

Brief bio of Prof.ssa Ersilia Menesini

Born on July 12th 1958

Education:

University degree in Educational Sciences with major in Psychology

Doctorate degree in Developmental Psychology

Academic Status and research activities

Full professor of developmental psychology at the University of Florence – Department of Educational Sciences and Psychology (since 2011).

Since 1996, Dr. Menesini was a senior researcher in the area of Developmental Psychology, at the University of Padua previously and at Florence University later from 2000 onwards.

International training in research activity:

- course of Developmental Psychology at UC Berkeley, June-August 1987;
- workshop of NATO countries on "Social Competence in Developmental Perspective", Les Arcs - France July 13 -17 1988;
- Summer school of the European Science Foundation on "Developmental Psychopathology" Champfer – Suisse – August 10-23, 1990.
- scholarship by the European Science Foundation - network on "Longitudinal studies " – to spend a period of study and research in a European university,
- 1999- visiting professor at University of Surrey – Roehampton Institute (for 2 months)

Coordination and participation in research projects :

- 1) task-coordinator in the working group: Bullying and moral emotions In the European project : (TMR 1997-2001- IV Framework DG XII – Title of the project “The causes and nature of bullying and social exclusion in schools, and ways of preventing them” European coordinator Prof. P. K. Smith (Goldsmith College, University of London) (grant: : 119.250 ecu);
- 2) responsible for the Unit of Padua of the Project “Pupil power” years 1998/99 within the “Violence in Schools Initiative” UE, DG XXII.
- 3) responsible of the Italian Unit for the European project “Connect “Tackling Violence in schools on a European –wide basis – period 2000- 2002 - (European coordinator Prof. P. K. Smith) (grant: 7.500 euro)
- 4) From 2002 to 2005, responsible of a research project on “Violence and risk factors in adolescence” funded by the Local Community of Lucca (grant: 19.832 (2002-2003) - 23.000 (2003-2004) - 18.681 (2004-2005)).
- 5) Responsible of the project “Sexual Harassment and violence in peer relations: action and evaluation (MURST "Italian-Spanish Bilateral actions “ (2006-2008) (grant: 9.770 euro).
- 7) . scientific responsible of the Project “The transition to adulthood in a cohort of young people from Tuscany: adaptive and maladaptive trajectories” funded by Monte dei Paschi di Siena Fundation – November 2006 (grant: 20.000 euro).
- 8) Scientific responsible of the research contract between the department of Psychology and the city of Lucca to carry on a study on: “Cyberbullying and other types of bullying : effective actions of interventions” period 2007-2013 (grant: 40,000 euro).
- 9) scientific responsible for Florence Unit of the PRIN 2007 project with the title: Aggressive behavior and peer relations: school and personal adaptation: continuity and discontinuity – national coordinator Elena

Cattelino - University of Aosta - title of the national project: "Peer relations from infancy to adolescence. Adaptive and maladaptive factors" (grant: 22.744 euro).

10. Member of the Management Committee of the European Project COST "Action IS0801 - Cyberbullying coping with negative and enhancing positive uses of new technologies in relationships in educational settings" and coordinator of the Working group n.1 "Definition, measurement of cyber-bullying" (2008-2012).

11. scientific coordinator of the project QUA.FA.S.I. (Quartiere, famiglie e scuola insieme) granted by Tuscany region D.D. 5206 September 22 2010. (period 2011-2013. - grant: 240000 euro).

12. Responsible of the scientific contract between the Department of Psychology and Scandicci city (Florence) to carry on a study on "Joint lab to prevent risk behaviors and to promote living together in schools". (grant: 13000 euro) (period : October 2011- July 2012).

13) Responsible for Florence University of the project "CYBERMENTORS EUROPE" granted by the European Union Daphne 2012-2014 (European coordinator: Beatbullying Limited) (grant: 38000 euro).

14) Responsible for University of Florence of the project "VALIDATION OF KiVa MODEL IN TUSCANY SCHOOLS", (2013-14) in collaboration with the Ministry of Education - Regional office of Tuscany (grant: 25000 euro) carried out in the schools of Florence, Siena and Lucca.

Lecturing and didactic activity:

From 2002 until now she has been responsible of two courses in the area of developmental psychology.. Specifically in the last years she has thought "Designing and evaluation of intervention projects in developmental psychology".

In the years: 1999-2003, she supervised the student Stefania Ferrazzuolo who was taking her master degree at the Roehampton Un. UK

In April 2003 she took part at the Defense Committee to discuss the dissertation of Marina Camodeca at the Vrije Universiteit di Amsterdam (NL).

She was coordinator of the university degrees in Developmental psychology from November 2004 to November 2007 (1st and 2nd level).

For the years 2006-2008 she had the role of external **supervisor** (directora externa) - for Virginia Sanchez who got her PH.D. degree (Ph.D.) at the University of Cordoba on April 9 2008.

From 2008 she is member of the Committee of the international master "Psychology intervention and investigation in Justice, Health and Social Welfare, promoted by the University of Cordoba – Spain.

She is **Advisor of the Editorial Board of "European Journal of Developmental Psychology"** dal 2009 al 2013.

She was elected **member of the Council of the European Association of developmental psychology** - in June 2011.

She was part of the ***Steering Committee and had the role of faculty member in the training school in Australia*** organized by the COST Action IS0801 and the Australian government – (Melbourne 11-16 April 2010).

She took part as external member at the *Doctoral Examination Board* in Cordoba University for the dissertations of Beatriz Munoz Maya (December 14th 2010) and Carmen Viejo Almanzor (July, 4th 2012) (both dissertations were on dating aggression in adolescence) .

She took as external member at Doctoral Examination Board to evaluate Matteo Giletta dissertation at Radboud Universiteit Nijmegen (NL) (2 ottobre 2012).

From 2012 onwards she is coordinating the master degree in Psychology at the Univ. of Florence.

Main areas of research:

1. psycho-social risk factors in the school context: peer rejection, isolation, bullying and cyber bullying;
2. bullying and new technologies
2. romantic relationships, couple aggression and risk behaviours in adolescence;
3. designing and evaluation of school interventions against bullying
3. the development of moral emotions and moral sensibility;
4. risk behaviours and family context

List of ongoing projects in the area of bullying and cyberbullying

- 1) Project “NONCADIAMOINTRAPPOLA” - Efficacy and effectiveness of a peer led intervention against bullying and cyberbullying - period 2007-2014
- 2) Project QUA.FA.S.I. (Neighbourhood, family and schools together) granted by Tuscany region (period 2011-2013.) (An ecological approach on risk behaviour in children) .
- 3) Project “CYBERMENTORS EUROPE” granted by the European Union - Daphne 2012-2014;
- 4) Responsible for University of Florence of the project “VALIDATION OF KiVa MODEL IN TUSCANY SCHOOLS”, (2013-14) in collaboration with the Ministry of Education - Regional office of Tuscany (grant: 25000 euro) carried out in the schools of Florence, Siena and Lucca.

Bibliography in the area of bullying

GENTA M.L., MENESINI E., FONZI A., COSTABILE A., SMITH P.K. (1996) Bullies and victims in schools in Central and Southern Italy, *European Journal of Psychology of Education*, vol.XI, 1, 97-110.

(It is the first survey on bullying in Italy)

MENESINI E., ESLEA M., SMITH P.K., GENTA M.L., GIANNETTI E., FONZI A., COSTABILE A. (1997) A crossnational comparison of children's attitudes towards bully/victim problems in school, *Aggressive Behavior*, 23,1-13 .

(Using large scale survey data from Italy and England the study reports on the role of bullying attitudes and empathy in the incidence of the problem and on possible interventions)

MENESINI E., MELAN E., PIGNATTI B. (2000) Interactional styles of bullies and victims observed in a competitive and cooperative setting. *The Journal of Genetic Psychology*, 3, 261-281.

(Observational data were used to examine the interactional styles of bullies and victims while they participated in 2 different games. The data provide evidence for an interactional model in explaining of the dynamics between bullies and victims.)

MENESINI E., FONZI A., P.K. SMITH (2002) Attribution of meanings to terms related to bullying: a comparison between teacher and pupil perspectives in Italy. *European Journal of Psychology of Education*, XVII, 4, 393-406.

(The study compares teachers and pupils definition of bullying highlighting how these two perspectives can be distant to each other).

MENESINI E., CODECASA E., BENELLI B., COWIE H. (2003) Enhancing children's responsibility to take action against bullying: evaluation of a befriending intervention in Italian middle schools. *Aggressive Behavior*, 29, 1-14.

(This paper reports on the evaluation of a peer support model implemented in two Italian secondary schools to prevent bullying)

MENESINI E., SANCHEZ V., FONZI A., ORTEGA R., COSTABILE A., LO FEUDO G. (2003) Moral emotions and bullying. A cross-national comparison of differences between bullies, victims and outsiders. *Aggressive Behavior*, 29, 515-530.

(This study aims to analyse the role of moral emotions and reasoning in relation to a bullying situation. Specifically the role of moral disengagement and moral responsibility has been highlighted in relation to the bully role)

SMORTI A., MENESINI E., SMITH P.K (2003), Parents' definition of children's bullying in a five-country comparison, *Journal of cross-cultural psychology*, Vol. 34,4, 417-432.

(The study aims at analysing similarities and differences between words in 5 languages used to define bullying and social exclusion)

ESLEA M., MENESINI E., MORITA Y., O'MOORE M., MORA-MERCHAN J.A., PEREIRA B., SMITH P., WENXIN Z. (2004) Friendship and Loneliness among bullies and victims: Data from seven countries, *Aggressive Behavior*, 30,1,71-83.

(This paper compares sex, school type, and bully/victim status differences in friendships and playground social exclusion, using data from nine surveys in seven countries: China, England, Ireland, Italy, Japan, Portugal, and Spain)

MENESINI E., CAMODECA M. (2008) Shame and guilt as behaviour regulators: relationships with bullying, victimization and prosocial behaviour. *British Journal of Developmental Psychology*. Volume 26, 2, June 2008, 183-196.

(This study aimed at investigating intentional and non-intentional situations eliciting shame and guilt in relation to children's involvement in bullying, victimization and prosocial behaviour.)

MENESINI E., MODENA M., TANI F. (2009). Bullying and victimization in adolescence. Concurrent and stable roles and psychological health symptoms, *The Journal of Genetic Psychology*, 170(2), 115–133.

(The authors compared the concurrent and longitudinal psychological symptoms of 4 participant groups bullies, victims, bully/victims and uninvolved students).

MENESINI E., CAMODECA M., NOCENTINI A. (2010). Bullying among siblings: the role of personality and relational variables. *British Journal of Developmental Psychology*, 28, 4, 921-939. 1.394

(This study aimed to investigate: (1) the influence of gender, sibling age, and sibling gender on sibling bullying and victimization; (2) the links between personality characteristics, quality of the sibling relationship, and sibling bullying/victimization; (3) the association between sibling and school bullying/victimization, and the direct and indirect associations between personality variables and school bullying/victimization.)

MENESINI E., NOCENTINI A. (2009). Cyberbullying Definition and Measurement: Some Critical Considerations. *Zeitschrift für Psychologie*. 217, 4, 230-232.

(Starting from a critical review of bullying measures and studies, the paper presents some critical consideration on definition and measurement and proposes new direction of investigation)

ORTEGA, R., SÁNCHEZ, V., ORTEGA-RIVERA, F.J., NOCENTINI, A. & MENESINI E. (2010). Peer sexual harassment in adolescents girls: a cross-national study (Spain-Italy), *International Journal of Clinical and Health Psychology*, 10, 245-264.

(This study tried to contribute to the area of sexual harassment investigation testing different models of sexual harassment in a sample of 318 female adolescents (mean age 17.05 years old) of two European countries, Spain and Italy).

NOCENTINI, A., MENESINI, E. & PASTORELLI, C. (2010). Physical Dating Aggression Growth during adolescence, *Journal of Abnormal Child Psychology*, 38(3), 353-365.

(The development of Physical Dating Aggression from the age of 16 to 18 years was investigated in relation to time-invariant predictors (gender, parental education, family composition, number of partners) and to time varying effects of delinquent behavior and perception of victimization by the partner.)

CONNOLLY J., NOCENTINI A., WILLIAMS T., MENESINI E., PEPLER D., CRAIG W. (2010). Adolescent Dating Aggression in Canada and Italy: A Cross-National Comparison. *International Journal of Behavioral Development*, 34(2), 98-105.

(This study compared rates of dating aggression among 16-year-old adolescents in Canada and Italy, as well as differential associations with dyadic risk factors.)

Nocentini, A., Pastorelli, C., Connolly, J. & Menesini E. (2011). Physical Dating Aggression in adolescence: cultural and gender invariance, *European Psychologist*, 16, 4,278-287.

(The present study aims to investigate the latent structure of a Physical Dating Aggression Scale in Italian and Canadian adolescents and to evaluate the measurement invariance across gender and country).

Menesini E., Nocentini A., Calussi P. (2011) The Measurement of Cyberbullying: dimensional structure and relative item severity and discrimination. *Cyberpsychology, Behavior and Social Networking*, 14, 5, 267-274.

(In relation to a sample of 1,092 Italian adolescents (50.9% females), the present study aims to: (a) analyze the most parsimonious structure of the cyberbullying and cybervictimization construct in male and female Italian adolescents through confirmatory factor analysis; and (b) analyze the severity and the discrimination parameters of each act using the item response theory).

Nocentini, A., Calmaestra, J., Schultze-Krumbholz, A., Scheithauer, H., Ortega, R., Menesini, E. (2010). Cyberbullying: Labels, behaviours and definition in three European countries, *Australian Journal of Guidance and Counselling*, vol.20 (2), p.129-142, ISSN: 1037-2911.

(This study aims to examine students' perception of the term used to label cyberbullying, the perception of different forms and behaviours (written, verbal, visual, exclusion and impersonation) and the perception of the criteria used for its definition (imbalance of power, intention, repetition, anonymity and publicity) in three different European countries: Italy, Spain and Germany)

SÁNCHEZ V. , ORTEGA R. , MENESINI E. (2012) Emotional competence and bullying *Anales de Psicología*, 28, 1, 71-82

(In the last years, the studies on bullying are underlining the need to study the emotional and moral dimension of children involved in bullying in order to explain the origin and development of this phenomenon. The present theoretical study will analyze these dimensions following the model of Emotional Competence developed by Carolyn Saarni (1999).

Menesini E., Nocentini A., Camodeca M. (2011). Morality, values, traditional bullying, and cyberbullying in adolescence. *British Journal of Developmental Psychology*, 31(1), 1-14

(The aim of the present study was to investigate moral aspects and human values in traditional bullying and cyberbullying).

Vannucci M., Nocentini A., Mazzoni G., Menesini E. (2012). Recalling unrepresented hostile words: false memories predictors of traditional and cyberbullying. *The European Journal of developmental Psychology*, 9 (2), 182–194.

(This study investigated the relationship between hostile false memories (violent and verbal/aggressive) and engagement in traditional and cyberbullying, controlling for their co-occurrence.)

Menesini E. and Spiel C. (2012) Introduction: Cyberbullying: Development, consequences, risk and protective factors. *The European Journal of developmental Psychology*, 9 (2), 163–167
(*This a special issue on cyberbullying with different contributions on several aspects of the problem*)

Palladino B. E., Nocentini A., Menesini E. (2012). Online and offline peer led models against bullying and cyberbullying. *Psicothema*, Vol. 24, nº 4, pp. 634-639.
(*The aim of the present study is to describe and evaluate an ongoing peer-led model against bullying and cyberbullying carried out with Italian adolescents.*)

Menesini E., Nocentini A., Palladino B. E. (2012) Empowering Students Against Bullying and Cyberbullying: Evaluation of an Italian Peer-led Model. *International Journal of conflict and violence*, Vol. 6 (2), pp. 314 – 321.
(*The aim of the study is twofold: 1) contributing to the literature in relation to controversial results reported on peer led models efficacy; 2) understanding whether and to what extent a peer led model is able to contrast some mechanisms underlying bullying in the peer group.*)

Menesini, E., Nocentini, A., Palladino B. E., Frisé, A., Berne S., Ortega Ruiz R., Calmaestra, J., Scheithauer, H., Schultze-Krumbholz, A., Luik P., Naruskov K., Blaya C., Berthaud J., & Smith P. K. (2012). Cyberbullying Definition Among Adolescents: A Comparison Across Six European Countries. *Cyberpsychology, Behavior, And Social Networking*, Vol. 00, Number 00, 2012, DOI: 0.1089/cyber.2012.0040.
(*We systematically investigated the role of five definitional criteria for cyberbullying, in six European countries. These criteria (intentionality, imbalance of power, repetition, anonymity, and public vs. private) were combined through a set of 32 scenarios, covering a range of four types of behaviors (written-verbal, visual, exclusion, and impersonation.)*)

Menesini E. (2012) Cyberbullying: the right value of the phenomenon. Comments on the paper "Cyberbullying: An overrated phenomenon?". *European Journal of developmental Psychology*, 9(5), 544-552.
(*This comment will try to discuss the point raised by Olweus: is cyberbullying just one type of bullying or a distinct phenomenon and how much does it need a specific approach to be investigated? Specifically we will take into consideration five areas of investigation: definition, measurement, association between traditional bullying and cyberbullying, possible consequences and interventions.*)

Nocentini A., Calamai G., Menesini E. (2012). Codevelopment of Delinquent and Depressive symptoms across adolescence: time-invariant and time-varying effects of school and social failure, *Journal of Clinical Child and Adolescent Psychology*, 41,6, 746-759. 1.923
(*The co-development of Delinquent behaviors and Depressive symptoms from Grade 9 to 11 was investigated on an Italian sample of 518 adolescents (399 males) after the transition to high school, evaluating the time-invariant effects of past school failure and social failure and the time-varying effects of school achievement and social problems).*)

Nocentini A., Menesini E., Salmivalli C. (2013) Level and change of bullying behavior during high school: A multilevel growth curve analysis. *Journal of adolescence*, 36,3 , pp. 495–505
(*The development of bullying behavior was examined across three years in a sample of 515 adolescents (46% females) from 41 classrooms in relation to individual and a class factor variables .*)

Relevant web-based links

<https://sites.google.com/site/costis0801/> (*Cost project on CB*)

<http://www.esdp.info/Home.83.0.html> (*European association of developmental psychology*)

<http://www.scifopsi.unifi.it/vp-58-professori.html> (*web page of the department*)

<http://www.squarciagola.net/cyberbullismo/> (*web page of the intervention NONCADIAMOINTRAPPOLA*)