



26th WORKSHOP ON AGGRESSION

10th-12th November 2022
Friedrich-Schiller-University
Jena, Germany

The Nature and Prevention of Political Violence

PROGRAM

- Program-Overview
- Program-Plan
- Abstracts



ORGANIZING TEAM

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Center for Research on Right-Wing Extremism,
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FRIEDRICH-SCHILLER-
UNIVERSITÄT
JENA

Program-Overview: 26th Workshop on Aggression

Thursday, 10th of November

- 12.00-12:30 *Welcome*
- 12:30-13:30 **Keynote: Arie Kruglanski**
Frustration-Aggression Hypothesis Reconsidered: On the Psychology of Significance-Driven Hostility
- 13:30-14:00 *Coffee Break*
- 14:00-16:00 **Session I.I:** *Social Psychology of Intergroup Hostility and Violence: Prejudice, Norms, Misrecognition, and Populism*
Session I.II: *Teacher's Behavior, Classroom Climate, and Bullying*
Session I.III: *Predictors and Risk Factors for Aggressive Behavior and Violence*
- 16:00-16:30 *Coffee-Break*
- 16:30-18:30 **Session II.I:** *Predictors and Development of Radicalization*
Session II.II: *Reactions to Hate Speech and Bullying: Bystanding, Victim Support, and Counter Speech*
- 19:00 *Evening reception*

Friday, 11th of November

- 9:00-10:00 **Keynote: Tina Malti**
Caring about Not-Caring: Using the Science of Social-Emotional Development to Prevent Violence
- 10:00-10:30 *Coffee break*
- 10:30-12:00 **Session III.I.** *Prevention of Prejudice, Hate, and Radicalization*
Session III.II: *Online Hate Speech – Reviews and Surveys*
- 12.00-13:00 *Lunch break*
- 13:00-15:00 **Session IV.I:** *Religious and Political Extremism and Violence*
Session IV.II: *Prevention and Intervention of Bullying and Hate Speech*
- 15:00-15:30 *Coffee Break*
- 15:30-16:30 **Keynote: Sophia Moskalenko**
The Role of Conspiracy Theories and Ideology in Mass Radicalization
- 16:30-16:45 *Coffee-Break*
- 16:45-18:45 **Session V.I:** *Populism and Civil Conflicts*
Session V.II: *Consequences of bullying and cyber hate*
- 19:30 *Conference Dinner at Gasthof Noll*

Saturday, 12th of November

9:00-10:00	Keynote: Barbara Krahe <i>Sexual Aggression among College Students in 15 Countries: Prevalence, Risk Factors, and Prevention</i>
10:00-10:30	Coffee Break
10:30-12:00	Session VI. I: Challenges to Democratic Citizenship in Adolescence Session VI.II: Risk Factors for Sexual Aggression, Fantasies, and Crimes
12:00-12:30	<i>Concluding session</i>
Afternoon	<i>Social program</i>

Program-Plan: 26th Workshop on Aggression

Thursday, 10th of November

12.00-12:30	<i>Welcome</i>
12:30-13:30	Keynote: Arie Kruglanski <i>Frustration-Aggression Hypothesis Reconsidered: On the Psychology of Significance-Driven Hostility</i>
13:30-14:00	Coffee Break
14:00-16:00	Session I.I: Social Psychology of Intergroup Hostility and Violence: Prejudice, Norms, Misrecognition, and Populism (Mete Sefa Uysal) Clemens Lindner, Julia Elad-Strenger, Stefanie Hechler, Thomas Kessler: The bigot and tolerant, the aggressive and gentle personality: The attribution error in social science illustrated with the case of prejudice Pascal Gelfort, Thomas Kessler, David Urschler: Social norms and prejudice Mete Sefa Uysal, Carina Hoerst, Sofia Stathi, Thomas Kessler: Right-wing populism predicts support for hate crimes through national pride and moral justification of political violence Julia Elad-Strenger, Thomas Kessler: The role of misrecognition in driving support for right-wing populism Session I.II: Teacher's Behavior, Classroom Climate and Bullying Saskia M. Fischer, Peter J.R. Macaulay, Ludwig Bilz: Broadening the contextual perspective on bullying: Direct and cross-level interaction effects between staff communication climate, classroom climate, and students' bullying experiences Dziuginta Baraldsnes: Investigating teachers' perceptions of school climate Karliem Demol, Karine Verschuere, Christina Salmivalli, Hilde Colpin: Uncovering teachers' bystander behaviors in bullying: A qualitative study Isik Ulubas, Johan Korhonen, Kaj Björkqvist: Victimization from aggression, perceived ethnic discrimination, and sense of school belonging among the adolescents in Finland: A mediation analysis Session I.III: Predictors and Risk Factors for Aggressive Behavior and Violence Tyler Colasante, Tina Malti: Physiological underarousal predicts clinically elevated aggression through lower guilt in childhood Sara-Marie Schön, Monika Daseking: Does the Situational Action Theory explain rule-breaking and dissocial behaviour committed together with friends?

	<p>Julia Kansok-Dusche, Alexander Wettstein, Ludwig Bilz, Sebastian Wachs, Melisa Castellanos: Associations between social competence, perceived parents' prosocial educational goals and adolescents' hate speech perpetration in school</p> <p>Adebunmi Oyekola: Gang involvement among adolescents in Nigeria: Prevalence, risks and correlates</p> <p>Marie Kollek, Helge Schlueter, Renate Soellner: Honor endorsement in male youth: General risk factor for aggressive behavior?</p>
16:00-16:30	Coffee-Break
16:30-18:30	<p>Session II.I: Predictors and Development of Radicalization</p> <p>Allard Feddes: Extremist thinking and doing: A systematic review of empirical findings on the radicalisation process</p> <p>Sara Jahnke, Katharina Abad Borger, Andreas Beelmann: Predictors of youth radicalization: A systematic review and meta-analysis</p> <p>Fabienne Thijs, Elanie Rodermond, Edward Kleemans: From extreme ideas to violent and non-violent outcomes</p> <p>Andreas Beelmann: Radicalization as deviant social development. First empirical results of an integrated model</p> <p>Session II.II: Reactions to Hate Speech and Bullying: Bystanding, Victim Support, and Counter Speech</p> <p>Marie Bedrosova, Nikol Kvardova, Hana Machakova: Bystanders' victim blaming and minimizing consequences of weight-based cyberhate attacks: The roles of anti-fat attitudes, body-positive online content, and gender</p> <p>Peter Macaulay, Hedda Marx, Michael Boulton: Predicting adolescents' intentions to support victims of bullying from expected reactions of friends versus peers</p> <p>Zhi Zhang, Stephanie Pieschl: Cyberbullying on Instagram: An investigation into the impact of bystander numbers, anonymity and empathy on bystander behavioural intentions</p> <p>Anja Schultze-Krumbholz, Hanna Lehmkuhl, Mario Schimanski: Reactions to online hate speech and counter speech – Results from a pilot study using experience sampling</p>
19:00	<i>Evening reception:</i> Snacks and drinks (included in the conference fee)

Friday, 11th of November

9:00-10:00	<p>Keynote: Tina Malti <i>Caring about Not-Caring: Using the Science of Social-Emotional Development to Prevent Violence</i></p>
10:00-10:30	Coffee break
10:30-12:00	<p>Session III.I.: Prevention of Prejudice and Radicalization</p> <p>Sebastian Lutterbach, Andreas Beelmann: Everything OK in preventing prejudice and hate? Evidence and future research issues</p> <p>Laura Sterba, Andreas Beelmann: Preventing radicalization via early prejudice prevention. Effects of the PARTS program</p> <p>Friedrich Lösel, Irina Jugl, Sonja King, Doris Bender: Prevention of extremism and violent radicalization: An international survey and meta-analysis</p> <p>Session III.II: Online Hate Speech - Reviews and Surveys</p> <p>Laura Dellagiacomma: The empirical links between online hate speech and hate crime: a systematic literature review</p> <p>Vladimir Bojarskich, Tobias Rothmund: A Scoping review on the relationship between political Ideology and online hatred</p> <p>Rohangis Mohseni, Nicola Döring: Motives of perpetrators, bystanders, and victims of online hate speech: Results from a national sample of internet users in Germany</p>

12.00-13:00	Lunch break
13:00-15:00	<p>Session IV.I: <i>Religious and Political Violence and Extremism</i></p> <p>Miriam Müller-Rensch: Odin vs. Allah: The “sacralization of violence” of the Far-Right and Global Jihad</p> <p>Rebecca Bondü: Leaking as a warning sign for islamist terrorist attacks</p> <p>Denis van de Wetering: The interplay of aggression, implicit gender-knowledge and masculine identity: Findings from a qualitative study of disengagement and deradicalisation processes involving former right-wing extremists</p> <p>Fabian Hess, Elisa Merckenschlager, Immo Fritsche: Quest for significance and group-based control as possible motivations underlying radicalization into violence? Difficulties in demonstrating loss of significance effects on radicalization in three experiments</p> <p>Session IV.II: <i>Prevention and Intervention of Bullying and Hate Speech</i></p> <p>Chloë Finet, Heidi Vandebosch, Anouck Lubon, Hilde Colpin: Evaluation of an intervention to support teachers in tackling bullying and promoting positive classroom relationships: first findings</p> <p>Christoph Burger, Dagmar Strohmeier, Lenka Kollerova: Effects of teacher interventions on bullying roles: A longitudinal study</p> <p>Adam Klocek, Monika Kotrbová, Marek Pour, Egle Havrdová, Lenka Kollerová: Initial evaluation of the implementation of the KiVa anti-bullying program in the Czech Republic</p> <p>Jan Pfetsch, Duygu Ulucinar: Reducing online hate speech through a preventive intervention for adolescents – Effects on attitudes, self-efficacy and knowledge about hate speech</p>
15:00-15:30	Coffee Break
15:30-16:30	<p>Keynote: Sophia Moskalenko <i>The Role of Conspiracy Theories and Ideology in Mass Radicalization</i></p>
16:30-16:45	Coffee-Break
16:45-18:45	<p>Session V.I: <i>Populism and Civil Conflicts</i></p> <p>Rebekka Kesberg, Matthew Easterbrook: Would you condemn the sacrifice of political enemies?</p> <p>Amelie Freiberg, Juliana Tappe Ortiz: Too young to care? – Rebel leaders’ age and violent display in civil conflicts</p> <p>Tisa Bertlich, Anne-Kathrin Bräscher, Sylvan Germer, Michael Witthöft, Roland Imhoff: Conspiracy believers as lone wolves? People who believe in conspiracies feel lonelier on average, but loneliness and conspiracy mentality do not influence each other over time.</p> <p>Larissa Laurer, Eva Lermer, Julius Wolff, Peter Fischer, Matthias F. C. Hudecek: Why do they march? A conceptual framework on motivational and affective drivers for engaging in protests against anti-COVID-19 measures</p> <p>Session V.II: Consequences of Bullying and Cyber Hate</p> <p>Marina Camodeca, Valentina Levantini, Nicolò Maria Iannello: The contribution of Bullying, Victimization, and Alexithymia to Somatic Complaints in Preadolescents</p> <p>Lenka Kollerová, Tracy M. Sweet, Jung-Jung Lee, Lisa Bardach, Melanie Killen: Peer rejection negatively affects subsequent academic motivation regardless of gender context of the rejection</p> <p>Hannah Brett, Alice Jones Bartoli, Peter K. Smiths: What about us? A qualitative exploration of bullying involvement for foster children</p> <p>Petra Gradinger, Dagmar Strohmeier: Does coping, parental and teacher discussions mediate the relationship between online hate victimization and well-being (online and face2face)</p>
19:30	<i>Conference Dinner at Gasthof Noll</i>

Saturday, 12th of November

9:00-10:00	Keynote: Barbara Krahé <i>Sexual Aggression among College Students in 15 Countries: Prevalence, Risk Factors, and Prevention</i>
10:00-10:30	Coffee Break
10:30-12:00	Session VI.I: Challenges to Democratic Citizenship in Adolescence: Precursors and Effects of Populist Attitudes and Political Activity (Katharina Eckstein) Astrid Körner, Katharina Eckstein, Peter Noack: Young and prone to populist ideas? –Facets and effects of populist attitudes in middle adolescence Anna-Maria Mayer, Philipp Jugert: How media content shapes affect towards political institutions via populistic attitudes – A daily diary study among adolescents Marta Miklikowska, Katharina Eckstein, Katarzyna Jasko, Jan Serek: Active, passive, standby? – Types of political activity and its correlates in youth Session VI.II: Risk Factors for Sexual Aggression, Fantasies, and Crimes Isabell Schuster, Paulina Tomaszewska, Barbara Krahé: Links of perceived pornography realism with sexual aggression via sexual scripts, sexual behavior, and acceptance of sexual coercion: A study with German university students Kotryna Stupniak, Rebecca Bondü: The everyday experience of aggressive fantasies and associations with violent media consumption Tanita Rumpf, Stefanie Horn, Catharina Vogt, Kristin Göbel, Thomas Görden, Kim-Marie Zibulski, Vanessa Uttenweiler, Rebecca Bondü: Leaking among intimate partner homicide perpetrators. A systematic review.
12:00-12:30	<i>Finishing session</i>
Afternoon	<i>Social events</i>

Abstracts: 26th Workshop on Aggression-Program

Thursday, 10th of November

Keynote: *Arie Kruglanski, University of Maryland*

Frustration-Aggression Hypothesis Reconsidered: On the Psychology of Significance-Driven Hostility

One of the oldest scientific theories of human hostility is the frustration-aggression hypothesis, advanced in 1939. This theory has had considerable empirical support and is alive and well today. In this talk I examine major findings and concepts addressed in psychological research on hostile aggression and offer an integrative conception whereby hostility is a primordial means for establishing one's sense of significance and mattering, thus addressing a fundamental social-psychological need. Our model yields four hypotheses: (1) frustration will elicit hostile aggression proportionately to the extent that the frustrated goal served the individual's need for significance, (2) the impulse to aggress in response to significance loss will be enhanced in conditions that limit the individual's motivation/capacity to engage in extensive cognitive processing, (3) significance-reducing frustration will elicit hostile aggression unless the impulse to aggress is substituted by a non-aggressive means of significance restoration, (4) an opportunity for significance gain should increase the impulse to aggress. These hypotheses are supported by extant data as well as novel research findings in real-life contexts. They have important implications for understanding human aggression and the conditions under which it is likely to be manifested and reduced.



Arie W. Kruglanski is Distinguished University Professor of Psychology at the University of Maryland. He received the National Institute of Mental Health Research Scientist Award, the Donald Campbell Award for Outstanding Contributions to Social Psychology, the University of Maryland Regents Award for Scholarship and Creativity and the Distinguished Scientific Contribution Awards from the Society for Experimental Social Psychology, and from the Society for the Science of Motivation. He was Fellow at the Center for Advanced Studies in the Behavioral Sciences, and is Fellow of the American Psychological Association and the American Psychological Society. He was editor of the *Journal of Personality and Social Psychology: Attitudes and Social Cognition*, of the *Personality and Social Psychology Bulletin*, and *AE of the American Psychologist*. He also served as President of the Society for the Study of Motivation. Kruglanski published over 400 articles, chapters and books on motivated social cognition, served on NAS panels on the social and behavioral aspects of terrorism and co-founded the National Center of Excellence for the Study of Terrorism and the Response to Terrorism. He is presently the PI on a MINERVA grants on Syrian refugees' potential for radicalization, and on climate refugees in Asia and South America.

Session I.I Social Psychology of Intergroup Hostility and Violence: Prejudice, Norms, Misrecognition, and Populism – Symposium

(Mete Sefa Uysal, University of Jena)

The main aim of this symposia is to raise crucial questions regarding intergroup hostility and violence while discussing social-psychological antecedents of political violence such as prejudice, social norms, misrecognition, and right-wing populism. The first talk will be given by Clemens Lindner, which highlights the fundamental attribution error in prejudice research shared by many psychologists. This fundamental attribution error leads psychology research to use personality-based rather than group-based explanations for prejudice. In two studies, with broader ranges of prejudice targets (i.e., stimulus sampling), they showed that right-wing authoritarianism and social dominance orientation can be both negatively and positively related to prejudice. The second talk, given by Pascal Gelfort, moves this discussion towards the social norm literature. He will discuss prejudice as linked to shared social norms in line with the results of two studies that assessed norms and prejudice with a broad range of prejudice targets. After the first two talks focused on prejudice, we will direct our scope towards right-wing populism and discuss its antecedents and outcomes in terms of aggression and political violence. The third talk will be given by Mete Sefa Uysal and will discuss how right-wing populist beliefs lead to support for hate crimes in Germany through national pride and moral justification of political violence, by using German General Social Survey 2018 data. After the discussion on the negative outcomes of right-wing populism, Julia Elad-Strenger and Thomas Kessler will give the last talk and argue that citizens' perception of being misrecognized by elites (e.g., politicians) leads to support for right-wing populism. We hope that this symposium will advance our knowledge of the interrelation between old core concepts of social psychology such as prejudice and social norms with relatively new social problems of our society such as right-wing populism and extremism.

The bigot and tolerant, the aggressive and gentle personality: The attribution error in social science illustrated with the case of prejudice

Clemens Lindner, University of Jena; Julia Elad-Strenger, Bar-Ilan University; Stefanie Hechler, Deutsches Zentrum für Integrations- und Migrationsforschung (DeZim); Thomas Kessler, University of Jena

Intergroup aggression, social discrimination, and prejudice are the dark triad in intergroup relations since they inhibit positive intergroup contact and have negative effects for their victims. Consequently, these phenomena are considered social problems sought to be explained by social psychology. One intuition in the research literature is that some people are more socially problematic, that is more aggressive, discriminating, and prejudiced than others. Thus, most social psychological research attributed the social problem to problematic personalities of others. Ample empirical evidence supports this assumption, demonstrating that generalized prejudice and hate crimes are strongly and positively correlated with right-wing authoritarianism (RWA) and social dominance orientation (SDO). However, we suggest that this finding reflects a fundamental attribution error in our scientific explanation. For prejudice, a relevant antecedent of discrimination, we can demonstrate that the prejudice prediction of RWA and SDO depends on the selection of prejudice targets, which usually comprise national, ethnic, gender targets. We try to overcome this limitation by sampling a broader array of prejudice targets. Two studies (N 985) assessed Authoritarianism (RWA, NGA) and SDO together with attitudes toward a broader array of targets. Both studies show consistently that prejudice is positively and negatively related to RWA and SDO. These findings highlight the problems that personality-based explanations of prejudice face: (1) Prominent personality scales (RWA, SDO) show positive and negative relations to various prejudice targets, inconsistent with the assumption of the prejudiced personality, and (2) individuals high and low in RWA and SDO have generalized prejudices. We suggest that a scientific explanation of social problems must consider the normativity from which the perception of intergroup aggression, social discrimination, and prejudice as socially problematic derives.

Social norms and prejudice

Pascal Gelfort, University of Jena; Thomas Kessler, University of Jena; David Urschler, HSD Hochschule Döpfer, University of Applied Sciences

As a precursor of hate crimes and a core component of ideologies of inequality, the concept of prejudice has been in the focus of social psychological research for decades. Whilst a lot of research has been conducted on the influence of personality, stereotypes, and group processes on prejudices, the idea of prejudice as normative and socially shared attitudes has rather been neglected (but see Crandall et al., 2002) even though it has already been stressed as a possible explanation for prejudice in early works on the topic. First evidence is provided by two studies (N 268 and N 270) measuring attitudes and normative acceptance of prejudice against a broad array of social groups. We found strong correlations between social norms and the expression of prejudice. Furthermore, we could show that expressed prejudices and stereotypical assumptions are highly correlated between participants, which provides further evidence for the idea that individuals share evaluations of and attitudes towards groups. These findings raise the question of how social contexts can be informative of prejudices expressed by individuals, how social norms motivate the expression of negative group evaluations and whether an analysis of an individual's environment might predict prejudice beyond measures of individual and personality differences. To further understand the processes underlying socio-contextual effects in the prejudice literature, for example on effects of contact on prejudice (Christ et al., 2014) and normative environments on hate speech (Soral et al., 2020), basic research on the processes underlying the conformity to and internalization of prejudice-related norms is necessary. The presented work provides a starting point to close the gap between the literature on norms and intergroup attitudes.

Right-wing populism predicts support for hate crimes through national pride and moral justification of political violence

Mete Sefa Uysal, University of Jena; Carina Hoerst, University of Sussex; Sofia Stathi, University of Greenwich; Thomas Kessler, University of Jena

The influx of populist politics changed social norms dramatically around the globe, allowing for the open expression of prejudice and committing discriminatory violence against targeted groups. Anti-immigrant hate crimes that occurred in Germany in the last years illustrate the destructive consequences of the normalization of violence that seem to derive from right-wing populism. Given the epidemic impact of divisive populist rhetoric on hostile behavior, it is important to ask whether people endorsing populism also justifies hate crimes. Using the German General Social Survey 2018 data (N 3268), we tested a model, in which the endorsement of populist beliefs predicted support for hate crimes against immigrants in Germany, through national pride and moral justification of political violence. Results showed that people who evinced higher endorsement of populist beliefs showed higher support for hate crimes in Germany. Furthermore, national pride and moral justification of political violence mediated the relationship between populist beliefs and support for hate crimes against immigrants. To overcome societal divisions in fighting against the so-called immigrant influx, enhanced national pride among the ingroup of "real people" (i.e., German nationals) is crucial for the populist agenda. Hence, it is not surprising that national pride – as an emotional and mobilizing aspect of national identity – mediates the relationship between the endorsement of populism and support for hate crimes. Crucially, we suggest that individuals must perceive their support for anti-immigrant action as virtuous, and therefore perceive themselves as being in the moral majority and that to achieve this, right-wing leaders attach such moral sentiments to their agendas.

The role of misrecognition in driving support for right-wing populism

Julia Elad-Strenger, Bar-Ilan University; Thomas Kessler, University of Jena

Recent research suggests that citizens' sense of being socially marginalized, or "left behind" in society, plays an important role in triggering support for right wing populist attitudes. Although perceived misrecognition by others is thought to be a core aspect of this sense of social marginalization, the effect of (mis)recognition on citizens' support for the populist right has thus far not been systematically examined. Inspired by social identity theory, we conceptualize the establishment of subjective superiority over the elites on the one hand, and over national minorities on the other, as an identity management strategy in the face of perceived misrecognition by the elites of society. Across three studies conducted in Germany, we provide cross-sectional and experimental support for a causal model in which misrecognition by the elites, which is perceived to be directed at people as "nationals" rather than as individuals, triggers contempt towards the elites and rejection of national minorities, via the perception of threat to national identity ("social identity threat"). Our findings suggest that support for attitudes associated with the populist right may serve citizens in forming a valued group identity in the face of the elites who allegedly deny or disregard it.

Session I.II Teacher's Behavior, Classroom Climate, and Bullying

Broadening the contextual perspective on bullying: Direct and cross-level interaction effects between staff communication climate, classroom climate, and students' bullying experiences

Saskia M. Fischer, Brandenburg University of Technology Cottbus-Senftenberg; Peter J.R. Macaulay, University of Derby; Ludwig Bilz, Brandenburg University of Technology Cottbus-Senftenberg

Research on the development of bullying is often based upon Bronfenbrenner's socioecological model (Swearer & Hymel, 2015). Thus, various relevant contextual variables have been identified, including classroom climate and school climate (Thornberg et al., 2018; Zych et al., 2019). School climate has been defined in different ways, mostly including relationships between people in the school environment (Wang et al., 2016). Empirically, only the relationships between students (also summarised within the class as classroom climate) and between teachers and pupils are usually considered. However, teachers have been identified as particularly significant in the bullying process and as role models for students (Colpin et al., 2021). Because of this, it is assumed that relationships among teachers can also be significant risk factors for student bullying. In this study, we investigate communication climate among teachers as part of the school climate and its associations to student bullying. In addition, we follow Bronfenbrenner's idea of interactions among contextual levels by considering both school climate and classroom climate and investigating moderation effects. Data was collected from more than 550 teachers and 2,000 students in 114 classes at 24 schools in Germany. The analyses involved three-level hierarchical binary regression analyses and cross-level interaction models. Findings suggest that staff communication climate is not associated directly with students' experiences with bullying, but that the worse staff communication climate, the more students bully others in classrooms with high rates of rivalry (cross-level moderation). The associations will further be analysed under consideration of relevant control variables. Final results will be presented at the conference. The study broadens the contextual perspective on bullying by including more than one level at once and supports the importance of a whole-school perspective on bullying.

Investigating teachers' perceptions of school climate

Dziuginta Baraldsnes, Associate Professor at the Norwegian Centre for Learning Environment and Behavioural Research in Education, University of Stavanger

School climate is a multifaceted endeavour (Freiberg & Stein, 1999). In general, school climate refers to the culture, milieu, or character of a school, capturing its sense of community and overall organisational health (Cohen, 2006). School climate plays a significant role in bullying and victimisation, as well as in the prevention of school bullying (cf. Bradshaw et al., 2013; Bosworth & Judkins, 2016). The study aims to investigate teachers' perceptions of school climate. School climate perception was measured by administering the School Climate Assessment Instrument, including 8 subscales (Alliance for the Study of School Climate, 2014). Data were collected through a standardised online self-administered survey questionnaire in 2017. The results of the Friedman test indicated that the teachers ($n = 1576$) differently perceived their schools' physical appearance $\chi^2(7) 900.96, p < .001$, faculty relations $\chi^2(10) 159.317, p < .001$, pupil interactions $\chi^2(9) 1485.730, p < .001$, leadership and decisions, $\chi^2(10) 1823.226, p < .001$, discipline environment $\chi^2(9) 960.748, p < .001$, learning, instruction and assessment $\chi^2(11) 1112.612, p < .001$, attitude and culture $\chi^2(9) 2242.458, p < .001$, and community relations $\chi^2(5) 2120.509, p < .001$. The factors related to school attitude and culture ($M 3.99, SD .62$) received the lowest assessments, and the school's physical appearance ($M 4.26, SD .54$), the highest. The means of all sub-scales and school climate variable appertained to the high level. Therefore, despite the fact that the mean of school climate could vary from school to school, in general, an assumption could be made that the development of the encouraging and empowering school climate in the surveyed schools was intentional and the schools' vision was translated into effective practice.

Further, some differences between teachers' sociodemographic characteristics and their perceptions of school climate are presented.

Uncovering teachers' bystander behaviors in bullying: A qualitative study

Karliem Demol, KU Leuven; Karine Verschuere, KU Leuven; Christina Salmivalli, University of Turku; Hilde Colpin, KU Leuven

Bullying is a prevalent problem in upper elementary school that is related to various negative outcomes especially for victims. The participant role approach and bullying circle describe students' bystander behaviors in the group process of bullying. As teachers are an integral part of students' social context, they may (unwittingly) participate in this group process. However, examining teachers' responses to bullying using a bystander framework has never been done before. Additionally, evidence regarding how teachers respond to actual bullying incidents is limited. Inappropriate active teacher responses have been a blind spot and alternative appropriate responses may have been overlooked. This qualitative study aims to increase insight into helpful and harmful teacher responses to bullying and to develop a new conceptualization of teacher responses. Purposive sampling will be used to recruit students and teachers for participation in semi-structured interviews. The sample size will depend on theoretical sufficiency. Applied thematic analysis will be used to uncover responses, to understand how responses fit into a bystander framework, and to examine whether students and teachers report similar responses and bystander behaviors. We expect to find a wide variety of teachers' responses to bullying, resulting in a more complete and accurate picture of these responses. Examining teachers as bystanders in bullying will result in a new conceptualization of teachers' responses to bullying, enabling to examine these responses in a more comprehensive and differentiated way. Teachers' bystander behaviors might reflect students' behaviors, but they might also be unique as teachers have different power, responsibilities and knowledge regarding bullying compared to students. These insights will benefit both scientific knowledge and educational practice. Future studies can build on this study by examining predictors and outcomes of teachers' bystander behaviors.

Victimization from aggression, perceived ethnic discrimination, and sense of school belonging among the adolescents in Finland: A mediation analysis

Isik Ulubas, Åbo Akademi University; Johan Korhonen, Åbo Akademi University; Kaj Björkqvist, Åbo Akademi University

Sense of school belonging is an essential factor that contributes to youth's mental wellbeing. Even though sense of school belonging might play as a buffer against the negative effects of victimization from aggression and perceived ethnic discrimination, such experiences also lowers one's sense of belonging. Still, limited studies have analyzed the relationship between these three factors. To address this gap, the study examined the mediation effect of perceived ethnic discrimination (PED on victimization from aggression) and school belonging among 891 adolescents in Ostrobothnia, Finland. PED was divided according to the perpetrator of discrimination: whether the perpetrators were peers or teachers. Four types of victimization from aggression were measured: physical, verbal, indirect, cyber. Sense of school belonging was measured with a twelve-item scale. Mediation analysis indicate that effect of victimization from aggression on school belonging is partially mediated by peer discrimination. The results will be discussed for further implementation.

Session I.III Predictors and Risk Factors for Aggressive Behavior and Violence

Physiological Underarousal Predicts Clinically Elevated Aggression through Lower Guilt in Childhood

Tyler Colasante, University of Toronto; Tina Malti, University of Toronto

Physiological underarousal has been linked to higher aggression in community samples of children, and children with clinically elevated aggression exhibit lower physiological arousal than typically developing children. However, the reasons behind these links are still debated. One possibility is that physiological underarousal disrupts ethical emotions, such as feeling guilty after harming others, resulting in higher aggression. However, only one study has supported this hypothesis and it utilized a low-aggression community sample (Colasante et al., 2021). The roles of underarousal and ethical emotions remain unclear in children with the most severe clinical levels of aggression. The present study assessed physiological and ethical responding in samples of 150 typically developing children (M_{age} 8.01 years; 50% female) and 62 children referred for clinically elevated aggression (M_{age} 9.16 years; 16% female). Children's respiratory sinus arrhythmia (RSA) was assessed while they imagined committing ethical transgressions (i.e., pushing/stealing), and they reported their level of guilt after each transgression. Latent difference scores modeled children's RSA reactivity from before to during each transgression, and an indirect effect model tested the link between RSA reactivity and likelihood of belonging to the community vs. clinical sample through guilt levels. Greater RSA reactivity (i.e., rest/digest response) was associated with lower guilt after transgressing, $\beta = .14$, $p = .019$. Lower guilt was associated with a higher likelihood of belonging to the clinical sample (OR .586, $p = .009$; i.e., 1-unit decrease on 3-point guilt scale 41.4% increase in odds of clinical sample membership). The indirect effect was also significant, $b = .60$, 95% CI [.10, 1.50], suggesting that physiological underarousal coincided with clinical risk of aggression through its association with lapses in guilt. Potential implications for screening and treatment are discussed.

Does the Situational Action Theory explain rule-breaking and dissocial behaviour committed together with friends?

Sara-Marie Schön, University of the Federal Armed Forces, Hamburg; Monika Daseking, University of the Federal Armed Forces, Hamburg

The Situational Action Theory (SAT; e.g., Wikström, 2019) states that amoral behaviour, like crime or aggression, is the result of a situation-dependent perception-choice process. The perception-choice process is based on the interaction between the individual propensity to show amoral behaviour (based on morality & self-control) and environmental/situational characteristics that hinder or foster (e.g., unstructured socializing) amoral behaviour. Research on assumptions of the SAT shows, inter alia, that moral standards and moral emotions moderate the effect of self-control as well as situational characteristics on amoral behaviour (for an overview see Pauwels, Svensson, & Hirtenlehner, 2018). It is the main aim of the present study to examine, for the first time, whether the moderation effects of moral emotions are also evident for rule-breaking and dissocial behaviour committed together with friends. In addition, it is tested if effects of moral emotions vary depending on how they are measured (cross-situational: guilt-proneness & situation-specific: anticipated emotions in moral conflicts (AEMC)). A total of N 87 adolescents (60.90% female; M_{age} 14.11 years; SD 1.88; Min 12 to Max 21 years) filled out a self-report questionnaire battery. Independent of the operationalization, no moderation effect of moral emotions was found for neither (a) the association between self-control and rule-breaking-dissocial behaviour with friends nor (b) the association between unstructured socializing and rule-breaking-dissocial behaviour with friends. Analyses of the main effects indicate that AEMC, but not guilt-proneness, self-control and unstructured socializing (independently) contribute to the explanation of rule-breaking-dissocial behaviour with friends. Theoretical and methodological explanations for the results as well as their scientific and practical relevance are discussed.

Associations between Social Competence, Perceived Parents' Prosocial Educational Goals and Adolescents' Hate Speech Perpetration in School

Julia Kansok-Dusche, BTU Cottbus-Senftenberg; Alexander Wettstein, Institute for Research, Development and Evaluation, Bern; Ludwig Bilz, BTU Cottbus-Senftenberg; Sebastian Wachs, University of Potsdam; Melisa Castellanos, Institute for Research, Development and Evaluation, Bern

Hate speech is a global challenge, but little is known about the factors associated with adolescents' perpetration of hate speech in schools. We examined the role of two social competencies in relation to school-based hate speech perpetration, namely social perspective-taking and openness to diversity. Hate speech perpetration, however, may not be exclusively the result of individual social competencies, but may instead be moderated by young people's perceptions of their parents' educational goals. Thus, we examined whether perceived parental prosocial educational goals weaken or strengthen the association between these social competencies and hate speech perpetration in schools. Self-report questionnaires were completed by 1,719 adolescents (aged 11–18 years; 53.6% girls) from 22 German-speaking schools in Switzerland. As expected, we found significant negative correlations between social perspective-taking and hate speech perpetration, as well as between openness to diversity and hate speech perpetration. As hypothesized, perceived parents' prosocial educational goals moderated the association between openness to diversity and hate speech perpetration in schools. However, they did not moderate the association between social perspective-taking and hate speech perpetration in schools. This research provides evidence that social competence plays a role in hate speech perpetration. It also highlights the ecology of the family as a context that influences adolescents' behavior in school.

Gang Involvement among Adolescents in Nigeria: Prevalence, Risks and Correlates

Adebunmi Oyekola, University of Ibadan

The number of adolescents involved in gang activities has heightened in recent times. The resultant effects manifested in elevated violent behaviour within and outside the school environment has further undermined developmental structure of the society. This current study examined the prevalence, risks and correlates of gang involvement among adolescents in Lagos State. Data were collected from a total of 400 in-school and out-of-school adolescents aged between 11–19 years drawn from Ajeromi Ifelodun Local Government Area of Lagos State. 200 adolescents each representing in-school and out-of-school participants were randomly selected from five secondary schools and the neighbourhood respectively. Using self-report questionnaires information on exposure and attitude towards gangsterism, childhood maltreatment, delinquent behaviour, drug and alcohol abuse, commitment to school, and perceived parenting styles were assessed. Data were analyzed using odd ratio and logistic regression models. Results showed that 47.3% of the adolescents were involved in gang activities. Delinquent behaviour, childhood maltreatment and drug/alcohol use) showed the highest risk markers for gang involvement (OR: 3.290, 95% CI [2.025–5.346], (OR: 2.106, 95% CI [1.396–3.178]; and (OR: 3.727, 95% CI [2.277–6.100] respectively), Risk factors for adolescent gang involvement were highest within the personal and family domains. Within family domain, permissiveness parenting (OR: 1.626, 95% CI [1.08–2.45]) and family type (OR: 1.328, 95% CI [1.03–1.71]) were reported to represent the highest risk markers. However, parent's SES was found to be a significant protective factor among others the variables. This implies that personal, familial and environmental factors are precursors to gang involvement. However, the individual and the family have significant roles to play in the drive against violence and gang involvement as a measure of curbing societal ills and vices.

Honor endorsement in male youth: general risk factor for aggressive behavior?

Marie Kollek, University of Hildesheim; Helge Schlueter, University of Hildesheim, Renate Soellner, University of Hildesheim

When predicting violent crimes in males with a migration background, prognostic instruments based on common risk and protective factors show reduced predictive quality. Thus, culturally sensitive research on crime prognoses and their influencing factors is of utmost importance. One factor that has often been discussed is a traditional sense of honor. In this context, honor refers to an external valuation of self-worth. In cultures with a high sense of honor, a person's value depends on their reputation and is strongly determined by interpersonal relationships. These relationships are characterized by strong reciprocity norms. Normative violations are often followed by direct retaliation. The effect of internalized honor norms on aggressive behavior has not yet been studied for groups with different migration status. The present study investigates a) whether there is a main effect of honor endorsement on aggressive behavior in male youth and b) whether this effect is moderated by the migration status. Data stem from the 2021/2022 Communities That Care (CTC) Youth Survey (a representative, school-based online survey with 6th to 11th graders in Lower Saxony, Germany). A moderation analysis using Honor endorsement as a predictor of Self-reported Aggressive Behavior with Migration Status as a moderator on this relationship was performed, while Socioeconomic Status was controlled for. Results indicate a significant main effect of Honor endorsement, but no interaction with Migration Status. Thus, the slope between approval of honor norms and aggressive behavior is equivalent for male adolescents with and without a migration background. Implications for future research are discussed.

Session II.I Predictors and Development of Radicalization

Extremist thinking and doing: A systematic review of empirical findings on the radicalisation process

Allard Feddes, University of Amsterdam

Extremism concerns ideas and behaviours that aim to bring about far-reaching political or social changes by overthrowing the system and/or disrupting society, whereby the use of violence is not rejected. This systematic literature review aims to identify points of departure for a better understanding of this process. The central research questions were: (1) Under what conditions are individuals receptive to extremist ideas and groups? (2) Under what conditions do people turn to extremist acts? (3) At what times and in what ways can intervention be used to reduce susceptibility to extremist ideas and prevent extremist actions? A systematic search of scientific databases was conducted and experts from several countries were contacted. The focus was exclusively on peer-reviewed articles in which original qualitative and/or quantitative data are presented or in which a new analysis of existing data has been carried out. In total, 707 articles were found, which we coded according to the factors from the conceptual framework. In the last two decades, there has been a clear annual increase in the number of empirical scientific studies. Over three-quarters of all empirical research uses a quantitative method. Most research focuses on extremism of an undefined signature, followed by Islamic extremism and right-wing extremism. There is clearly no single factor that in itself is a necessary or sufficient condition for radicalisation. Factors that play a role in the radicalization process at a macro-, meso-, and micro-level were identified. A distinction is made between cognitive factors (i.e., critical thinking), emotional factors (i.e., being able to deal with negative emotions) and behavioural factors (i.e., maintaining a diverse social network). The findings show that group factors, trigger factors and opportunity factors play an important role. Little is known about resilience against radicalization. Implications for future research will be discussed.

Predictors of Youth Radicalization: A Systematic Review and Meta-Analysis

Sarah Jahnke, University of Bergen; Katharina Abad Borger, University of Trier; Andreas Beelmann, University of Jena

The present meta-analyses review the international evidence base regarding links between psychologically meaningful risk factors and political violence outcomes (attitudes, intentions, and actual behavior) among adolescents and young adults. Based on an extensive database search with more than 4000 hits, as well as reference and citation searches, we synthesized 422 effect sizes for push- pull- and vulnerability factors (review 1, 95 samples, 23 countries), and 285 effect sizes for family and social factors (review 2, 44 samples, 14 countries). For review 1, we detected significant effects for depression ($r .07$); empathy ($r -.16$), aggression ($r .24$), identification ($r .21$), relative group deprivation ($r .19$), realistic threat ($r .30$), symbolic threat ($r .28$), negative intergroup emotions ($r .25$), experiences of discrimination ($r .11$), dissatisfaction with the police, political actors and institutions ($r .11$), and negative attitudes towards democracy ($r .17$). No significant effect was found for self-esteem, intolerance of uncertainty, narcissism, and exposure to intergroup conflict. For review 2, we detected significant effects for familial support ($r -.09$), parental control ($r -.06$), parental violence ($r .08$), friends with racist or violent attitudes ($r .26$), membership in political group ($r .27$), school attachment ($r -.12$), school achievement ($r -.06$), and socioeconomic status ($r -.04$). We detected no significant effects for familial conflict, importance of family, friends with racist or violent attitudes, and general membership in peer groups. The reviewed longitudinal and intervention studies mostly confirmed these cross-sectional results.

From extreme ideas to violent and non-violent outcomes: a life-course perspective on terrorist suspects

Fabienne Thijs, Elaine Rodermond, & Edward Kleemans, University of Amsterdam

Due to the structural threat of far-right and jihadi inspired violence worldwide, more attention is being paid to the radicalization process of extremists and terrorists. However, research into this process is primarily focused on pathways to violent outcomes, while neglecting extremists' and terrorists' pathways to other, non-violent outcomes. In the absence of comparison groups, distinguishing factors for violent as opposed to non-violent outcomes remain largely unknown. Using rich probation files on individuals suspected or convicted of a terrorist offence in the Netherlands, we provide insight into the life-course of both violent and non-violent individuals. The results shed light on their criminal careers, mental health situation, online activities, socio-economic status, social networks, and potential trigger events leading up to their suspicion, enabling us to pinpoint which factors and processes play a role in becoming violent (or not). Finally, we discuss our findings in light of theoretical frameworks and existing knowledge on extremists' and terrorists' pathways to violent and non-violent outcomes

Radicalization as deviant social development. First empirical results of an integrated model

Andreas Beelmann, University of Jena

Presents first empirical data on a new social-developmental model of radicalization among youth and young adults. The model is based on a systematic review of theories on radicalization and violent extremism as well as developmental studies and research on risk and protective factors for the normative and deviant social development. In general, we assume a three-step model of radicalization: 1. Ontogenetic social-developmental processes including the interaction of societal (e.g., social inequality, intergroup conflicts), social (e.g., negative family influences, experiences of rejection and discrimination) and individual risk (negative self-concept, certain personality traits, early antisocial behavior) on the one and protective factors (bonding to democratic values) on the other side within a most dynamic period for social development from early childhood to late adolescence. 2. Proximal radicalization processes which will be established between early adolescence or middle adulthood with four interrelated but distinct social-developmental processes: Antisocial attitudes and behavior, Prejudice, Identity problems and the acquisition of political or religious ideologies. 3. If these proximal processes are present to a certain extent, extremist attitudes and behavior becomes more and more likely. First empirical results stem from a cross-sectional school survey with 1.145 students aged 14 to 17 years. They showed that the risks for radicalized and extremist attitudes are continuously linked to the four proximal processes and that students with high manifestations on all proximal risk factors had approximately a seven times higher risk for radicalized and extremist attitudes. Several important implications of the social-developmental model will be discussed. For example, although we assume comparable processes for different forms of extremism (right-wing, left-wing, religious) and different degrees of severity (e.g., attitudes vs. terrorist acts), we will outline characteristic differences between those manifestations. In addition, the article summarizes the implication of this social-developmental model according to different forms of developmental prevention at different stages and subgroups for radicalization and extremism. We will conclude that a developmental perspective is necessary to supplement the more politically oriented approaches to explaining and countering radicalization and violent extremism.

Session II.II Reactions to Hate Speech and Bullying: Bystanding, Victim Support and Counter-speech

Bystanders' victim blaming and minimizing consequences of weight-based cyberhate attacks: The roles of anti-fat attitudes, body-positive online content, and gender

Marie Bedrosova, Masaryk University; Nikol Kvardova, Masaryk University; Hana Machakova, Masaryk University

Cyberhate refers to hateful expressions that attack group identities and that are motivated by an intergroup bias. It can be politically motivated or target minorities. However, physical appearance, and weight specifically, are common reasons for cyberhate attacks among adolescents. Using a between-subject experimental design, this study focuses on the bystanders of such attacks on Instagram. We investigate bystanders' assessments in the form of two moral disengagement mechanisms – victim blaming and minimizing consequences – and we compare the assessments of attacks that are diversified by the victim's weight (i.e., a victim who is plus-size and a victim who is thinner). We also examine the moderating roles of bystanders' prejudice against people who are plus-size in the form of so-called anti-fat attitudes, their frequency of viewing body-positive online content, and gender. The study's data come from an online survey conducted in 2020 with a representative sample of 658 Czech adolescents aged 13-18. We tested our hypotheses with structural equation modelling. The results show that the two moral disengagement mechanisms work differently. The victim's displayed weight affected the bystanders' tendency to victim blame: adolescents blamed the victim who is plus-size more than the victim who is thinner, but the victim's weight made no difference in minimizing the consequences of the incident. A moderating effect of anti-fat attitudes and gender was found for victim blaming. Bystanders with higher anti-fat attitudes and boys blamed the plus-size victim more than the thinner victim. On the other hand, there was no moderating effect for the frequency of viewing body-positive online content for either of the moral disengagement mechanisms. The results are discussed with regard to the differences between the two mechanisms, how they can inform follow-up cyberhate research and the practical implications for youth education and prevention programs.

Predicting adolescents' intentions to support victims of bullying from expected reactions of friends versus peers

Peter Macaulay, University of Derby; Hedda Marx, University of Chester; Michael Boulton, University of Chester

Given the crucial role of bystanders in combating bullying in schools, there is a need to understand the reasons why children may or may not intervene on behalf of a victimised peer. The aim of the present study was to explore the association between children's expected peer reactions versus expected friend reactions on three subtypes of victim support: consoling the victim, addressing the bully and getting adult help. A sample of 630 students (297 girls and 333 boys, Mage 12.5) from three public secondary schools in Germany completed a 30-item questionnaire measuring expected peer reactions, expected friend reactions, past victim support experiences, and intentions to support victims. Results revealed the more influential role of expected reactions of friends over general peers in predicting victim support with expected negative consequences from friends reducing children's willingness to engage in victim helping, irrespective of the three sub-types of support studied. Expected negative outcomes from peers were also found to significantly affect students' intentions to approach a teacher for help. Boys were found to be more concerned about their friends' and peers' reactions to victim support than girls. The findings are discussed in relation to bystanders' willingness to offer victim support and associated practical implications for addressing the widespread problem of bullying in schools.

Cyberbullying on Instagram: An investigation into the impact of bystander numbers, anonymity and empathy on bystander behavioural intentions

Zhi Zhang, University of Darmstadt; Stephanie Pieschl, University of Darmstadt

The important role of online bystanders has attracted increasing attention from cyberbullying researchers. In face-to-face contexts, individuals are less likely to offer help to a victim if other people are present and passive (Fischer et al., 2011). Similar bystander effect might be observed in cyberspace: For example, Machackova et al. (2015) found that cyber bystanders are more likely to help with few other cyber bystanders present. And You and Lee (2019) showed that both the anonymity and the number of bystanders influenced people's intention to engage in intervention. The anonymity of bystanders might be relevant because in cyberspace bystanders do not necessarily show their physical appearance or real names. However, previous studies focused on specific populations in specific cyber contexts. Therefore, further research is needed, especially replication studies. We conducted a conceptual replication of You and Lee's (2019) study by simulating an online cyberbullying scenario with 2 (anonymity: anonymous vs. real name) by 3 (number of bystanders: 8 vs. 170 vs. 1900) between-subject experimental conditions. Participants (n 130) took the role of bystanders and indicated their intention to engage in four intervention behaviours (i.e. 'inactive', 'passive', 'supportive' and 'confrontational'). In addition, we explored potential moderating effects of cognitive and affective empathy. However, we could not replicate any of the findings of You and Lee (2019): Neither anonymity nor the number of bystanders influenced our participants' intentions to engage in intervention behaviours consistently. Contrary to previous findings, we also did not find significant moderating effects of empathy. We will discuss potential methodological, theoretical, and practical implications of our findings.

Reactions to online hate speech and counter speech – Results from a pilot study using experience sampling

Anja Schultze-Krumbholz, TU Berlin; Hanna Lehmkuhl, TU Berlin; Mario Schimanski, TU Berlin

Online hate speech (HS) refers to derogatory, insulting or threatening expressions (comments, memes, etc.) about or the incitement of violence towards other persons based on (assigned) group characteristics. One possibility to deal with HS is counter speech (CS), i.e. countering HS with expressions such as defending targets of HS, presenting facts, identifying HS as such, humorous replies or attacking perpetrators of HS themselves. However, results on the effectiveness of CS are mixed. In the present pilot study, apart from testing the experience sampling method, we wanted to examine which personal (age, gender, media-based empathy, belonging to the victimized group) and situational characteristics (intensity of HS, type of HS, target group of HS) predicted feelings of concern, assessment of CS as appropriate, and a positive effect of CS. The sample consisted of 35 university students (48.6% female, 45.7% male, 2.9% diverse) between 22 and 48 years old (M 29.43, SD 5.82), who participated over 7 days with 3 daily assessments, theoretically resulting in 735 datapoints in total. 248 datapoints were not answered, of the remaining 487 datapoints, participants reported online HS on 62 occasions (12.7%). Stepwise hierarchical regression analyses (with SE correction) showed that low media involvement, high cognitive media-based empathy, and religion as target of HS predicted higher feelings of concern. Assessment of CS as appropriate was predicted by feelings of concern, cognitive media-based empathy and religion as target. Participants felt better after witnessing CS when it was assessed as appropriate and the target was the religion of a person. Results will be discussed regarding their relevance for further research and practice.

Friday, 11th of November

Keynote: *Tina Malti, University of Toronto*

Caring about Not-Caring: Using the Science of Social-Emotional Development to Prevent Violence

The absence of violence against children is a milestone of civilized society and shows that we care. Similarly, incidences of violence by youth, including severe cases with devastating consequences, speak to the urgent need to address exposure to violence in childhood and adolescence. How can we best tackle the challenge? The science of social-emotional development offers a strengths-based, humanistic perspective to address violence. In this talk, I will argue that a focus on social-emotional protective factors can help prevent and reduce violence by, and against, children and youth. I will begin by introducing the concept of social-emotional development and its core features. Next, I will present empirical findings to illustrate links between social-emotional processes and violence across childhood and adolescence. Then, research-informed attempts to prevent violence through social-emotional development are described, and I will summarize select findings from intervention studies aimed at preventing violence. Lastly, I will draw conclusions for a future agenda of developmentally informed intervention research and discuss recommendations for policy.



Tina Malti is a professor of psychology at the University of Toronto, a registered clinical psychologist, and founding director of the Laboratory for Social-Emotional Development and Intervention as well as the Centre for Child Development, Mental Health, and Policy. Her research focuses on the social-emotional foundations, pathways, and mechanisms of aggression and kindness in children. Dr. Malti and her team have published over 200 peer-reviewed publications, using this research to innovate interventions that reduce aggression and enhance kindness and mental health in children facing adversities, such as exposure to violence, war, and trauma. She is incoming president of the *International Society for the Study of Behavioural Development* and is also a distinguished Fellow of the *American Psychological Association* (Divisions 7 and 53) and the *Association of Psychological Science*. She has served on numerous expert advisory panels and works closely with national and international agencies to provide and act on evidence to improve the development of all children and reduce exposure to violence.

Session III.I Prevention of Prejudice and Radicalization

Everything OK in preventing prejudice and hate? Evidence and future research issues

Sebastian Lutterbach, Andreas Beelmann, University of Jena

Prejudice, discrimination and intergroup hate are consistent and pressing problems to social cohesion and promote societal segregation and polarization. Thus, there is quite a lot of research regarding the prevention of prejudice, outgroup bias, discriminatory attitudes and behavioral motivations as well as intergroup hate. But what do we (not) know about their efficacy and successful implementation? In a first step, we review current evaluation research on approaches, concepts, and programs aiming to prevent prejudice, hate and discriminatory behaviors with a special focus on the effectiveness of such programs for children and adolescents. Second, we derive significant approaches and programs as well as implementation factors that foster prevention of prejudice, discrimination and hate. Third, we identify limitations and problems of prejudice prevention programs and discuss future avenues to address and overcome these constraints in fundamental, practical and evaluation research.

Preventing radicalization via early prejudice prevention: Effects of the PARTS program

Laura Sterba; Andreas Beelmann; University of Jena

Prejudice and negative intergroup attitudes and behaviour are prominent risk factors and the psychological basis of discrimination, hate crimes and radicalization among young people. Based on developmental considerations on prejudice development, we developed a 16-session program for primary school children to promote interpersonal tolerance and intergroup relations (PARTS). This paper report results of the five-year long-term outcomes of this program on intergroup attitudes and radicalization measures. We tested long-term results within a randomized longitudinal-experimental design applied in Grade 3 and 4 in primary schools in Thuringia/Germany. The program consists of lesson on intercultural competences, extent contact stories and the promotion of individual social competencies such as multiple classification skills, perspective taking, and problem solving. Long-term effects were measured about five years after the termination of the program at age 15 and 16. Participants were 321 young adolescents (173 within the intervention and 148 within an untreated control group). Analyses yielded several significant effects on prejudice and intergroup relations (e.g., cognitive, emotional, and behavioral prejudice, interpersonal tolerance) and radicalization measures (e.g., national-authoritarian attitudes, contact to right-wing materials and groups). Effects were small to medium size, but mostly significant except for emotional prejudice measures (intergroup anxiety). The results showed that early developmental prevention can last to long-term effects on prejudice development and also on more distal consequence like political radicalization of young people.

Effectiveness of programs for preventing radicalization: A meta-analysis

Friedrich Lösel; Cambridge University; Irina Jugl, Sonja King, Doris Bender, University of Erlangen-Nuremberg

Politically, religiously and otherwise motivated forms of extremism, radicalization and terrorism are high priority topics in many countries that led to numerous prevention programs. However, there is not yet sound knowledge on their effectiveness. Therefore, we carried out two studies: an international survey of prevention programs and a systematic review and meta-analysis of outcome evaluations. In our survey, we interviewed experts from 32 countries. Most programs had a universal or universal-selective approach. We got detailed information on these programs, but only few had controlled outcome evaluations. Therefore, we carried out a systemic review and screened about 15,000 reports. Only 26 (quasi-)experimental outcome evaluations met our lenient eligibility criteria. We analyzed design characteristics, program contents, samples, and effect sizes. Most programs targeted religiously motivated or right wing extremism and had a quasi-experimental design. Compared to our previous review (Jugl et al., 2021) there was a recent increase of sound studies (including some RCTs). Overall, programs had a mean positive effect on behavioral and attitudinal outcomes related to violent extremism. We also found various

moderator effects. Despite promising results, the low internal validity of most evaluations and small number of eligible studies limit generalization. More high-quality evaluations are necessary

Session III.II Online Hate Speech - Reviews and Surveys

The empirical links between online hate speech and hate crime: a systematic literature review

Laura Dellagiacoma, Institut für Demokratie und Zivilgesellschaft, University of Jena

While the interest of researchers and policy-makers in online hate speech is growing, its impact on the offline world is still to be assessed. In fact, most articles in the literature focused on either hate speech or hate crime. Among the few studies investigating both, contrasting results emerged. Namely, Williams and colleagues (2020) and Müller and Schwartz (2018; 2020) found a positive correlation between hate speech on social media platforms and hate crime rates. Yet, the time series analyses by Wielitzka and colleagues (2021) indicated that online hate speech follows hate crime, rather than the contrary. Thus, the present study consists of a systematic review of the scientific literature on the links between online hate speech and hate crime. The aim of this research is to collect empirical evidence on the potential links in order to understand under which socio-economic and political circumstances online hate speech is more likely to be associated with the hate crime rates. To ensure the validity of the results, the guidelines of the Campbell Collaboration were followed during the whole review process. From an initial database of 1479 articles, published in English between 2011 and 2021, two independent reviewers screened the articles based on the following inclusion criteria: articles should be empirical and have a definition and/or operationalization of both online hate speech and hate crime. After the screening, most articles were excluded and 103 were analyzed integrally. The systematic literature review provides an overview of the evidence so far produced and identifies the consolidated knowledge and gaps, looking at the different theoretical frameworks adopted and comparing the methods that were used. Whereas a meta-analysis was not possible, the present work contributed to grounding future research on hate speech and hate crime. Evidence-based policies are extremely urgent to prevent the escalation of intergroup and societal conflict.

A Scoping Review on the Relationship Between Political Ideology and Online Hatred

Vladimir Bojarskich, University of Jena; Tobias Rothmund, University of Jena

Devaluing, insulting, and intimidating expressions directed against marginalized and political outgroups are ubiquitous on social media. Explanations to who and why frequently point either to a conservative bias or worldview conflict. On the one hand, people with a more conservative/traditional compared to a liberal/progressive ideology are more likely to express prejudice towards outgroups. On the other hand, conservatives and progressives are both likely to express prejudice towards outgroups the more dissimilar they and their values are to their own. However, while there is vast research on how prejudiced attitudes link to ideology, research on how ideology links to actual online expressions of prejudice and hatred is conceptually and methodologically fragmented. A better understanding of what research on the ideology-hate link does and does not do can inform theoretical debates on the root causes of prejudice as well as online interventions that tackle either ideological biases, polarization, or an aggregate of both. Therefore, our aim with this review was to map out the concepts and methods of research on political ideology and online hate. We systematically reviewed quantitative studies published from 2008 to early 2022 that assessed people's political ideology/affiliation and how they evaluated or engaged in hateful or uncivil talk online. We report findings on how political ideology was measured, what concepts of online hate were used, and whether the state of research is actually able to address the conservative bias vs worldview conflict explanations. We end with recommendations for future research.

Motives of Perpetrators, Bystanders, and Victims of Online Hate Speech: Results from a National Sample of Internet Users in Germany

Mohseni Rohangis, TU Ilmenau; Nicola Döring, TU Ilmenau

Background: Online Hate Speech (OHS) is a prevalent societal problem. Research addressing the motives behind it often focuses on the perpetrators while ignoring bystanders and victims. In this study, we employed the Action-Theoretical Model of Online Hate Speech (ATMOHS) that incorporates environmental, situational and personal factors of perpetrators, bystanders, and victims to address motives of all three involved groups. As there exists no motive to become a victim, the model builds upon the theory of learned helplessness and assumes undeservingness (the assumption of deserving bad things happening to oneself) to be a victim motive. Undeservingness could explain why OHS victims do not fight back or get victimized repeatedly. Methods: OHS motives were measured in a pre-registered online survey among a national quota sample of Internet users in Germany (N 1,791; Mage 44.1, 48.3% women). Perpetrators' motives were measured with the Aggressive Motives Scale (Anderson & Murphy, 2003) in form of competition, control, justice, image (all single item measures), punishment (α .77), and retribution (α .79). Bystanders' motives were measured with the Transformational Leadership Inventory (Heinitz & Rowold, 2007) in form of aiming to be a role model for others (α .75). Victims' motives were measured with the Self-Defeating Interpersonal Style Scale (Atkinson, 2017) in form of perceived undeservingness (α .75). Results: Results partially supported ATMOHS and showed that retribution was an important motive on the perpetrators' side, while aiming to be a role model for others was an important motive on the active victim supporting bystanders' side. However, it could not be confirmed that undeservingness was an important motive on the victims' side. Conclusion: In practice, prevention programs are encouraged to focus on retribution as a relevant motive for OHS perpetration, and on being a role model for others as a relevant motive for becoming an active bystander

Session IV.I Religious and Political Violence and Extremism

Odin vs. Allah: The “sacralization of violence” of the Far-Right and Global Jihad

Miriam Müller-Rensch, University of Erfurt

The analysis of political radicalization and political violence regularly excludes notions of “the religious” or “the sacred” as motivation, justification or objective of this kind of violence. This can be traced back to the Enlightenment project’s mutual exclusive conceptualization of “religion” and “ideology, with the latter being created as the secular antipode to the former. Based on a processual understanding of social belief-systems located on a spectrum between the ideal types of “religion” and (secular) “ideology”, this paper aims to put ‘the religious’ back into ‘political violence’ – as both, the ultimate reason and final authority for the exertion of violence. Jihadi Salafists and Far Right Extremists present themselves as archenemies. However, their relationship is a complex one of both mutual rejection and need, oscillating between hate and admiration. Also, they have more in common than their contempt for democratic values: Among many shared traits we can identify the ultimate justification of their own actions by a higher cause and power. Understanding Jihadi Salafism and the Far Right as global social movements, from which various local and global groups emerge and reemerge, this paper tentatively explores the religious aspects of violence as displayed in narratives and actions of these groups.

Leaking as a Warning Sign for Islamist Terrorist Attacks

Rebecca Bondü, Psychologische Hochschule Berlin

Leaking comprises all announcements of an offense or signals of the interest in such offenses. It was shown to be an important warning sign prior to school shootings, but much less is known about leaking prior to Islamist terrorist attacks regarding frequencies, important contents, development, and criteria for the assessment of its seriousness. The present study, therefore, examined leaking in German Islamist terrorist offenders and compared them to a group of individuals who announced, but did not execute an offense. Almost all offenders showed leaking and/or other warning signs prior to the attacks, making leaking a valuable starting point for preventive approaches also with regard to Islamist terrorist attacks. Furthermore, there were significant differences between leaking by later offenders and individuals who had announced, but not executed an attack. Associated criteria may, therefore, be used for threat assessment purposes and were integrated into the assessment tool LATERAN-IT. This may further aid the adequate assessment of leaking for example by law enforcement authorities.

The Interplay of Aggression, Implicit Gender-Knowledge and Masculine Identity: Findings from a Qualitative Study of Disengagement and Deradicalisation Processes involving Former Right-Wing Extremists

Denis van de Wetering, Institute for Migration Research and Intercultural Studies (IMIS), University of Osnabrück

The contribution empirically explores how implicit right-wing extremist masculinity knowledge is involved in the genesis of aggressive feelings. Subsequently, the question is how aggressive feelings, as a pre-discursive form of gender knowledge, influence disengagement and deradicalisation processes (Sauerborn & Scheve, 2017). The presentation draws on a total of 18 qualitative interviews with male “defectors” from German right-wing extremist groups. The data collection and analysis were based on grounded theory. Current findings of disengagement and deradicalisation research were incorporated into the analysis as sensitising concepts (Silke et al., 2021; Raets, 2022). The talk sheds light on the significance of a caring right-wing extremist masculinity for the pre-reflexive construction of reactive and appetitive aggression (Hecker et al., 2015; Pearson, 2019) in the social interactions of right-wing extremist groups. This also includes concepts, such as heroic doubling (Griffin, 2017) and martialisation (Haggerty & Bucerus, 2018). Similarly, to central factors and drivers that are attributed a special significance for the disengagement of right-wing extremist groups in the current scientific discussion (Silke et al., 2021; Raets, 2022). The presentation empirically shows how the disengaged develop a new identity. But despite the

will to change, they are pre-reflexively guided by an affective mood in everyday life, which in turn hinders their deradicalisation and reintegration (van de Wetering & Hecker, 2022). In addition, they describe psychological problems such as agitation, tension, fear, feelings of guilt and shame, and uncontrollable aggressive outbursts. This encourages reflection on how mental health issues should be considered and integrated into professional deradicalisation work to further increase the effectiveness of programmes (RAN, 2018; Bubolz & Simi, 2019; Koehler, 2020; Sischka, 2020; Jackson et al., 2021; Morrison et al., 2021).

Quest for Significance and Group-based Control as Possible Motivations Underlying Radicalization into Violence? Difficulties in Demonstrating Loss of Significance Effects on Radicalization in Three Experiments

Fabian Hess, University of Leipzig; Elisa Merckenschlager, University of Leipzig, Immo Fritsche, University of Leipzig

“Significance-quest theory” (Kruglanski et al., 2009/2022) assumes that a salient Loss of Significance (LoS) should increase the motivation for radical attitudes and behavior such as the willingness to self-sacrifice (Dugas et al., 2016) or the support for violent means (Bélanger et al., 2019). Given the conceptual breadth of the LoS construct, we were interested in testing the role of control motivation in LoS effects in different contexts of group-based radicalization. Specifically, as a possible alternative explanation of LoS effects, we expect that threat to personal control increases conformity with (pro-radical) ingroup norms (Barth et al., 2018). In a first experimental study (n 363), we therefore tested if effects of a salient LoS on approval of ingroup-normative radicalism are reduced by the salience of high (vs. neutral) personal control. Surprisingly, the salience of LoS did not increase the willingness to self-sacrifice, although salient personal control reduced the motivation for a collective protest and salient LoS reduced (instead of increased) motivation for illegal means of protest. Due to these inconsistencies, we tried to replicate previous (mostly indirect) effects of manipulated LoS on radicalization in a second experiment (n 296). However, we did not find any significant LoS effect neither on radicalization, nor on possible mediating variables such as need for closure. Based on our consideration that LoS effects on increased radicalization could be dependent on salient pro-radical ingroup norms, we experimentally manipulated the salience of LoS and of pro- (vs. anti-)radical norms in a third study (n 392). But again, only pro-radical norm salience increased radicalization, not salient LoS or the interaction of both factors. On the ground of these results and the fact that most of the past LoS experiments reported only indirect, but no total, LoS effects on radicalization, we will discuss whether and when LoS effects might be detectable.

Session IV.II Prevention and Intervention of Bullying and Hate Speech

Evaluation of an intervention to support teachers in tackling bullying and promoting positive classroom relationships: first findings

Chloë Finet, KU Leuven; Heidi Vandebosch, Antwerp University; Anouck Lubon, KU Leuven; Hilde Colpin, KU Leuven

Bullying victimization is a highly prevalent problem associated with numerous negative outcomes on the short and long run. Teachers may play a central role in preventing and reducing bullying, because they exert an influence on the peer ecology of the classroom. Nonetheless, despite their central role, teachers often feel insecure regarding how to best prevent and intervene against bullying. Therefore the current study aims to evaluate a newly developed teacher training targeted at supporting teachers to adequately deal with bullying and to promote positive classroom relationships. The training consists of three half-day sessions for grades 4-6 teachers of primary school. To evaluate intervention effects ten schools were randomly assigned to either the training or the control condition. During a pre- and post-test assessment (school year 2021-2022), questionnaire data on various constructs including teachers' responses to bullying, the quality of classroom relationships and levels of bullying victimization were collected from the participating teachers (Npre-test 63) and their students (Npre-test 1067). In this presentation, first findings on the effects of the intervention on teacher responses to bullying, on the quality of classroom relationships and on the level of bullying victimization will be presented. We expect that after the intervention teachers from the training condition will more frequently use active strategies for dealing with bullying and will engage less often in non-intervention compared to teachers from the control group. Moreover, we expect that students from the training condition will report higher quality classroom relationships at post-test than students in the control condition and that they will report lower levels of bullying victimization.

Effects of Teacher Interventions on Bullying Roles: A Longitudinal Study

Christoph Burger, University of Vienna; Dagmar Strohmeier, University of Applied Science Upper Austria; Lenka Kollerová, Czech Academy of Sciences, Prague

School bullying is a serious problem worldwide, however, little is known about how teacher interventions influence the adoption of bullying-related student roles. This study surveyed 750 early adolescents (50.5% female; average age: 12.9 years) from 39 classrooms in two waves, six months apart. Peer ratings of classmates were used to categorize students to five different bullying-related roles (criterion: > 1 SD): bully, victim, bully-victim, defender, and non-participant. Student ratings of teachers were used to obtain class-level measures of teacher interventions: non-intervention, disciplinary sanctions, group discussion, and mediation/victim support. Controlling for student- and class-level background variables, two multilevel multinomial logistic regression analyses were computed to predict students' bullying-related roles at wave 2. In the static model, predictors were teacher interventions at wave 1, and in the dynamic model, predictors were teacher intervention changes across time. The static model showed that disciplinary sanctions reduced the likelihood of being a bully or victim, and group discussion raised the likelihood of being a defender. Mediation/victim support, however, raised the likelihood of being a bully. The dynamic model complemented these results by indicating that increases in group discussion across time raised the likelihood of being a defender, whereas increases in non-intervention across time raised the likelihood of being a victim and reduced the likelihood of being a defender. These results show that teacher interventions have distinct effects on students' adoption of bullying-related roles and could help to better target intervention strategies. The findings carry practical implications for the professional training of prospective and current teachers.

Initial evaluation of the implementation of the KiVa anti-bullying program in the Czech Republic

Adam Klocek, Czech Academy of Sciences, Prague; Schola Empirica, Prague; Monika Kotrbová, Schola Empirica, Prague; Marek Pour, Schola Empirica, Prague; Czech Academy of Science; Egle Havrdová, Schola Empirica, Prague; Lenka Kollerová, Czech Academy of Sciences, Prague

This is the first study that aimed to evaluate the effectiveness of the KiVa antibullying program (Kärnä et al., 2011) in the Czech Republic. The program contains both universal actions (lessons, posters, wearable symbols, etc.) and indicated actions (KiVa team solving bullying incidents) with the goal to reduce (cyber-) bullying and (cyber-) victimization prevalence at school. KiVa is a structured whole-school program that gives agency to the school staff and activates peer-bystanders to defend victims. The present study conducted an initial evaluation of the program in the Czech Republic. It used a two-arm clustered randomized control trial with the KiVa intervention group (12 schools, N 401 students) and a wait-list control group (12 schools, N 410 students). Schools were randomized based on the pre-assessed baseline level of bullying and victimization. The data were collected at two time points during a single school year (September 2021 and June 2022) from students attending fourth (Mage 9.3+.5 years) and sixth school grades (Mage 11.3+.5 years). Outcomes were self-reported bullying and victimization and attitudes against bullying. At the second time point, 72% of students in the intervention arm reported that they want the KiVa program next year, as compared to 56% of students in the control arm (i.e. no program or only an antibullying program anchored in minimum prevention against bullying legal requirements). Further preliminary analyses using nonlinear general additive models showed that KiVa was effective in increasing attitudes against bullying. However, the differences in bullying and victimization between the control and intervention groups were not significant. These initial findings suggest that the program helped students to develop appropriate attitudes towards bullying situations, but these attitudes were not transferred to behavior yet, after only a single academic year of intervention. Implications for further research are discussed.

Reducing online hate speech through a preventive intervention for adolescents – Effects on attitudes, self-efficacy and knowledge about hate speech

Jan Pfetsch, TU Berlin; Duygu Ulucinar, TU Berlin

Adolescents frequently use online applications and face various online risks (Livingstone & Stoilova, 2021). Especially communication and interaction risks like online hate speech are difficult to reduce. Online hate speech can be understood as the defamation of individuals based on assumed group membership on the internet. In Germany, 23% (Hasebrink et al., 2019) to over 50% (Feierabend et al., 2021; Wachs et al., 2019) of youth were confronted last year with online hate speech. Witnessing hate speech can lead to negative emotions (Külling et al., 2021; Landesanstalt für Medien NRW, 2021), reduced trust in other people (Näsi et al., 2015), and increased prejudice through desensitization (Soral et al., 2018). Therefore, preventive interventions for youth against hate speech seem warranted, but are seldomly empirically tested (Blaya, 2019; Windisch et al., 2022). In a quasi-experimental study with ninth graders a 1.5-hour hate speech intervention was evaluated with a questionnaire before (T1) and after the intervention (T2), N 82, 57% male, M 14.7, SD 0.68 years, intervention vs. control group (with n 41 each). Participants reported frequency of witnessing hate speech (T1), hate speech norm and hate speech self-efficacy (T1 and T2), and hate speech knowledge (T2). Repeated ANOVAs showed no significant time x group effect for the hate speech norm, but a significant time x group x frequency of hate speech interaction, $F(1, 76), 4.15, p .045, \eta^2 .052$. Especially among those who witnessed hate speech more often, the intervention diminished the agreement to a hate speech norm. Hate speech knowledge was slightly higher in the intervention group, $F(1, 79), 4.10, p .046, \eta^2 .049$. In contrast, hate speech self-efficacy did not change significantly, possibly due to a ceiling effect. In sum, the intervention showed a small effect on the norm and knowledge, and longer interventions with more interactive elements for coping with hate speech seem recommendable.

Keynote: *Sophia Moskalenko, Georgia State University*

The Role of Conspiracy Theories and Ideology in Mass Radicalization

In the recent past, the advent of the Internet, social media, and mobile devices have fundamentally altered radicalization. The modern communication capabilities simplified and amplified the spread of radicalizing narratives, including conspiracy theories, radical ideologies and propaganda. Among consequences of this change are the emergence of online radical groups such as QAnon and Incels, as well as the widespread reach of Russian government propaganda that preceded and accompanied Russia's large-scale war against Ukraine. Conspiracy theories and ideology that birthed QAnon, Incels and pro-Russian radicalism (Rashism) all contain pseudo-scientific claims that strain credulity, at times bordering on the ridiculous. Another commonality is the disconnect between the ideology in each of these movements and action by its members. The field of radicalization research has been circling the issue of ideology for decades, but major stumbling blocks to our understanding of ideology remain. I will discuss these, as well as what I think are productive ways to conceptualize ideology, and how best to address the radicalization that it represents.



Sophia Moskalenko is a social and clinical psychologist and a Research Fellow at Evidence-Based Cybersecurity Group at Georgia State University. After receiving her Ph.D. from the University of Pennsylvania in 2004, her work has focused on the psychology of radicalization, martyrdom, mass identity and conspiracy theories. At the National Consortium for the Study of Terrorism and Responses to Terrorism (NC-START), she has led projects commissioned by the Department of Defence, Department of Energy, Department of Homeland Security, and Department of State. She serves as a consultant to the European Commission, to the Harry Frank Guggenheim Foundation, and to the United Nations' Office of Counterterrorism.

Dr. Moskalenko has co-authored several books, including award-winning *Friction: How conflict radicalizes them and us* (2016); *The Marvel of Martyrdom: The power of self-sacrifice in the selfish world* (2019); *Radicalization: what Everyone Needs to Know* (2020) and *Pastels and Pedophiles: Inside the Mind of QAnon* (2021).

Session V.I Populism and Civil Conflict

Would you condemn the sacrifice of political enemies?

Rebekka Kesberg, University of Sussex; Matthew Easterbrook, University of Sussex

Across the world, the current political landscape and social atmosphere is characterized by a highly polarized climate. Studies show that ordinary individuals increasingly dislike, distrust, and degrade individuals affiliated with outgroups that they do not identify with. Simultaneously, within the UK as well as in other European countries politicians and other public figures have been—sometimes even fatally—attacked (e.g., Sir David Amess). While these acts triggered public outrage and are condemned by most individuals, others might justify them by referring to the victim's political affiliation. Using a moral dilemma, I examined the role of victim's political affiliation for the moral justification of an act. Participants (N 386) were presented with the trolley dilemma and indicated how justifiable Joe's decision to sacrifice one person to save five people is. Participants judged 20 versions of the same situation varying in terms of the political affiliation of the individual being killed and the individuals being saved. As hypothesized and in line with ingroup favouritism, participants valued ingroup lives over outgroup lives. Participants also distinguished between different political outgroups, that is outgroups – which individuals felt indifferent towards – were valued more than outgroups which individuals hated. Further, individual differences moderated this relationship. Specifically, individuals who endorse populist attitudes and highly polarized individuals showed larger differences in their moral judgements, that is larger difference in how valued ingroup and outgroup lives are. The opposing pattern was found for individuals who endorse democratic values. In combination, the results replicate classical intergroup bias findings and highlight how populist and democratic attitudes consolidate respectively dissolve group boundaries. Implications of these findings for democratic governance and societal cohesion are discussed.

Too young to care? – Rebel leaders' age and violent display in civil conflicts

Amelie Freiberg, Trinity College Dublin; Juliana Tappe Ortiz, German Institute for Global and Area Studies, Hamburg

Perceptions of civil conflicts are commonly associated with pictures of young rebel soldiers posing with machine guns. Violence is often attributed to young men. In fact, many men become violent when they are younger. Many studies in biology, psychology, and physiology have found that aggression tends to decline with age throughout the adult lifespan. This is due to increased vulnerability to violent socialisation at a younger age. However, as the age of state leaders increases, they become more likely to both initiate and escalate militarized disputes. Little is known how age increases or decreases rebel leaders' willingness to use violence. This study utilises a mixed method design, by quantitatively examining the age of all rebel leaders involved in civil conflicts from 1989 to 2015 in relation to the intensity of the conflicts and the military tactics used. We complement this with in-depth interviews with rebels from Colombia and Nigeria. We find that rebel groups with younger male leaders are more likely to splinter and display more brutal behaviour, than rebel groups with older leaders. These findings highlight that in comparison to state leaders, younger rebel leaders can increase and intensify the levels of violence in civil conflicts.

Conspiracy believers as lone wolves? People who believe in conspiracies feel lonelier on average, but loneliness and conspiracy mentality do not influence each other over time.

Tisa Bertlich, University of Mainz; Anne-Kathrin Bräscher, University of Mainz; Sylvan Germer, University of Mainz; Michael Witthöft, University of Mainz; Roland Imhoff, University of Mainz

Feeling connected to other people is an important human need. When this need is frustrated, conspiracy beliefs might become more appealing because they offer spaces to exchange ideas with like-minded people as well as community events, such as demonstrations, to meet up face to face. At the same time, believing in conspiracies might further frustrate this need by negatively affecting relationships with people who are skeptical of conspiracy beliefs. Recent studies find

initial evidence for an association between frustrated social needs and conspiracy beliefs. However, most of this research is correlational. Therefore, the direction of the relationship between conspiracy beliefs and social motives remains unclear. We conducted a longitudinal study with three waves (N 1604) to investigate whether loneliness and conspiracy mentality have a reciprocal influence on each other. The data collection took place during the COVID-19 pandemic, a time when social needs were highly frustrated by social distancing measures and lockdowns. Using a random-intercept cross-lagged panel model, we found that people who, on average, scored higher on loneliness, also scored higher on conspiracy mentality. However, we did not find evidence that loneliness and conspiracy mentality influence each other over time. We conclude that loneliness and conspiracy mentality do not have a direct causal influence on each other. The relationship might depend on other factors, such as whether people feel connected to a conspiracy community, as mentioned elsewhere. However, it is possible that the special circumstances during the COVID-19 pandemic might have covered up the relationship between conspiracy mentality and loneliness, as socially well-connected people might have scored high on loneliness scores. The research at hand helps to gain a deeper understanding of what does and does not motivate people to believe in conspiracy theories.

Why do they march? A conceptual framework on motivational and affective drivers for engaging in protests against anti-COVID-19 measures

Larissa Laurer, University of Jena; Eva Lerner, Center for Leadership and People Management; Julius Wolff, University of Regensburg; Peter Fischer, University of Regensburg; Matthias F. C. Hudecek, University of Regensburg

The COVID-19 pandemic is an unprecedented public health emergency of international concern. To contain the spread of the virus, the German government enacted various anti-COVID-19 measures that also faced some criticism. Regular protest marches against these measures grew out of this criticism. However, to this day, it is not clear what motivated these developments. Therefore, the aim of the present study was twofold: to explore motivators for participating in such protests (RQ1) and what feelings protesters have during and after participation in these protests (RQ2). We recruited active anti-COVID-19 protesters. Our sample comprised 20 participants aged between 21 and 68 years (50% female, 50% male). We developed an interview guide and used semi-structured interviews for the data collection. Content analysis was used to analyze the transcripts (interrater reliability first wave: Cohen's kappa .83; second wave: .88). Based on the results of the interviews, we developed a conceptual framework that helps to explain why people actively join protests and what their beneficial outcomes are. Results show that the strongest motivators to join the protests (RQ1) were a severe loss of control accompanied by a need for closeness and a need for freedom of speech. In addition, participants experienced strong negative feelings (e.g., fear, anger). Also, there were widespread conspiracy beliefs among protesters. Following RQ2, we found three major factors on the individual level (e.g., meeting like-minded people, belief of false facts) that contribute to positive feelings during participation as well as likelihood of participation in further protests. The current study contributes to the development of a conceptual framework that includes motivational and affective drivers for engaging in protests against anti-COVID-19 measures. It thus provides important insights on a theoretical level and offers implications for future political decision making and communication strategies

Session IV.II Consequences of Bullying and Cyber Hate

The contribution of Bullying, Victimization, and Alexithymia to Somatic Complaints in Preadolescents

Marina Camodeca, University of Udine; Valentina Levantini, University of Udine; Nicolò Maria Iannello, University of Palermo

Somatic complaints in preadolescents are associated with both individual and contextual factors, with literature highlighting the role of alexithymia and bullying involvement (Allen et al., 2011; Gini & Pozzoli, 2009). However, a promising way to explore the onset of somatic complaints among teenagers would be concurrently considering adolescents' intrapersonal factors and their environment, adopting an ecological approach that would offer a more nuanced picture (Bronfenbrenner, 1979; Chapman, 2005). Thus, the current cross-sectional study aimed to explore the joint and unique contribution of bullying involvement, as perpetrators or victims, and alexithymia on somatic complaints in a sample of 179 Italian middle-school students (aged 11-15 years; 49.20% males). Variables were assessed by means of self-reports. Results showed that bullying perpetration and victimization were indirectly associated with somatic complaints via alexithymia ($b = .13$, 95%BootCI [.621, .213] and $b = .06$, 95%BootCI [.015, .107], respectively). Victimization was also directly and significantly associated with somatic complaints ($b = .13$, $p = .001$). The findings showed that both bullying perpetration and victimization might put youths at risk of developing somatic complaints and shed light on one of the mechanisms that might underpin this association. This further indicates the importance of emotional awareness for youths' well-being and suggests that promoting social-emotional skills might prevent some of the negative outcomes of bullying involvement.

Peer rejection negatively affects subsequent academic motivation regardless of gender context of the rejection

Lenka Kollerová, Czech Academy of Sciences, Prague; Tracy M. Sweet, University of Maryland; Jung-Jung Lee, University of Maryland; Lisa Bardach, University of Tübingen; Melanie Killen, University of Maryland

Peer rejection, understood as to being disliked by classmates, belongs to key interpersonal stressors that may corroborate school adjustment. Investigating negative effects of peer rejection on school adjustment is particularly important in early adolescence, because this developmental period is characterized by growing importance of peer relations and heightened school adjustment problems. So far, little is known about whether peer rejection predicts subsequent motivational and emotional school adjustment in early adolescents and whether the effects differ in various gender contexts, i.e. for rejected boys and girls and for same- and cross-gender peer rejection. Based on the developmental intergroup perspective, the present study tested effects of peer rejection on less investigated facets of motivational and emotional school adjustment (academic motivation, school attachment, and feelings of safety) and examined whether the effects differed by gender contexts. Self-report and peer nomination data were retrieved from early adolescents ($N = 910$; Time 1 Mage 12.9 years) at two time points within a single school year (6 months apart) and were analyzed using multilevel modeling. The results showed that peer rejection was negatively associated with subsequent academic motivation and this effect was the same across different gender contexts, i.e. for rejected boys and rejected girls as well as for same- and cross-gender rejection. No significant longitudinal effects were found for school attachment and feelings of safety. The findings will help to target prevention and intervention efforts at academic motivation that could be undermined by peer rejection.

What about us?: A qualitative exploration of bullying involvement for foster children

Hannah Brett, Goldsmiths, University of London; Alice Jones Bartoli, Goldsmiths, University of London; Peter K. Smiths, Goldsmiths, University of London

The number of children living in foster care in the UK is currently at its highest ever level, with 57,380 children living in foster homes between 2019 and 2020 (Ofsted, 2020); the Department for Education predict that this figure will continue to rise. Research has found these children are at an increased risk of psychological and social difficulties, including peer violence. However, there is limited research on the bullying experiences of these children, both at school and within the foster home. Moreover, to our knowledge there has not been any research exploring this topic directly from the perspectives of the foster children themselves. To address this, semi-structured interviews were conducted with foster care leavers (aged 18-26) and foster parents, which allowed for a multi-dimensional exploration of bullying experiences. Thematic analysis was utilised, and the results will be discussed in detail. Alongside contributing a unique insight into this topic, these findings have the potential to inform training programmes for foster parents, as well as helping to understand the risk that these children are facing.

Does coping, parental and teacher discussions mediate the relationship between online hate victimization and well-being (online and face2face)?

Petra Gradinger, University of Applied Science Upper Austria; Dagmar Strohmeier, University of Applied Science Upper Austria

Online hate covers offensive, mean, or threatening online actions devaluing, insulting, or harassing individuals or social groups in relation to their national origin, religion, ethnicity, gender, sexual orientation, disability, or other characteristics and that are perpetrated through online posts, comments, text messages, videos, or pictures. Online hate has negative emotional consequences on victims. But no study to date examined whether the negative consequences of online hate on well-being are altered by different coping strategies. Therefore, the present study investigated whether three different coping styles mediate the negative association between online hate victimization on well-being, controlling for gender, immigrant status, age, as well as parental and teacher discussions. Self-report questionnaires were completed by 1018 Austrian adolescents (52.3% girls) aged 12 to 17 years (M 13.55, SD 0.88). Three online hate coping styles (support seeking, confrontation, and avoidance) emerged after adolescents indicated their likely reactions to a vignette. Higher levels of online well-being were predicted by being a boy and lower levels of support seeking. Higher levels of face2face well-being were predicted by being a boy, lower levels of online hate victimization, and higher levels of parental discussions. Higher levels of support seeking were predicted by higher levels of parental and teacher discussions. Higher levels of confrontation were predicted by being a girl and a non-immigrant, higher levels of online hate victimization, as well as parental and teacher discussions. Higher levels of avoidance were predicted by being a girl and higher levels of parental discussions. None of the three online hate coping styles were able to explain the negative association between online hate victimization and face2face well-being, suggesting that a socio-ecological perspective comprising the societal, structural and the individual level might be more appropriate.

Saturday, 12th of November

Keynote: *Barbara Krahé, University of Potsdam*

Sexual Aggression among College Students in 15 Countries: Prevalence, Risk Factors, and Prevention

Evidence on the prevalence and risk factors of sexual aggression victimization and perpetration has been accumulated mostly in the United States. Research from other countries remains scarce despite the recognition that sexual aggression is a worldwide problem that is intimately connected to cultural norms and practices. This talk will summarize a program of research conducted in 15 countries from Europe, Asia, and Latin America to examine sexual aggression among college students. The studies are based on a unified methodology, use state-of-the-art longitudinal designs, and adopt a gender-inclusive approach, including participants of different sexual orientations and experience backgrounds and collecting both victimization and perpetration reports from all participants. The prevalence data of female and male victimization and perpetration reveal that sexual aggression is widespread, but also shows substantial variation between countries even when the same methodologies are used. Longitudinal studies testing prospective predictors of sexual aggression victimization and perpetration highlight the key role of sexual scripts for consensual sexual encounters in understanding sexual aggression. The talk will conclude with a presentation of the intervention program “KisS” (“competence in sexual situations”) developed and evaluated in our team and discuss perspectives for a research agenda including country-level risk factors of sexual aggression.



Barbara Krahé is Professor of Social Psychology and held the chair of Social Psychology at the University of Potsdam until her retirement in April 2021. Her research focusses on sexual aggression, media violence and aggression, and the development of aggressive behavior. In her most recent project KisS (Competence in Sexual Situations), she developed an online intervention to prevent sexual aggression among young adults. She was President of the International Society for Research on Aggression from 2018 to 2020 and is Associate Editor of its journal, *Aggressive Behavior*. Her books include *Sexual Assault and the Justice Gap: A Question of Attitude* (2008; with Jennifer Temkin) and *The Social Psychology of Aggression* (3rd ed. 2021). She received the German Psychology Prize 2015 for her work on aggression and is a fellow of the Association for Psychological Science and the Berlin-Brandenburg Academy of Sciences and Humanities

Session VI.I Challenges to Democratic Citizenship in Adolescence: Precursors and Effects of Populist Attitudes and Political Activity

(Katharina Eckstein, University of Jena)

This symposium focuses on youth's political attitudes and behaviors, as adolescence is a formative period in life for political development. A special focus will be set on populist attitudes. Besides the consideration of precursors (media, socio-demographic factors), the symposium will also address the interplay between populist attitudes and different indicators of active and democratic citizenship. All presentations will draw on large-scale-data sets and apply state-of-the-art-statistical methods (e.g., multilevel-modeling, latent transition analyses, structural equation modeling) to test their hypotheses. The first paper, presented by Astrid Körner, Katharina Eckstein, and Peter Noack aims at gaining a better understanding of what characterizes populist attitudes among German youth. Besides the question whether different facets of populist attitudes usually found among adult samples can be identified in middle adolescence as well, effects on political attitudes and behaviors will be assessed. The second paper, presented by Anna-Maria Mayer and Philipp Jugert, will examine the role of media. By implementing an intensive longitudinal design (online daily diaries with 10 measurement points among German adolescents), daily and lagged associations between media valence and emotions towards the European Union (EU) mediated by populist attitudes will be analyzed. The third paper, presented by Marta Miklikowska, Katharina Eckstein, Katarzyna Jasko, and Jan Šerek, will take a person-centred approach to identify distinct groups of youths depending on their level of political interest and level of political activism (i.e., active, passive, and standby citizens). In addition, a special focus will be placed on the role of political trust and satisfaction with the political system in explaining stability and change in activity groups across time.

Young and Prone to Populist Ideas? –Facets and Effects of Populist Attitudes in Middle Adolescence

Astrid Körner, University of Jena; Katharina Eckstein, University of Jena; Peter Noack, University of Jena

Reports about increasing levels of distrust in political institutions and actors as well as the susceptibility toward populist and anti-democratic sentiments are viewed with concern, not only in Germany. Focusing on young people in middle adolescence who will live in and contribute to the society of tomorrow, the present study aims at gaining a better understanding of what characterizes populist attitudes among youth. The study will present data from an ongoing research project (JUROP, "Jugendliche und Europa"). As part of the project, students from 31 schools in Thuringia and North Rhine Westphalia filled in a questionnaire on diverse political topics at the beginning and end of 9th grade (at T1 N 1,205, Mage 14.4, SDage .64; 52.0% female). Adopting an inventory originally developed for adult samples (Schulz et al., 2018) populist attitudes were assessed with nine items which allow differentiating the facets of anti-elitism, popular sovereignty, and homogeneity of people. The first set of analyses will test whether these three facets of populism - that have been previously established among adult samples - can also be reliably identified within middle adolescence. A second set of analyses will consider correlates of populist attitudes (e.g., socio-demographic variables, political trust, conspiracy beliefs) to gain a further understanding of their distribution and to test whether populist attitudes are distinct from theoretically strongly related constructs. Finally, the effects of populist attitudes on youth's political participation, intolerance toward immigrants, and acceptance of violence will be taken into account. In addition to concurrent associations, the study also aims to take advantage of the project's longitudinal format to examine to what extent populist attitudes also explain changes in adolescents' political attitudes and behaviors.

How Media Content Shapes Affect towards Political Institutions via Populistic Attitudes – A Daily Diary Study among Adolescents

Anna-Maria Mayer, University of Duisburg-Essen; Philipp Jugert, University of Duisburg-Essen

Media plays a more and more relevant role, when it comes to adolescent's exposition to political content. This content together with its valence can have an influence on the affect towards political institutions, as communication mechanisms employed by media may amplify, though unintentionally, populist attitudes (Ejaz, 2019; Podschwadek, 2019). These in turn may lead to more negative affect towards political institutions, especially when possibilities to interact with an institution are rare (e.g. EU institutions). However, previous research has mostly relied on cross-sectional studies, that do not allow to (a) capture experiences closer to when they happen; (b) track changes in fluctuating states; and (c) strengthen causal inference by establishing temporal order (Ong & Burrow, 2017). Thus, by implementing an intensive longitudinal design (online daily diaries), we studied daily and lagged associations of media valence on emotions towards the EU mediated by populist attitudes. Data was collected from 371 adolescents with ten measurement points. We will run multilevel models with and without lagged effects for all days on which participants indicated being exposed to political content to test the expected associations. We expect that negative perceived political content will be positively related to populist attitudes on the same and next day and indirectly negatively related to positive emotions towards the EU on the same and next day. Opposite associations are expected for positive perceived political content. We further expect that base levels of trust in EU institutions will moderate these associations. Participants with high trust in EU institutions will show more stable positive emotions towards the EU, even when exposed to negative media content, while participants with low trust in EU institutions will show more stable negative emotions towards the EU.

Active, Passive, Standby? – Types of Political Activity and Its Correlates in Youth

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Young people's active involvement in the public sphere is the foundation of a vital democracy. Most research to date, however, has concentrated on the question whether young people are actively engaged or not. Recent studies suggested to go beyond this dichotomy and to distinguish between active (politically engaged and interested), passive (not engaged and not interested) and standby citizens (interested, but not politically engaged). But what keeps young people from becoming politically engaged? And how stable are distinct forms of political passivity and activity across time? The present study will draw on a subsample of the pan-European Project "Constructing Active Citizenship Among European Youth ("Catch-E-yoU"). Young people from Germany, Sweden, Czech Republic, and Italy were surveyed at two time points (nR 2093; 47.4% female; Mage 16.7). Person-centered statistical approaches will be used to identify subgroups of young people depending on their level of political interest and engagement. Longitudinal latent profile analyses will then be applied to examine stability and change among the groups over the course of one year (Research Question 1). In addition, it will be examined whether the identified subgroups differ across the four European countries and are related to youth's socio-demographic characteristics (i.e., age, gender, immigrant background, SES; Research Question 2). The third and final research will investigate to what extent youth's dissatisfaction with the political system, political sorrows, and political alienation predicts group membership and changes thereof. The study will contribute to identify factors that keep young people from becoming politically engaged. We will discuss in detail, in how far a more politicized and polarized environment provides opportunities to reach out to young people who are more likely to abstain from politics, but also to lose some young people who may further withdraw from the political domain.

Session VI.II Predictors and risk factors for violent behavior, fantasies and acceptance of violence

Links of perceived pornography realism with sexual aggression via sexual scripts, sexual behavior, and acceptance of sexual coercion: A study with German university students

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Exposure to pornographic material has been linked to sexual aggression perpetration and victimization in a large body of research. Based on social learning theory and 3A theory of script learning, this study contributes to this research by testing the hypothesis that the more realistic pornography is perceived to be by young adults, the more likely they are to experience and engage in sexual aggression. Two underlying pathways were proposed: one path via scripts and patterns of sexual behavior regarding consensual sexual interactions that contain established risk factors for sexual aggression victimization and perpetration, and a second path via the acceptance of sexual coercion. In a cross-sectional study, 1181 university students in Germany (762 female; 419 male) completed measures of pornography use and perception, risky sexual scripts and sexual behavior, and acceptance of sexual coercion. As predicted, pornography realism was a positive predictor of risky sexual scripts, risky sexual behavior, and acceptance of sexual coercion. Indirect links with sexual aggression victimization and perpetration were found via both pathways. No gender differences in the associations were found. The implications for media literacy interventions addressing the realism of pornography are discussed.

The Everyday Experience of Aggressive Fantasies and Associations with Violent Media Consumption

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Fantasizing about physically or non-physically harming other individuals has been related to maladjustment and often manifests in violent individuals. However, recent studies revealed that such fantasies are also common in the general population. Therefore, the current study aimed to understand how aggressive fantasies manifest in daily life and what triggers them. Given that consumption of media with violent elements was related to aggressive cognitions and behavior, we examined whether it is also associated with aggressive fantasies. To this end, we conducted a diary study in which participants were asked to report their fantasies and media consumption (TV series, movies, and computer games) twice a day for a total of 14 days. The sample included 233 participants, 69% of which were women. Most of the participants were studying at the university or were graduated already and were 27.43 (SD 9.23) years old on average. About 16% of these participants reported aggressive fantasies at least once during the 14-day study period; 75% reported that they consumed media or played video games that contained some violent elements at least once during the study period. About 15% of the participants reported having consumed violent media frequently (10 or more times) during the study period. Preliminary analysis showed that on days when participants reported the consumption of media with violent elements, they were more likely to report aggressive fantasies. More detailed results will be discussed.

Leaking among intimate partner homicide perpetrators. A systematic review.

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Worldwide, one in seven homicides occurred between intimate partners. Given these high prevalence rates, there is a need to improve its risk assessment and prevention. Previous research has shown that there is no consistent offender profile for perpetrators of intimate partner homicides (IPH), hampering the use of conventional risk factors for preventive purposes. Leaking, however, has proven to be an important warning sign of severe violent offenses in areas in which perpetrators do not have a homogenous risk profile. Leaking comprises all statements, behavior, or actions expressing the perpetrator's thoughts, fantasies, ideas, interests, feelings, intentions, plans, or positive evaluations of a violent act or previous offenses prior to the own attack that can be observed by third parties and allow for an intervention. Up to now, leaking has merely been systematically examined in homicidal offenses in the public sphere. But the concept might also be applicable to IPH, given that periods of planning or other offense-related behavior have also been observed in this context. A systematic literature review will identify the current state of research on leaking prior to IPH. A predefined search strategy will be applied to eight databases. Eligible documents published between 1999 and 2022, written in English or German will be analyzed. Preliminary results on frequency, forms, media, and recipients of leaking will be presented along with practical implications.