
The Impact of Bullying on the Pattern of Social Interaction of Students at SD Negeri 2 Bataraguru

Fitratun Najam Ahmad

Universitas Muslim Buton, Baubau, Indonesia

Email correspondence: fitra012@gmail.com

Abstract

Bullying in elementary school is a form of violence that is often considered a joke, even though it has a serious impact on the quality of peer relations and the social-emotional development of children. This study aims to analyze the impact of bullying on the social interaction patterns of students at SD Negeri 2 Bataraguru. The study uses a qualitative approach with a case study design. Participants consisted of 12 students (grades IV-VI), 2 homeroom teachers, and 1 BK/companion teacher (if available), who were selected purposively based on the teacher's recommendation and observational findings. Data collection was carried out through classroom and school environment observations, semi-structured interviews, and documentation (incident notes, class rules, and homeroom teacher meeting minutes). Data analysis follows the Miles and Huberman model through data reduction, data presentation, and conclusion drawn. The results showed that the dominant bullying was verbal and relational (ridicule, negative labels, exclusion), followed by mild physical bullying (pushing, taking things). The impact on social interaction is seen in three main patterns: (1) withdrawal and avoidance of groups, (2) changes in the network of friends (looking for safe friends or choosing to be alone), and (3) decreased participation in group work and cooperative activities. Victims tend to experience fear, shame, and low self-confidence that inhibit assertive communication; While some perpetrators show a tendency to dominate and lack empathy. The findings emphasized the need for school climate-based prevention programs, increased supervision, strengthening social skills, and mechanisms to handle violence in accordance with national policies.

Keywords

bullying; social interaction; elementary school students; peer relations; school climate

INTRODUCTION

Elementary school is an important phase of character formation and social skills. At this stage, children learn to manage emotions, negotiate differences, and build friendships. However, the socialization process can be disrupted when bullying occurs, which is aggressive actions that are carried out repeatedly with an imbalance of power between the perpetrator and the victim. The classic definition of bullying emphasizes the elements of repetition, the intention to hurt, and the existence of power inequality (Olweus, 1993). In the context of peer relations, bullying is not just individual behavior, but a social phenomenon that shapes group dynamics, status, and social norms in the classroom (Espelage & Swearer, 2003).

In Indonesia, the issue of bullying is getting more and more attention because of its widespread impact on the psychological, academic, and social aspects of students. Victims of bullying often show symptoms of anxiety, a sense of isolation, decreased motivation to learn, and difficulty socializing (Abdillah, 2024). Similar findings in studies in primary schools show that experiences of bullying can trigger low confidence and inhibit children's courage to engage in group interactions (Rahmayanti et al., 2026). From the perpetrator's

side, bullying behavior is often related to efforts to maintain social status or dominance in the group, so that it has an impact on the quality of empathy and healthy social relationships (Frontiers in Communication, 2022).

The social interaction of students in elementary school is seen through group work, games outside the classroom, communication while learning, and participation in school activities. When bullying occurs, peer relationships have the potential to fracture: victims are shunned, perceived as weak, or even positioned as “different.” Research shows that bullying can reduce peer cooperation and disrupt the cooperative environment at school (Effect of School Bullying on Students’ Peer Cooperation, 2024). This condition will be even more severe if the school climate is less supportive, supervision is weak, or the norm of “jokes” blurs the boundaries of violence.

The government also emphasized the importance of preventing and handling violence in educational units through Permendikbudristek Number 46 of 2023 concerning the Prevention and Handling of Violence in Education Units. This policy emphasizes the protection of students as well as mechanisms for education, reporting, and systematic case handling (BPK Regulation, 2023). Thus, research that captures the impact of bullying on social interaction patterns becomes relevant as a basis for improving school services and culture.

Based on initial observations at SD Negeri 2 Bataraguru, some students showed symptoms of reluctance to mingle, chose to sit alone, and tended to be passive during group discussions. The teacher also revealed that there were incidents of ridicule related to physicality, family background, and academic ability. Departing from these conditions, this study focuses on the following studies: (1) the forms of bullying that occur in SD Negeri 2 Bataraguru, (2) the impact of bullying on students’ social interaction patterns, and (3) the efforts of schools and students in responding to these impacts.

The contribution of this research is expected to provide a contextual picture of how bullying affects peer relations at the primary school level, while also offering practical implications for strengthening anti-bullying policies and character development services.

METHOD

This study uses a qualitative approach with a case study design. The qualitative approach was chosen because it allows researchers to understand the phenomenon of bullying in depth, including the meaning felt by students and the social dynamics formed in the classroom. The case study was used to photograph in detail the context in SD Negeri 2 Bataraguru as an educational unit that has certain social characteristics.

The location of the research is SD Negeri 2 Bataraguru in the odd semester of the 2025/2026 school year. The subjects of the study included 12 students in grades IV-VI (6 students identified as victims, 3 students as perpetrators, and 3 students as witnesses/peers), 2 homeroom teachers, and 1 companion (BK teacher or teacher assigned to handle character development). The selection of participants used the purposive sampling technique based on the teacher’s recommendation and the results of initial observation. The composition of the participants was considered in order to be able to describe the situation from various perspectives.

Data collection techniques include: (1) limited participatory observation in the classroom and school environment (break hours and group activities), (2) semi-structured

interviews with students and teachers, and (3) documentation studies such as incident notes, class rules, and homeroom meeting documentation. The research instruments are in the form of observation guidelines and interview guidelines developed based on bullying indicators (physical, verbal, relational) and social interaction indicators (communication frequency, group involvement, peer acceptance, and cooperation).

The validity of the data is achieved through triangulation of sources (students, teachers, documentation) and triangulation of techniques (observation, interviews, documentation). In addition, the researcher conducts simple member checking by confirming the summary of findings to the homeroom teacher to ensure the suitability of interpretation. Research ethics are applied by asking the school for permission and maintaining the confidentiality of students' identities through the use of initials.

Data analysis follows the Miles and Huberman model which includes data reduction, data presentation, and conclusion drawing and verification. The reduction was carried out by grouping data based on the categories of forms of bullying and changes in social interaction. The presentation of data is organized in a thematic narrative and a concise matrix to facilitate pattern retrieval. Conclusions are drawn gradually taking into account consistency between sources.

RESULTS AND DISCUSSION

1. Overview of Forms of Bullying at SD Negeri 2 Bataraguru

The results of observations and interviews show that the most common forms of bullying are verbal and relational bullying. Verbal bullying is in the form of physical taunts (e.g., height, skin color), calls with negative labels, laughing at mistakes while reading, and demeaning comments when students are unable to answer questions. Relational bullying appears in the form of ostracization, not being invited to play, or deliberately not including the victim in the work group when the teacher divides the tasks. Some students also admitted that they had experienced repeated acts of "being used as jokes" so that they felt embarrassed and finally chose to remain silent.

In addition, it was found that mild physical bullying such as pushing while in line, taking stationery without permission, and patting the head or shoulder hard as a form of domination. Although it seems "light", this action raises fear because it occurs repeatedly and is carried out by students who are considered stronger or have a dominant friend group. These findings are in line with the literature that bullying in children often appears in the form of daily aggression that is normalized as a game, even though it contains elements of power inequality and psychological impact on the victim (Olweus, 1993; Rahmayanti et al., 2026).

To clarify the findings, Table 1 presents a summary of the forms of bullying that emerged along with examples of observed situations.

Types of Bullying	Forms of Behavior	Examples of Situations at School
Verbal	Ridicule, negative labels, insults	The victim was laughed at when he misread; called by a specific nickname
Relational	Exclusion, not being invited	The victim was not included

	to play, breaking off friendships	in the group; Stay away at rest
Lightweight physique	Pushing, grabbing items, rough physical contact	Push when queued; Taking a pencil and laughing at the victim

2. The Impact of Bullying on Students' Social Interaction Patterns

The impact of bullying on the social interaction patterns of students at SD Negeri 2 Bataraguru can be seen in changes in communication behavior, group involvement, and friendship patterns. In general, victims show a tendency to withdraw (social withdrawal), reduce social contact, and avoid situations that have the potential to cause ridicule. When teachers ask for group work, the victim tends to be passive, choosing to follow a friend's decision, or waiting for instructions without taking the initiative. In some cases, the victim asks for permission to go to the toilet or change seats to avoid interaction with the perpetrator.

These findings corroborate the study that bullying victims often experience fear of interaction, social trauma, and decreased participation in classroom activities (Rahmayanti et al., 2026). Psychologically, bullying erodes confidence and gives rise to repeated shyness. As a result, victims have difficulty expressing their opinions assertively, even though assertive communication is one of the important indicators of social skills in elementary school.

In terms of peer relations, there has been a change in the friendship network. Some victims choose to be friends with younger students or students who are considered 'safe', while others choose to be alone. This pattern shows adaptive strategies to reduce the risk of being targeted, but have an impact on the narrowing of social learning spaces. In the long run, victims are at risk of having difficulty building equal and supportive friendships.

Bullying also has an impact on the climate of cooperation in the classroom. During cooperative activities, students who become victims tend not to get important roles (e.g. group leaders, presenters, or writers). Victims are more often placed on simple tasks or not even involved. PISA-based research shows that bullying can reduce cooperation between students and damage the cooperative environment, so academic achievement and collaborative learning experiences are disrupted (Effect of School Bullying on Students' Peer Cooperation, 2024).

In addition to the victim, the perpetrator also shows a problematic pattern of social interaction. Some perpetrators tend to dominate, organize friends, and take advantage of group status to pressure other students. The literature explains that bullies can have certain social positions in peer groups, including popularity, so bullying behavior becomes a tool to maintain status (Frontiers in Communication, 2022). However, this kind of dominance lowers the quality of empathy and gives rise to transactional relationships, not healthy friendships.

Interestingly, there is a phenomenon of 'bystanders' or student witnesses who choose to remain silent. The witness admitted that he was afraid of becoming a target if he defended the victim. This silence socially reinforces the normalization of bullying because the perpetrator does not get correction from the group. In a socio-ecological framework,

bullying is influenced not only by individual character, but also by class norms, teacher supervision, and school culture (Espelage & Swearer, 2003).

3. Psychosocial Mechanisms Linking Bullying and Social Interaction

The results of the interviews showed that changes in social interaction in victims were influenced by three main psychosocial mechanisms: fear, negative self-judgment, and social distrust. First, fear arises because the victim anticipates repeated ridicule. Children become overly vigilant, minimize interactions, and avoid social spaces (e.g., the field during breaks). Second, negative self-assessment arises when the label given by the perpetrator (e.g. 'stupid', 'whiny') is accepted by the victim as an identity. This lowers the courage to speak in front of friends and teachers.

Third, social distrust develops when the victim feels that his peers are unable to protect or even laugh. As a result, it is difficult for victims to build safe relationships. This condition is in line with the diathesis-stress model that views the experience of bullying as a stressful event that triggers psychosocial difficulties in children (Swearer & Hymel, 2015).

In certain situations, victims may show an aggressive response (retaliation) especially when social pressure builds up. This response is seen when the victim starts yelling or pushing another weaker friend. This phenomenon indicates a shift from victims to 'bully-victims', i.e. individuals who are both victims and perpetrators on different occasions. The literature notes that the bully-victim group tends to have a higher psychological risk than the victim alone, because they are trapped in a cycle of social conflict (Bullying in schools: the state of knowledge and effective interventions, 2017).

4. Efforts of Students and Schools in Dealing with the Impact of Bullying

The efforts made by student victims in dealing with bullying tend to be individual and defensive, such as avoiding, staying silent, or looking for friends who are considered safe. Only a small number of victims reported to the teacher, and that was after repeated incidents. Barriers to reporting come from shame, fear of being considered "complaining", and the belief that problems will resolve themselves. On the other hand, some students try simple assertive strategies, such as saying 'don't do that' or asking a close friend for help. However, this strategy is not always effective if the perpetrator is supported by a dominant group.

From the school, the teacher has made verbal reprimands and moved the sitting positions of several students. Teachers also try to form heterogeneous learning groups so that exclusion does not occur. However, the handling is still incidental and unstructured. The literature emphasizes that bullying prevention is more effective if it is based on a positive and consistent school climate, including clear classroom norms, adequate supervision, and social support for victims (IBO, 2025; Espelage & Swearer, 2003).

Within the framework of national policies, education units have a mandate to prevent and handle violence, including education, reporting mechanisms, and follow-ups that protect victims (BPK Regulation, 2023). The practical implication for SD Negeri 2 Bataraguru is the need to strengthen the following steps:

- Drafting an anti-bullying class agreement that is signed by students and displayed in class.

- Integrate social-emotional learning (empathy, assertiveness, conflict resolution) through routine activities and reflection.
- Increase supervision at vulnerable times (breaks, changing hours, back-of-class areas).
- Prepare a safe reporting channel for students, including complaint boxes and teacher mentoring.
- Conducting intensive communication with parents when there are indications of bullying, both in the victim and the perpetrator.

5. Discussion Synthesis

Overall, the findings of this study show that bullying affects students' social interaction patterns through changes in the courage to communicate, group involvement, and the quality of friendship relationships. At the micro level, victims experience a decrease in security which has an impact on avoidant and passive behavior. At the meso (class/group) level, bullying forms an unhealthy social hierarchy, strengthens dominance, and weakens solidarity. At the macro (school) level, the impact of bullying can reduce the sense of school connectedness and hinder a supportive learning climate, which in some studies is related to student well-being (peer bullying and school connectedness, 2023).

This research is in line with a correlational study in elementary school that found a relationship between bullying behavior and aspects of students' social interaction (Seftyani et al., 2020). Although the design of the study differs, both confirm that bullying should not be considered a minor event, as its effects are inherent in the child's social dynamics. Therefore, bullying prevention needs to be understood as an investment to build an inclusive, safe, and productive classroom.

The limitations of this study are the focus on one school and the limited number of participants, so generalization of findings needs to be done carefully. Nevertheless, the depth of the qualitative data provides a detailed picture of the patterns of impact that may also occur in other elementary schools with similar characteristics.

This study has limitations in the scope of subjects focused on one school, so generalization of findings needs to be done carefully. In addition, data was obtained through observation and brief interviews, so some very subtle forms of bullying (e.g. covert social exclusion) may not be fully caught. However, the findings of this study provide a contextual picture of how bullying affects the social interaction patterns of elementary school students, especially in learning situations and daily associations.

RESEARCH LIMITATIONS

At the family level, school-parent communication needs to be improved through regular meetings and parenting education. Parents can be directed to recognize signs of a child being a victim or a perpetrator, such as mood swings, reluctance to go to school, or often complaining about friends. Good collaboration between schools and families will strengthen the consistency of the moral messages that children receive at home and at school (Arseneault, 2018; Juvonen & Graham, 2014).

At the school level, establishing a child-friendly reporting system is important to ensure students feel safe reporting without fear of stigma. Schools can set up simple mechanisms such as complaint boxes, strengthening the role of homeroom teachers, and counselor/companion support. In addition, anti-bullying campaigns need to be practice-

based, such as role play simulations about being helpful witnesses, as well as character literacy activities that emphasize respect and non-violence. Interventions involving bystanders have proven to be more effective because they change the norms of peer groups, not just targeting perpetrators and victims (Salmivalli, 2010; Swearer & Hymel, 2015).

Based on the findings of this study, prevention efforts at SD Negeri 2 Bataraguru can be directed at three levels: (1) class level, (2) school level, and (3) family level. At the classroom level, teachers can strengthen mutually agreed upon class rules, develop short daily reflection routines, and use cooperative learning methods that manage roles fairly so as not to show dominance of one student. Strengthening social skills such as empathy, assertive communication, and conflict resolution can be integrated through habituation and positive feedback (Salmivalli, 2010; Gini & Pozzoli, 2013).

SCHOOL-BASED PREVENTION AND INTERVENTION STRATEGIES

From the academic side, victims of bullying are at risk of experiencing decreased concentration, increased anxiety, and decreased confidence when they have to appear in front of the class. This impact can interfere with assignment performance, engagement in discussions, and attendance at school. The literature shows that bullying is linked to psychological consequences such as stress, depressive symptoms, and social adjustment problems, which ultimately affect learning outcomes (Arseneault, 2018; Olweus, 1993).

Bullying has a direct impact on the classroom climate. Victims tend to avoid interaction, so collaborative activities that are actually designed to improve social competence are not optimal. Meanwhile, other students who witness bullying can learn that dominance and ridicule are “normal” ways to rule, which in the long run weakens the norms of mutual respect and empathy. If left unchecked, this situation has the potential to shift the classroom culture from “learning together” to “surviving together” (Hymel & Swearer, 2015; Swearer & Hymel, 2015).

IMPLICATIONS FOR THE CLASSROOM CLIMATE AND LEARNING PROCESS

In some cases, bullying occurs at transition moments with minimal supervision, such as changing lesson hours, the front of the classroom, or when group activities take place without intensive mentoring. This indicates that anti-bullying policies are not enough just in the form of slogans, but must be translated into consistent, clear, and measurable classroom management practices. In elementary school, the consistency of rules and the example of teachers reinforce the formation of a climate of safe relationships (Gini & Pozzoli, 2013; Juvonen & Graham, 2014).

The triggering factors for bullying at the elementary school level at the research site appear to be multicausal. First, individual factors such as differences in character, academic ability, and communication ability trigger the appearance of certain labels or ridicule. Second, family and parenting factors can affect the way children express emotions and resolve conflicts. Third, school situational factors, such as supervision during breaks, student density in the classroom, and discipline culture, also determine the chances of the emergence of covert aggressive behavior (Craig & Pepler, 2007; Arseneault, 2018).

TRIGGERING FACTORS FOR BULLYING IN ELEMENTARY SCHOOL STUDENTS

Field findings also show the role of bystanders who tend to be silent or laugh when ridicule occurs. These responses, even if they are not directly offensive, can reinforce bullying behavior because they provide “social reinforcement” for the perpetrator. In the context of the classroom, this kind of reinforcement often arises because students want to be accepted by the group, are afraid of being the next target, or consider ridicule as an ordinary joke (Salmivalli, 2010; Swearer & Hymel, 2015). Therefore, disrupted social interaction is not only experienced by victims, but also forms unhealthy norms of relationships in the entire classroom ecosystem.

At SD Negeri 2 Bataraguru, the pattern of student association shows the existence of small groups (cliques) formed based on the proximity of seats, common interests, and friendship relationships outside of school. In this structure, victims of bullying are often in a “peripheral” position or lack strong peer support, so the risk of experiencing negative treatment increases. A number of studies have shown that peer support and the quality of friendship bonds play a protective factor against victimization, as well as influencing the way students build social networks in schools (Card & Hodges, 2008; Hymel & Swearer, 2015).

PEER GROUP DYNAMICS AND SOCIAL STATUS

On the other hand, in some actors, social interaction seems more dominant and regulating, for example determining unwritten rules in the game, controlling the division of roles during group tasks, and using subtle taunts to maintain social position. This phenomenon is in line with the finding that bullying behavior is not always correlated with “lack of social skills”, but can be a form of strategy to gain status or control within peer groups, especially in environments where supervision is loose (Salmivalli, 2010; Veenstra et al., 2005).

Based on class observations and brief interviews with homeroom teachers, changes in social interaction patterns in students who experience bullying appear to be two main tendencies: withdrawal and hypervigilance in socializing. Victim students tend to reduce participation during group work, choose to sit in certain areas that are considered safe, and limit contact with peers who were previously close. In the perspective of the social development of elementary school children, this pattern can be read as a self-protection strategy that arises due to uncomfortable and repetitive relational experiences (Olweus, 1993; Juvonen & Graham, 2014).

DEEPENING FINDINGS: CHANGES IN SOCIAL INTERACTION PATTERNS, THE ROLE OF PARENTS AND DIGITAL LITERACY

The results of the interviews also indicated that communication patterns at home also influenced the way students responded to bullying. Students who receive emotional support from parents tend to be more courageous to bring problems to the teacher and not withdraw completely from peer association. On the other hand, students who lack assistance often choose to remain silent, so that the experience of being a victim lasts longer and has a greater impact on their social relationships.

On the other hand, the increasing access to gadgets at elementary school age adds to the potential for the expansion of bullying behavior into the digital space (e.g. ridicule

through text messages or friend groups). Although the study focused on face-to-face interactions in schools, the field findings suggest that there is a “continuous” form of bullying outside of school hours that reinforces victims’ feelings of isolation and social anxiety. This condition is in line with the finding that bullying can occur across contexts and reinforce its psychosocial impact (Kowalski, Giumetti, Schroeder, & Lattanner, 2014).

Therefore, prevention efforts are not enough to rely only on the enforcement of classroom rules, but also require partnerships between schools and parents in building social-digital literacy, communication ethics, and the ability to manage emotions. When collective norms at home and school align, students are more likely to understand the boundaries of acceptable behavior, as well as be better able to build healthy and respectful social interactions (Swearer & Hymel, 2015).

Forms of Bullying	Impact on Social Interaction	Visible Indicators in the Classroom
Verbal (mocking, nickname)	Victims avoid communication, lower confidence	Be silent, don't want to present, avoid eye contact
Physical (push, light hit)	The victim feels unsafe, moving away from certain areas	Not wanting to play during breaks, choosing to sit near the teacher
Relational (excluded)	The victim was cut off from the group, difficult to build friendships	Often alone, not invited to work in groups
Psychological/threatening	The victim experienced social anxiety, fear of interacting	Panic easily, ask permission outside the classroom, seem restless

CONCLUSION

Based on the results of the study, bullying at SD Negeri 2 Bataraguru most often occurs in verbal and relational forms, accompanied by mild physical bullying. Bullying has a significant impact on students’ social interaction patterns, especially through the tendency of victims to withdraw, changes in their friendship networks, and decreased participation in group work and cooperative activities. These impacts are influenced by fear, negative self-judgment, and social distrust, which ultimately limits children’s social learning spaces.

The handling efforts that have been carried out by schools are still incidental and need to be strengthened into a structured program. Key recommendations include the establishment of anti-bullying class agreements, social-emotional learning, increased supervision, safe reporting pathways, and collaboration with parents. With the strengthening of this strategy, it is hoped that the school climate will become more inclusive and students can build healthy, safe, and productive social interactions.

BIBLIOGRAPHY

- Abdillah, F. (2024). Dampak bullying di sekolah dasar dan pencegahannya. *EDUCARE: Jurnal Pendidikan dan Kesehatan*, 1(1), 103-109.
- Espelage, D. L., & Swearer, S. M. (2003). Research on school bullying and victimization: What have we learned and where do we go from here? *School Psychology Review*, 32(3), 365-383.
- Frontiers in Communication. (2022). Sociometric status in bullying perpetrators: A systematic review. *Frontiers in Communication*, 7, 841424.
- Hymel, S., & Swearer, S. M. (2015). Four decades of research on school bullying: An introduction. *American Psychologist*, 70(4), 293-299.
- International Baccalaureate Organization. (2025). Peer relations: Interventions to prevent and reduce bullying behaviour (Literature review).
- Olweus, D. (1993). *Bullying at school: What we know and what we can do*. Blackwell.
- Peraturan BPK. (2023). Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia Nomor 46 Tahun 2023 tentang Pencegahan dan Penanganan Kekerasan di Lingkungan Satuan Pendidikan.
- Rahmayanti, Z., Zumrotun, E., & Rofiqoh, N. (2026). Dampak bullying terhadap pola interaksi sosial siswa di sekolah dasar. *Elementar: Jurnal Pendidikan Dasar*, 5(2), 115-123. <https://doi.org/10.15408/wcw2ej34>
- Seftyani, S. S., Widyaningsih, O., & Ulfa, M. (2020). Hubungan perilaku bullying dengan sikap interaksi sosial siswa. *Prosiding Seminar Nasional Pendidikan STKIP Kusuma Negara II*, 271-280.
- Swearer, S. M., & Hymel, S. (2015). Understanding the psychology of bullying: Moving toward a social-ecological diathesis-stress model. *American Psychologist*, 70(4), 344-353.
- The interaction between peer bullying and school connectedness on youth health and wellbeing. (2023). *Children and Youth Services Review*, 154, 107193.
- Volk, A. A., Dane, A. V., & Marini, Z. A. (2014). What is bullying? A theoretical redefinition. *Aggression and Violent Behavior*, 19(4), 327-343.
- Zych, I., Farrington, D. P., & Ttofi, M. M. (2017). Bullying in schools: The state of knowledge and effective interventions. *Psychology, Health & Medicine*, 22(sup1), 1-15.
- Arseneault, L. (2018). Annual Research Review: The persistent and pervasive impact of being bullied in childhood and adolescence: Implications for policy and practice. *Journal of Child Psychology and Psychiatry*, 59(4), 405-421.
- Card, N. A., & Hodges, E. V. E. (2008). Peer victimization among schoolchildren: Correlations, causes, consequences, and considerations in assessment and intervention. *School Psychology Quarterly*, 23(4), 451-461.
- Craig, W. M., & Pepler, D. J. (2007). Understanding bullying: From research to practice. *Canadian Psychology*, 48(2), 86-93.
- Gini, G., & Pozzoli, T. (2013). Bullied children and psychosomatic problems: A meta-analysis. *Pediatrics*, 132(4), 720-729.
- Juvonen, J., & Graham, S. (Eds.). (2014). Bullying in schools: The power of bullies and the plight of victims. *Annual Review of Psychology*, 65, 159-185.
- Olweus, D. (1993). *Bullying at school: What we know and what we can do*. Blackwell.

- Salmivalli, C. (2010). Bullying and the peer group: A review. *Aggression and Violent Behavior*, 15(2), 112-120.
- Veenstra, R., Lindenberg, S., Oldehinkel, A. J., De Winter, A. F., Verhulst, F. C., & Ormel, J. (2005). Bullying and victimization in elementary schools: A comparison of bullies, victims, bully/victims, and uninvolved preadolescents. *Developmental Psychology*, 41(4), 672-682.