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Update on bullying at school: Science forgotten?

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Abstract

Research on bullying has increased dramatically worldwide, from only 62 citations in PsycINFO from 1900–1990, to 289 in the 1990s, to 562 from 2000–2004. Much has been learned, including that bullying takes many forms (physical, verbal, relational), is prevalent in every school, with long-lasting consequences. It is not known how genes, parents, peers, cultural values, and school practices interact to affect bullying and victimization nor why some schools fail to reduce the harm. This paper reviews past findings on school bullying, notes a slowing of publication, reminds readers of the need for the scientific process, and highlights the reasons for additional research, especially in data collection, evaluation, developmental understanding, and prevention.



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