

## ABSTRACTS SESSION 2

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*Michael Fingerle*

### **Resilienz bei Kindern und Jugendlichen sowie Konzepte ihrer Förderung**

Abstract:

Der Vortrag gibt einen Überblick über den Stand der Forschung zur Entwicklung von Resilienz, ihren Entstehungsbedingungen und zu Förderansätzen. Die empirischen Befunde zur Resilienz sind eine wichtige Legitimationsgrundlage für Angebote zur Frühförderung und der Frühpädagogik, sie müssen jedoch auch hinsichtlich ihrer Möglichkeiten und Grenzen reflektiert werden. In diesem Zusammenhang wird in den Erziehungswissenschaften in letzter Zeit wieder der Begriff der Vulnerabilität thematisiert, dessen Verhältnis zur Resilienz diskutiert werden muss. Vor diesem Hintergrund wird im Vortrag insbesondere auch auf die pädagogischen Implikationen des Resilienzkonzepts Bezug genommen werden.

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*Christina Salmivalli*

*Session 2*

### **Mental Health Promotion through Bullying Prevention: Implementation of the KiVa Anti-Bullying Program**

Abstract:

The relationships and experiences children have with their immediate environment influence their later development, including mental health. Peer group in school is an important social context that might be crucial in shaping a variety of social-emotional outcomes. Being bullied, i.e. repeatedly targeted by aggressive attacks of a more powerful peer, is one of the most traumatic experiences a child may encounter in the school context. A key feature differentiating bullying from conflicts, quarrels, or fights, is the imbalance of physical strength or social power between the perpetrator/s and the victim. Thus, the targeted child finds it difficult to defend him- or herself. Another typical feature is the group nature of bullying: despite their anti-bullying attitudes, many children witnessing bullying do not express such attitudes in public, but instead behave in ways that are socially rewarding for the bullies.

Children who are bullied by peers at school experience a multitude of social adjustment problems. For a number of bullied children and youth, their experiences continue to affect their lives in adulthood. A meta-analysis by Ttofi, Farrington, Lösel, and Loeber (2011) indicated that being bullied at school was a unique risk factor contributing to later depression, even after controlling for several other childhood risk factors.

There is a pressing need for effective prevention of bullying. The presentation provides an overview of an evidence-based KiVa antibullying program, [www.kivaprogram.net](http://www.kivaprogram.net), developed at the University of Turku and currently widely implemented in Finland and elsewhere. The effects of the program on bullying and victimization, as well as on mental health outcomes of children are presented and discussed.