, educational civic engagement and Service-Learning practices have multivalent, mutual benefits that range from enhancing academic performance, socio-emotional learning and preventing risk behaviors. This study aims to expand the use of Civic Attitudes and Skills Questionnaire (CASQ; Moely et al., 2002) as a valid assessment tool for the Romanian pre-service teacher population and extend its diagnostic value to examine students’ attitudes towards the community, also known as civic responsibility and their intention to pursue positive civic behaviors, the preceding step to actual civic engagement. The study employs a correlational design and aims to test the equivalence of the two linguistic versions of the scale. Three CASQ sub-scales were selected for validation: Civic Action (CA) Interpersonal and Problem-Solving Skills (IPSS), and Diversity Attitudes (DA), and translated according to the translation with retroversion procedure, proceeding from the initial forward translation, and continuing with the expert panel examination, the back-translation, a comparative review, the testing and review,
leading to a final version. In the testing and review phase, data were collected from 24 pedagogy students (Babes-Bolyai University, Cluj-Napoca, Romania), all holding an English language competency certificate, with a mean age of $M=28(5.1)$, who completed the on-line English and Romanian versions of the CASQ. The internal consistency was assessed for both versions. The values of Cronbach alpha coefficients computed for the English 8 CA sub-scale items, 12 IPSS sub-scale items and 5 DA sub-scale items were .858, .886 and .681, respectively, with an overall scale coefficient of .915. Similarly, for the equivalent Romania items, Cronbach alphas coefficients were .889 for the CA sub-scale, .892 for the IPSS sub-scale and .735 for the DA sub-scale, with an overall scale coefficient of .894. Wilcoxon Signed-Rank Test showed that there was no statistical significant difference between the two linguistic versions of the CASQ ($Z = -1.386$, $p = .166$). Moreover, Wilcoxon Signed Ranks Tests were computed for each of the Item Pairs included in the CASQ sub-scales, which also showed no significant statistical differences, suggesting that the versions are equivalent. Furthermore, Spearman correlations for the scales and item pairs were computed to test the association between the two versions. Further recommendations and implications for educational use are addressed, such as the assessment of the psychosocial effects of community-oriented activities, including student-for-students ones.

Do mothers know?

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The purpose of the present study was to investigate the direction of effects between parents’ sources of knowledge and children’s involvement in bullying and victimization at school. The participants were 348 early
adolescents with a mean age of 13.5 years and their mothers. The children completed the Revised Bullying and Victimization Questionnaire, while the mothers completed the Parental Knowledge Questionnaire. Data were collected in two time points with a 6-month interval. The structural equation model showed that child disclosure and parental control at Time 1 (T1) positively predicted bullying at Time 2 (T2), while parental solicitation at T1 negatively predicted bullying at T2. Conversely, bullying at T1 positively predicted child disclosure and parental control at T2, while victimization at T1 positively predicted parental solicitation at T2 and negatively predicted child disclosure at T2. The results confirmed that the relationship between parental knowledge and bullying is reciprocal and that prior parental solicitation was the only source of knowledge that was negatively related with future involvement in bullying. Interestingly, victimization at T2 was not related with any of the sources of parental knowledge at T1 indicating that parents’ effort to know about their youths’ socialization may not lead to reducing victimization. Bullying, however, appeared to be negatively predicted by prior parental solicitation indicating that parents’ effort to know who their children socialize with may indeed operate as a protective barrier. Finally, our study showed that prior victimization is related with less child disclosure, which confirms the assumption that victimized children often hide their experience from their parents.

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**Exams time and attributions: the impact of short term stressful events**

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Students in first year of college often times experience a stressful life period due to multiple events, academic challenges beyond of what they were used to in high school, and changes in the transition from family environment to college. In this study students responded to a
questionnaire package concerning causal attributions for problem-solving abilities, stressful life events, perceived affective state, and level of procrastination. The question asked in this study was if attributions for a life event and a current stressful situation will have an effect on causal attributions, affective and problem solving perceptions in freshman students. Results suggest that the stress experienced by students, due to end of semester exam session, might exacerbate the perception of previously lived stressful life events. Students who experienced a moderate to high level traumatic event will report after the exams session increased levels of procrastination, less problem-solving abilities, and an increased level of potential depression symptoms.

Dark Triad, attachment style, perceived attractiveness and intrasexual competition: An evolutionary psychological view

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The Dark Triad traits (psychopathy, narcissism and Machiavellianism) have traditionally been perceived in the literature as social pathological undesirable traits. From the perspective of evolutionary psychology, these traits may confer some survival and reproductive-related advantages, in the direction of increasing the reproductive fitness in a harsh and hostile environment. Hence, features considered maladaptive in present days, in our evolutionary past might have facilitated behaviors associated with the exploitation of others for resources, or short-term reproductive strategies. The present study aims to investigate the relationship between Dark Triad (DT) and perceived attractiveness of
DT men (low DT and high DT) by women, in relation to their attachment styles in romantic relationships, perceived intrasexual competition and their personality traits.

The first proposed hypothesis it is that people with high scores on Dark Triad (DT) are perceived as more attractive, mainly due to specific characteristics (superficial charm, increased confidence, lack of anxiety, the use of manipulative tactics, lack of inhibitions, impression management etc.). Another hypothesis is related to the style of romantic attachment specific to Dark Triad persons. Thus, we predicted a positive correlation between DT scores and dysfunctional attachment style (narcissism’s predictor will be an anxious attachment style and psychopathy will be predicted by an avoidant style). The third hypothesis was that triad elements predict a positive correlation with the level of intrasexual competitiveness. A number of 114 Romanian women and 31 men participated in our study (Cluj district, urban area, Romania). Demographic data showed a mean age of 27.61 years with a SD of 6.793 for female sample and 31.58 years and a SD of 8.69 for male sample. Dark Triad features were evaluated using SD3 scale (Short Dark Triad, Jones & Paulhus, 2014). The second scale used in our study was "The Multiple Item Measure of Adult Romantic Attachment" (Brennan, Clark, & Shaver, 1998). The third instrument was the “Scale for intrasexual competition” (Buunk & Fisher, 2009). The perception of women about the potential attractiveness of a man with DT features was assessed by using two characterizations, one with high level of DT features and one with low level of DT features (after Carter et al., 2014). The last scale used in our study is TIPI (Ten-Item Personality Inventory; Gosling et al., 2003).

Contrary to the data reported in the literature, individuals in our study rated as more attractive the people with low Dark Triad features. The results are explained from the perspective of cultural bias and the perceived role genders. The variable psychopathy correlated significantly with the Avoidant attachment style variable and with the Anxious attachment style. Machiavellianism had a significant association with the Anxious attachment style and with the variable Intrasexual Competiveness (IC; $r = .346$, $p < .01$). The Extraversion variable was
positively correlated with Narcissism and negative with Avoidance, while Agreeableness negatively correlated with psychopathy, avoidance, anxiety and IC. The results showed a significant positive association between the DT elements and the level of intrasexual competitiveness.

**Developing a Sexuality Education Program for Parents in Romania – Preliminary Analysis**

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The well-being of children and young people and their healthy development, both physical and psychological, are primary concerns for parents or caregivers and education and health professionals as well. The main purpose of this study is to contribute to the scientific knowledge regarding young people’s sexual development and health by identifying and examining empirically validated theoretical models or interventions, which might be adequate to the specificity of a population in Romania (young people aged 10 to 14 years and their parents). Specifically, the present study proposes a concise summary of the literature on parents’ contribution to the sexual competence and sexual health of their children. The study also suggests lines along which young people’s sexual competence and health could be improved by future sexuality education parenting programs. There exist a considerable variety of parental sexuality education interventions and they are designed and evaluated on a multitude of levels based on their approach to sexuality, health and education. This article offers a short review of psychological and social factors characterizing individual and family processes which are associated to young people’s sexual health and an analysis of the effectiveness of existing parental sexuality education interventions and
programs. The study presents the situation of sexuality education programs and sexual health of young people in Romania and outlines a few components of a future sexuality education program to be developed for parents in Romania aiming to prevent the sexual risk behavior for their children.
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