



**Koło Naukowe
Relacji Rówieśniczych i Bullyingu OLWEUS
Uniwersytet SWPS**

Przykładowa literatura:

- deLara, E. W. (2019). Consequences of childhood bullying on mental health and relationships for young adults. *Journal of Child and Family Studies*, 28(9), 2379-2389.
- Dooley, J. J., Pyżalski, J., & Cross, D. (2009). Cyberbullying versus face-to-face bullying: A theoretical and conceptual review. *Zeitschrift für Psychologie/Journal of Psychology*, 217(4), 182.
- Horton, P. (2011). School bullying and social and moral orders. *Children & society*, 25(4), 268-277.
- Horton, P. (2016). Portraying monsters: Framing school bullying through a macro lens. *Discourse: Studies in the Cultural Politics of Education*, 37(2), 204-214.
- Mishna, F. (2004). A qualitative study of bullying from multiple perspectives. *Children & Schools*, 26(4), 234-247.
- Mishna, F., Scarcello, I., Pepler, D., & Wiener, J. (2005). Teachers' understanding of bullying. *Canadian Journal of Education/Revue canadienne de l'éducation*, 718-738.
- Mishna, F., Wiener, J., & Pepler, D. (2008). Some of my best friends—experiences of bullying within friendships. *School Psychology International*, 29(5), 549-573.
- Mishna, F., Newman, P. A., Daley, A., & Solomon, S. (2009). Bullying of lesbian and gay youth: A qualitative investigation. *The British Journal of Social Work*, 39(8), 1598-1614.
- Mróz, J. T., Wójcik, M., & Pyżalski, J. (2022). Bullying—prześladowanie rówieśnicze. Prawdy i mity na temat zjawiska. *Dziecko Krzywdzone. Teoria, badania, praktyka*, 21(4), 34-85.
- Olweus, D. (2003). A profile of bullying at school. *Educational leadership*, 60(6), 12-17.
- Olweus, D., & Limber, S. P. (2009). The Olweus bullying prevention program: Implementation and evaluation over two decades. In *Handbook of bullying in schools* (pp. 377-399). Routledge.
- Olweus, D. (2013). School bullying: Development and some important challenges. *Annual review of clinical psychology*, 9(1), 751-780.
- Patton, D. U., Hong, J. S., Patel, S., & Kral, M. J. (2017). A systematic review of research strategies used in qualitative studies on school bullying and victimization. *Trauma, Violence, & Abuse*, 18(1), 3-16.
- Pyżalski, J. (2009). Agresja elektroniczna dzieci i młodzieży—różne wymiary zjawiska. *Dziecko krzywdzone. Teoria, badania, praktyka*, 8(1), 12-26.

- Pyżalski, J. (2012). *Agresja elektroniczna i cyberbullying jako nowe ryzykowne zachowania młodzieży*. Oficyna Wydawnicza "Impuls".
- Thornberg, R. (2011). 'She's weird!—The social construction of bullying in school: A review of qualitative research. *Children & society*, 25(4), 258-267.
- Thornberg, R., Tenenbaum, L., Varjas, K., Meyers, J., Jungert, T., & Vanegas, G. (2012). Bystander motivation in bullying incidents: To intervene or not to intervene?. *Western Journal of Emergency Medicine*, 13(3), 247.
- Thornberg, R., & Jungert, T. (2013). Bystander behavior in bullying situations: Basic moral sensitivity, moral disengagement and defender self-efficacy. *Journal of adolescence*, 36(3), 475-483.
- Wójcik, M., Thornberg, R., Flak, W., & Leśniewski, J. (2021). Downward spiral of bullying: Victimization timeline from former victims' perspective. *Journal of interpersonal violence*, 0886260521990835.
- Wójcik, M., & Mondry, M. (2020). "The game of bullying": Shared beliefs and behavioral labels in bullying among middle schoolers. *Group Dynamics: Theory, Research, and Practice*, 24(4), 276.
- Wójcik, M., & Flak, W. (2021). Frenemy: A new addition to the bullying circle. *Journal of interpersonal violence*, 36(19-20), NP11131-NP11154.