# JAANA JUVONEN

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# EDUCATION

1980-1984 Masters' Degree in Education (Eximia Cum Laude), University of Turku, Finland

1984-1986 Laudatur (equivalent to American Master's Degree) in Special Education, University of Jyvaskyla, Finland

1985-1989 Ph.D., Educational Psychology, cognate in Social Psychology, University of California, Los Angeles

**PROFESSIONAL EXPERIENCE**

1989- 1994 Assistant Professor in Applied Human Development, and Cognition and Instruction, Department of Educational Studies, University of Delaware

1994- 1996 Associate Professor, Department of Educational Studies, University of Delaware (on leave)

1994-1997 Visiting Associate Professor in Developmental Psychology, Department of Psychology, UCLA

1998-2002 Adjunct Associate Professor in Developmental Psychology, Department of Psychology, UCLA

* 1. Behavioral Scientist, RAND, Santa Monica, California

2002-2003 Associate Professor in Developmental Psychology, Department of Psychology, UCLA

2002-2004 Adjunct Behavioral Scientist, RAND, Santa Monica, California

2003-2008 Professor & Chair of the Developmental Psychology Program, Department of Psychology, UCLA

2009- present Professor of Developmental Psychology, Department of Psychology, UCLA

**AWARDS**

1984 Eximia Cum Laude, University of Turku, Finland

1991 Senior Fellow, Social Research Council, Academy of Finland

* 1. Spencer Fellow, National Academy of Education

2001 Distinguished Adjunct Faculty Teaching Award, Department of Psychology, UCLA

2010 American Psychology Association, Master Lecturer

2014 UCLA Psychology Graduate Student Association Arthur Woodward Graduate Mentoring award

**RESEARCH EXPERTISE**

Bullying; Anti-bullying interventions; School-based violence prevention; Middle schools; School diversity; School climate and adolescent psychosocial well-being

**PROFESSIONAL ORGANIZATIONS**

American Educational Research Association

American Psychological Association

American Psychological Society

Society for Research in Child Development

Society for Research on Adolescence

**PROFESSIONAL SERVICE**

Organizations & Boards:

1992-1994 Program Chair, Motivation in Education Special Interest Group, American Educational Research Association

1999-2000 Program Co-Chair, Society for Research in Child Development Pre-Conference on Research on Peer Relationships

2009-2011 Board Member, Middle School Advisory Board, Para Los Ninos, Los Angeles

2010-2012 Board of Experts, Parenting Teens: Resource Network, [www.parentingteensresourcesnetwork.org](http://www.parentingteensresourcesnetwork.org)

2011-2012 Expert Consultant on measurement of bullying, Center for Disease Control (CDC)

2014-present Ad-hoc reviewer of grant proposals National Science Foundation (NSF) and its Canadian (SSHRC) and Dutch (NWO) counterparts

2014 Expert presenter, *Building Capacity to Reduce Bullying and Its Impact on Youth across the Lifecourse* workshop convened by the Institute of Medicine (IOM) and National Research Council (NRC) of the *National Academies*

2015-present Expert reviewer of faculty appointments: University of Turku, Finland; University of Jyvaskyla, Finland; Concordia University, Montreal, Canada; University of Leuven (KU), Belgium

2017-18 Consultant, Arizona State University, Sanford School of Social and Family Dynamics, Diversity and Inclusion Science Initiative PROMISE Center

Journals:

2002-2004 Consulting Editor, *Child Development*

1998-2004 Consulting Editor, *Developmental Psychology*

1994-1996 and Consulting Editor, *Journal of Educational Psychology*

2002-2003

1993- Ad-hoc reviewer: *Applied Developmental Science*, *American Educational Research Journal*, *Child Development*, *Developmental Psychology*, *Educational Psychologist*, *Emotion,* *Merrill-Palmer Quarterly, Journal of Adolescence, Journal of Educational Psychology, Journal of Research in Adolescence, Review of Educational Research, Psychological Bulletin, Social Development, Journal of Applied Developmental Psychology, Journal of Early adolescence, Journal of Youth and Adolescence, PLOS, Psychological Review, Psychological Science*

Training:

1995-1999 Graduate training advisor for the first Finnish graduate program in Education and Psychology (involves workshops, lectures, research supervision for students from 5 national universities)

**GRANTS**

2019-2020 Pritzker Center for Strengthening Children and Families. "Strengthening Immigrant Youth and Families: Creation of the UCLA Immigrant Youth Task Force” ($25,000, Co-investigator)

2014-2020 National Institutes of Health: "Successful Pathways to High School Completion: Opportunities and Risks" ($3,450, 267, Co-PI)

2014 Spencer Foundation: Transition to High School: Opportunities and Risks

 ($49,000, PI)

2010-2015 National Institutes of Health: “Psychosocial Benefits of Ethnically Diverse Middle Schools” ($2,500,000, Co-PI)

2012-2013 UCLA Transdisciplinary Seed Grant (prime sponsor: NIH/NCATS CTSI)

“Transition to High School in Los Angeles: Opportunities and Risks” ($24,000, Co-PI)

2009-2013 National Science Foundation: “Psychosocial Benefits of Ethnically Diversity in Urban Middle Schools” ($681,000, Co-PI)

2007-2008 UCLA Faculty Senate (pilot) grant: “Changing Social Norms for Meanness across Middle School Transition” ($5,000, PI)

2006-2007 UCLA Faculty Senate (pilot) grant: Parental Expectations and Peer “Pressures” Guiding Behavior across Middle Childhood and Early Adolescence ($5,000, PI)

2005-2006 UCLA Faculty Senate (pilot) grant: “Perceived Peer Group Norms” ($3,000, PI)

2001-2003 Edna McConnell Clark Foundation: “A report on the state of the American middle school” ($400,000, PI)

2001-2006 W. T. Grant Foundation: "Peer victimization across the middle school years: Context and consequences" ($550,000, Co-PI)

2000-2005 National Science Foundation: "A Social-cognitive & contextual analysis of peer victimization across middle school years" ($600,000, Co-PI)

1999-2000 Urban Studies Seed Grant, UCLA: "Safe school approach: An effective alternative for violence prevention in elementary schools" ($9,000, PI)

1998-1999 Urban Studies Seed Grant, UCLA: "Promoting student rights: A safe school development project" ($10,000, PI)

**BOOKS**

Juvonen, J. Le, V-N., Kaganoff, T., Augustine, C., & Constant, L. (2004). *Focus on the wonder years: Challenges facing the American middle school*. Santa Monica, CA: Rand.

Juvonen, J. & S. Graham. (Eds.), (2001). *Peer harassment in school: The plight of the vulnerable* *and victimized*. New York: Guilford Press.

Juvonen, J. & Wentzel, K. (Eds.), (1996). *Social motivation: Understanding children's school adjustment*. Cambridge studies in social and emotional development. New York: Cambridge University Press.

Translated into Spanish (2001). Oxford University Press, Mexico City.

**PEER REVIEWED ARTICLES AND BOOK CHAPTERS**

*Current and past student co-authors indicated in italics*

*Lessard, L. & Juvonen, J.* (2019).Cross-class friendship and academic achievement in middle school. *Developmental Psychology.* Advance online publication. <http://dx.doi.org/10.1037/dev0000755>

*Lessard, L.,* & Juvonen., J.(in press). Weight diversity: School context moderates the academic risk of heavy weight in adolescence*. School Psychology Quarterly.*

*Lessard, L*., *Kogachi, K*, Juvonen, J. (2019). Quality and stability of cross-ethnic friendships: Effects of classroom diversity and out-of-school contact. *Journal* *of Youth and Adolescence*,*48*, 554-566.

Rastogi, R., & Juvonen, J. (2019). Interminority friendships and intergroup attitudes across middle school: Quantity and stability of Black-Latino ties. *Journal of Youth and Adolescence*, 1-12.

Brown, C., & Juvonen, J. (2018). Insights about the effects of diversity: When does diversity promote inclusion and for whom? *Journal of Applied Developmental Psychology*, 59, 75–81.

Huitsing, G., *Lodder*, G., Oldenburg, B., *Schacter*, H. L., Salmivalli, C., Juvonen, J., & Veenstra, R. (2018). The healthy context paradox: Victims’ adjustment during an anti-bullying intervention. *Journal of Child and Family Studies, 1-11*.

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*Espinoza, G., Schacter*, H.L., & Juvonen, J. (2018). Peer victimization and school adjustment among ethnically diverse middle school students: Does ethnic ingroup representation matter? *Journal of Early Adolescence*. Online first, DOI: 0272431618770829.

Juvonen, J. *Lessard, L., Schacter, H.L.,* & Enders, C. (2018).The effects of middle school weight climate on youth with higher body weight. *Journal of Research on Adolescence*. Online first, [doi.org/10.1111/jora.12386](https://doi.org/10.1111/jora.12386)

*Schacter, H., L*., & Juvonen, J. (2018). Dynamic changes in peer victimization and adjustment across middle school: Does friends’ victimization alleviate distress? *Child Development. Online first,* [doi.org/10.1111/cdev.13038](https://doi.org/10.1111/cdev.13038)

*Schacter, H., L*., & Juvonen, J. (2018) You’ve got a friend(ly school): Can prosocial norms and friends similarly protect victims from distress? *Social Development,* 27, 636 -651.

*Knifsend, C., Chamacho-Thompson, D.,* Juvonen, J. & Graham*,* S. (2018). Friends in activities, school-related affect, and academic outcomes in diverse middle schools. *Journal of Youth and Adolescence.* *47*, 1208-1220.

*Lessard, L., & Juvonen., J.* (2018). Losing and gaining friends: Does friendship instability compromise academic functioning in middle school? *Journal of School Psychology*, 69, 143-153.

*Lessard, L., & Juvonen., J.* (2018).Friendless Adolescents: Do perceptions of social threat account for their distress and continued friendlessness? *Journal of Research on Adolescence*, *28*, 277-283.

Juvonen, J., *Kogachi, K* & Graham, S. (2018). When and how do students benefit from ethnic diversity in middle school? *Child Development*, 89, 1268-1282.

Juvonen, J. (2018). The potential of schools to facilitate and constrain peer relationships*.* In W. Bukowski, K. Rubin, B. Laursen (Eds), Handbook of Peer Interactions, Relationships, and Groups. New York: The Guildford Press.

Juvonen, J. & *Bell, A*. (2018). Social integration of refugee youth in Europe: Lessons learned about interethnic relations in U.S. schools. *Polish Psychological Bulletin*, 49, 23–30.

*Smith, S., D*., *Schacter, H., L*., Enders, G., & Juvonen, J. (2018). Effects of school-level gender norm salience on adolescent adjustment. *Journal of Youth and Adolescence*, *47*, 947–960.

Earnshaw, V, Reisner, S. Juvonen, J.,Hatzenbuehler, M, Perrotti, J., Schuster, M (2017) LGBTQ bullying: Translating research to action in pediatrics. *Pediatrics*, 140(4):e20170432

*Smith, S., D*. & Juvonen, J. (2017). Psychosocial ramifications of low gender typicality in early adolescence. *Journal of Adolescence, 60,* 161 -170

Juvonen, J. *Lessard, L., Schacter, H.L., & Suchilt, L*.(2017) Emotional implications of weight stigma across middle school: The role of weight-based peer discrimination. *Journal of Clinical Child & Adolescent Psychology, 46*, 150-158.

Juvonen, J. & *Schacter, H. L* (2017). *Bullying in school and online contexts: Social dominance, bystander compliance, and social pain of victims*. In A. Rutland, D. Nesdale, & C. Brown, (Eds.), Handbook on Intergroup Relations in Children and Adolescents (315-332). Wiley-Blackwell.

*Schacter, H., L*., & Juvonen, J. (2017) Depressive symptoms, friend distress, and self-blame as risk factors for adolescent peer victimization. *Journal of Applied Developmental Psychology*, *51,* 35-43.

*Knifsend*, C., *Bell*, A., & Juvonen, J. (2017).Identification with multiple groups in multiethnic middle schools: What predicts social ingroup overlap? *Journal of Youth and Adolescence*, 46, 317–327.

*Knifsend, C*. & Juvonen, J. (2017) Extracurricular activities in multiethnic middle schools: Ideal context for positive intergroup attitudes? *Journal of Research on Adolescence*, *7*, 407-422, DOI: 10.1111/jora.12278

Juvonen, J., *Schacter,* H., Saino, M. & Salmivalli, C. (2016). Can a school-wide bullying prevention program improve the plight of victims?: Evidence for risk x intervention effects*. Journal of Consulting and Clinical Psychology*, 84, 334-344.

Juvonen, J. & *Knifsend, C.* (2016).*School-based peer relationships and achievement motivation*. In K. Wenzel & D. Miele (Eds), Handbook of Motivation in School (2nd edition). Routledge, Taylor & Francis (231-250).

*Schacter, H. L., Greenberg, S.,* & Juvonen, J. (2016). Who’s to blame?: The effect of victim disclosure on bystander reactions to cyberbullying. *Computers in Human Behavior* 57,115-121.

Juvonen J., *Espinoza G., & Schacter H.L*., (2016). *Bullying*. In: Howard S. Friedman (Editor in Chief), Encyclopedia of Mental Health, 2nd edition, Vol 1, Waltham, MA: Academic Press (216-221).

*Poorthuis,* A., Juvonen, J., Thomaes, S., Denissen, J., Orobio de Castro, B., & Van Aken, M. (2015). Do grades shape students’ school engagement? The psychological consequences of report card grades at the beginning of secondary school. *Journal of Educational Psychology, 107,842-854.*

Peets, K., *Pöyhönen,* V, Juvonen, J. & Salmivalli, C. (2015). Classroom norms of bullying alter the degree to which children defend in response to their affective empathy and power*. Developmental Psychology, 51, 913-920.*

*Espinoza, G.*, & Juvonen, J. (2015). *The role of ethnicity and culture in cyberbullying experiences among youth*. In M. Wright (Ed.), A Social-Ecological Approach to Cyberbullying, (327 – 338). Nova Science Publishers.

*Schacter., H. L.* & Juvonen,J. (2015). The effects of school-level victimization on self-blame: Evidence for contextualized social cognitions*, Developmental Psychology, 51, 841-847.*

*Schacter, H. L., White, S. J., Chang, V. Y*., & Juvonen, J. (2015). “Why Me?”: Characterological Self-Blame and Continued Victimization in the First Year of Middle School. *Journal of Clinical Child & Adolescent Psychology*, *44*, 446-455.

*Spivak, A. White, S.,* Graham, S. & Juvonen, J. (2015). Correlates of prosocial behaviors of students in ethnically and racially diverse middle-schools. *Merrill-Palmer Quarterly*,61, 236-263.

Juvonen, J., & Graham, S. (2014). Bullying in school: The power of bullies and the plight of the victims. *Annual Review of Psychology,* 65, 159–185.

Graham, S., *Munniksma, A*. & Juvonen, J. (2014). Psychosocial benefits of cross-ethnic friendships in urban middle schools. *Child Development*, 85,469-483.

*Knifsend, C.* & Juvonen, J. (2014). Social identity complexity, cross-ethnic friendships, and intergroup attitudes in urban middle schools.  *Child Development*, 85, 709–721.

Juvonen, J., *Wang, Y., & Espinoza*, G. (2013). Physical aggression, spreading of rumors, and social prominence in early adolescence: Reciprocal effects supporting gender similarities? *Journal of Youth and Adolescence* 42, 1801-1810.

Juvonen, J. (2013). Peer rejection among children and adolescents: Antecedents, reactions, and maladaptive pathways. In DeWall (Ed.), *Handbook on social exclusion (101-111)*. Oxford University Press.

*Espinoza, G.* & Juvonen, J. (2013). Methods used in cyberbullying research. In S. A. Bauman (Ed.), *Principles of Cyberbullying Research* (pp. 112-124)*. New York: Routledge.*

*Knifsend, C*. & Juvonen, J. (2013). The role of social identity complexity in intergroup attitudes among young adolescents. *Social Development, 22,* 623-640.

Juvonen, J., *Espinoza, G., & Knifsend, C. A*. (2012). The role of peer relationships on academic and extracurricular engagement in school (pp. 397-401). In **S. L. Christenson, A. L. Reschly, & C. Wylie (Eds.), *Handbook of research on student engagement*. London, Springer.**

*Munniksma, A*. & Juvonen, J. (2012). Cross-ethnic friendships and sense of social-emotional safety in a multi-ethnic middle school: An exploratory study.*Merrill Palmer Quarterly,*58, 489-506.

*Pöyhönen, V*., Juvonen, J. Salmivalli, C. (2012). Standing up for the victim, siding with the bully or standing by? — Bystander Responses in Bullying Situations. *Social Development*, *21*, 722–741.

*Reynolds, B.* & Juvonen, J. (2012). Pubertal timing fluctuations across middle school: Implications for girls' psychological health. *Journal of Youth and Adolescence,* 41, 677-690.

Galvan, A., *Spatzier, A.* & Juvonen, J. (2011). Perceived social norms and values to capture school culture in elementary and middle school. *Journal of Applied Developmental Psychology*, *32,* 346-353.

*Reynolds, B*. & Juvonen, J. (2011).The role of early maturation, perceived popularity, and rumors in the emergence of internalizing symptoms among adolescent girls

*Journal of Youth and Adolescence,* 40, 1407–1422.

*Espinoza, G.,* & Juvonen, J. (2011). The pervasiveness, connectedness, and intrusiveness of social network site use among young adolescents. *Cyberpsychology, Behavior and Social Networking*, 14, 705-709.

*Espinoza, G.* & Juvonen, J. (2011). Perceptions of school social context across the transition to middle school: Heightened sensitivity among Latino students? *Journal of Educational Psychology, 103,* 749-758.

*Fenning, R.,* Baker, B., & Juvonen, J. (2011). Emotion discourse, social cognition, and social skills in children with and without developmental delays. *Child Development, 82,717-731.*

Juvonen, J. *Wang, Y., & Espinoza, G*. (2010). Bullying experiences and compromised academic performance across middle school grades. *Journal of Early Adolescence*, 31, 152-173.

Nylund-Gibson, K. , Graham, S., & Juvonen, J. (2010). An application of multilevel LCA to study peer victimization in middle school. *Advances and Applications in Statistical Sciences*, 3, 343-362.

Bellmore, A., *Jiang, X. L.,* & Juvonen, J. (2010). Utilizing peer nominations in middle school: A longitudinal comparison between classroom-based and random list methods. *Journal of Research on Adolescence, 20, 538-550*.

# *Pöyhönen, V.*, Juvonen, J. Salmivalli, C. (2010) What Does it take to stand up for the victim of bullying? The interplay between personal and social factors. *Merrill Palmer Quarterly, 56,143-163.*

*Masten, C. L.,* Juvonen, J., & *Spatzier, A*. (2009). Relative importance of parents and peers:
Differences in academic and social behaviors at three grade levels spanning late childhood and early adolescence.  *Journal of Early Adolescence*, *29,773-799*.

*Reynolds, B*. & Juvonen, J. (2009). “Mean girls”--A myth or truth about gender differences in relational aggression and victimization? In T A. Kinney, & M. Porhola, (Eds). *Anti- and pro-social communication: Theories, methods, and applications (pp.71-93)*. Peter Lang.

Juvonen, J. & Galvan, A. (2009). Bullying as a means to foster compliance. In M. J. Harris, (Ed.), *Bullying, rejection, and peer victimization:  A social cognitive neuroscience perspective.* (pp. 299-318). New York, NY, Springer.

Graham, S., Bellmore, A., *Nishina, A*., & Juvonen, J. (2009). ” It must be me”: Ethnic context and attributions for peer victimization. *Journal of Youth and Adolescence, 38,* 487-499.

Juvonen, J. & Galvan, A. (2008). Peer influence in involuntary social groups: Lessons from research on bullying. In M. J. Prinstein & K. A. Dodge, (Eds).*Peer Influence Processes among Youth* (pp.225-244). New York: Guilford Press.

Juvonen, J. & *Gross, F. E.* (2008). Extending the school social scene?—Bullying experiences in cyberspace. *Journal of School Health*, 78, 496-505.

Juvonen, J. & *Ho, A*. (2008). Social motives underlying disruptive behavior across middle grades. *Journal of Youth and Adolescence*, 37, 747-756.

Juvonen, J. (2008). Challenges for Middle school Reform: How to Foster Continuity, Connections, and caring peer culture. *Seizing the Middle Ground: Why Middle School Creates the Pathway to College and the Workforce (pp. 44-54).*  United Way of Los Angeles.

Juvonen, J. & Galvan, A. (2008). Peer influence in involuntary social groups: Lessons from research on bullying. *Peer Influence Processes Among Youth* (pp.225-244). Mitchell J. Prinstein & Kenneth A. Dodge, Eds. New York: Guilford Press.

# Juvonen, J. (2007). Reforming Middle Schools: Focus on continuity, social connectedness, and engagement*.*  *Educational Psychologist*, 42,197-208.

Bellmore, A., *Nishina, A., Witkow, M.,* Graham, S., & Juvonen, J. (2007). The influence of classroom ethnic composition on same- and other ethnicity peer nominations in middle school. *Social Development, 16,* 720-740*.*

Juvonen, J. (2007). School violence and bullying.G. Fink. (Ed). *Encyclopedia of Stress* (2nd edition, pp. 425-427). Elsevier.

Juvonen, J., Ellickson, P., Martino, S., & Longshore, D. (2007).“But others do it”: Do misperceptions of schoolmate drug use predict subsequent drug use among young adolescents? *Journal of Applied Social Psychology*, *37*, 740-558.

*Pfeifer, J., H*., Brown, C. S., & Juvonen, J. (2007). Teaching tolerance in schools: Lessons learned since *Brown v. Board of Education* about the development and reduction of children’s prejudice. *Social Policy Report: Giving Child and Youth Development Knowledge Away, 21, No.2, 3-23. Society for Research in Child Development*.

Juvonen, J., *Nishina, A.,* & Graham, S. (2006). Ethnic diversity and perceptions of safety in urban middle schools, *Psychological Science, 17, 393-400*.

Juvonen, J. (2006). Sense of belonging, social relationships, and school functioning. P. A. Alexander and P. H. Winne (Eds.), *Handbook of Educational Psychology*, 2nd edition (pp. 255-674). Erlbaum, Mahwah, NJ.

# Juvonen. J. & *Gross*, E. F. (2005). The rejected and the bullied: Lessons about social misfits from developmental psychology. In K. D. Williams, J.P. Forgas, & W. von Hippel (Eds.). *The social outcast: Ostracism, social exclusion, rejection, and bullying, (pp. 155-170)*. New York: Psychology Press.

Bellmore, A., D., *Witkow, M. R*., Graham, S. & Juvonen, J. (2005). From beliefs to behavior: The mediating role of hostile response selection in predicting aggression. *Aggressive Behavior, 31, 1-20*.

*Nishina, A.* & Juvonen, J., (2005). Daily reports of witnessing and experiencing peer harassment in middle school. *Child Development, 76, 345-450.*

*Nishina, A.,* Juvonen, J., *& Witkow M.* (2005). Sticks and stones may break my bones, but names will make me sick: The consequences of peer harassment. *Journal of Clinical Child and Adolescent Psychology, 34,* 37-48*.*

*Witkow, M.,* Bellmore, A., *Nishina, A.*, Juvonen, J., & Graham, S. (2005). Mutual antipathies during early adolescence: More than just rejection. *International Journal of Behavioral Development, 29,* 209-218*.*

Bellmore, A. D., *Witkow,* M., Graham, S., & Juvonen, J. (2004). Beyond the individual: The impact of ethnic context and classroom behavioral norms on victims’ adjustment. *Developmental Psychology*, 40, 1159-1172.

Juvonen, J. & Graham, S. (2004). Research based interventions on bullying. In S. E. Sanders & G. D. Phye (Eds.), *Bullying, implications for the classroom: What does the research say?* (pp.229-255) Academic Press.

Juvonen, J., Graham S., Schuster, M. (2003). Bullying among young adolescents: The strong, weak, and troubled. *Pediatrics, 112,* 1231-1237.

Graham, S. Bellmore, A., & Juvonen, J. (2003). Peer victimization in middle school: When self- and peer views diverge. *Journal of Applied School Psychology, 19,* 117-137.

Reprinted in J. E. Zons, M. J. Elias, C. A. Maher (Eds., 2007). *Bullying, victimization, and peer harassment: A handobook of prevention and intervention*,121-142.

Jaycox, L. H., Morral, A., & Juvonen, J. (2003). Mental health and medical problems and service us among adolescent substance users. *Journal of the American Academy of Child and Adolescent Psychiatry, 42,* 701-709.

Riehman, K. S., Bluthenthal, R., Juvonen, J., & Morral, A. (2003). Adolescent social relationships and the treatment process: Findings from quantitative and qualitative analyses. *Journal of Drug Issues, 33*, 865-896

Juvonen, J. & *Cadigan*, J. (2002). Social determinants of public behavior of middle school youth: Perceived peer norms and need to be accepted. In F. Pajares & T. Urdan, (Eds.), *Adolescence and Education, Vol. 2: Academic motivation of adolescents* (pp.277-297*).* Greenwich, CT: Information Age Publishing.

Graham, S. & Juvonen, J., (2002). Ethnicity, peer harassment, and adjustment in middle school: An exploratory study. *Journal of Early Adolescence, 22, 173-199*.

*Gross, E. F*., Juvonen, J., & Gable, S. (2002). Internet use and well-being in adolescence. *Journal of Social Issues, 58, 75-90*.

Juvonen, J., *Nishina, A.,* & Graham, S., (2001). Self-views and peer perceptions of victim status among early adolescents. In J. Juvonen & S. Graham (Eds.), *Peer harassment in school: The plight of the vulnerable and victimized (pp.105-124)*. New York: Guilford.

Graham, S. & Juvonen, J. (2001). An attributional approach to peer victimization. In J. Juvonen & S. Graham (Eds.), *Peer harassment in school: The plight of the vulnerable and victimized (pp. 44-72)*. New York: Guilford.

Juvonen, J*., Nishina*, A., & Graham, S., (2000). Peer harassment, psychological well-being, and school adjustment in early adolescence. *Journal of Educational Psychology, 92,* 349-359.

Juvonen, J. (2000). Social functions of attributional face saving tactics among early adolescents. *Educational Psychology Review, 12*, 15-32. Reprinted in F. Salili, C.Y., Chiu, & Y.Y. Hong (Eds., 2001), *Student Motivation: The Culture and Context of Learning (pp. 66-78)*, New York: Plenum Press.

Juvonen, J. (1999). Motivaatio, attribuutiot ja kuntoutus. [Motivation, attributions, and intervention] In T. Ahonen & T. Aro (Eds.), *Neurokognitiivinen tieto lapsen kehityksen tukena* [Neuro-cognitive knowledge supporting the development of a child]. Helsinki, Finland: WSOY.

Graham, S. & Juvonen, J. (1998). Self-blame and peer victimization in middle school: An attributional analysis. *Developmental Psychology, 34*, 587-599.

Graham, S., & Juvonen, J. (1998). Social-cognitive perspective on peer aggression and victimization. *Annals of Child Development, 13*, 23-70.

Juvonen, J. & *Nishina, A.* (1997). Social motivation in the classroom: Attributional accounts and developmental analysis. In P.R. Pintrich and M. L. Maeher. *Advances in Motivation and Achievement, Vol. 10 (pp. 181-211)*. JAI Press.

Juvonen, J. (1997). Peer relations. In G. Bear, K. Minke, & A. Thomas (Eds.), *Children's needs II: Development, problems, and alternatives. (p. 65-74)*. Washington DC: National Association of School Psychologists.

Juvonen, J. (1996). Self-presentation tactics promoting teacher and peer approval: The function of excuses and other clever explanations. In J. Juvonen and K. R. Wentzel (Eds.), *Social motivation: Understanding children's school adjustment* (pp.43-65). Cambridge University Press.

Juvonen, J. & *Murdock, T. B*. (1995). Grade-level differences in the social value of effort: Implications for the self-presentation tactics of early adolescents. *Child Development, 66,* 1694-1705.

*Leskinen, M.* & Juvonen, J. (1994). Responsibility perceptions in parents' adjustment to their child's severe disability. In M. Leskinen (Ed.), *Family in focus: New perspectives on early childhood special education* (pp. 59-74). Jyvaskyla, Finland: University of Jyvaskyla.

Juvonen, J. & Weiner, B. (1994). Social motivation in the classroom: Implications for students' achievement. *Scandinavian Journal of Education*, *38*, 279-289.

Juvonen, J. & *Leskinen, M.* (1994). The function of onset and offset responsibility perceptions in fathers' and mothers' adjustment to their child's developmental disability. *Journal of Social Behavior and Personality, 9*, 349-368 (Special issue on psycho-social perspectives on disability).

Juvonen, J. & Weiner, B. (1993). An attributional analysis of students' interactions: The social consequences of perceived responsibility. *Educational Psychology Review*, *5*, 325-345.

Juvonen, J. & *Murdock, T. B*. (1993). How to promote social approval: Effects of audience and achievement outcome on publicly communicated attributions. *Journal of Educational Psychology, 85*, 365-376.

Bear, G., Juvonen, J., & *McInerney, F*. (1993). Self-perceptions and peer relations of boys with and boys without learning disabilities in an integrated setting: A longitudinal study. *Learning Disabilities Quarterly*, *16,* 127-136.

Juvonen, J. (1992). Negative peer reactions from the perspective of the reactors. *Journal of Educational Psychology, 84,* 314-321.

Juvonen J. & Bear, G. (1992). Social adjustment of children with and without learning disabilities in integrated classrooms. *Journal of Educational Psychology, 84,* 322-330.

*Clever, A.,* Bear, G., Juvonen, J. (1992). Discrepancies between competence and importance in self-perceptions of children in integrated classes. *Journal of Special Education, 26,* 125-138.

Juvonen, J., Keogh, B. K., Ratekin, C., & Bernheimer, L. P. (1992). Children's and teachers' views of school-based competencies and their relation to children's peer status. *School Psychology Review, 21*, 410-422.

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**PUBLICATIONS UNDER REVIEW**

*Juvonen, J., Lessard, L., Rastogi, R., Schacter, H.L., & Smith, D. (submitted for publication).* Promoting social inclusion in educational settings: Challenges and opportunities. Special issue on “How to promote inclusive climate: Bridging across groups” for the *Educational Psychologist*.

*Bell, A. N., Smith, D., &* Juvonen, J. (under revision)Interpersonal attitudes toward cross-ethnic peers in diverse middle schools: Implications for intergroup attitudes. *Group* *Processes and Intergroup Relations*

*Hooijsma*, M, & Juvonen, J. (submitted for publication) Two sides of integration: Effects of exposure and friendship on immigrant and majority youth’s attitudes. *Journal of Research on Adolescence*.

*Rastogi,* R. & Juvonen, J. (submitted for publication). Crossing the generational divide: Academic performance and friendships between immigrant and later-generation Latinx youth in middle school. *Cultural Diversity and Ethnic Minority Psychology.*

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*Schacter, H., L*., Lessard, L., & Juvonen, J. (submitted for publication). From peers to partners: Prospective links between peer rejection and romantic relationship outcomes across middle and high school. *Journal of Adolescence*.

# PUBLIC SERVICE PUBLICATIONS

Juvonen, J & Silvers, J (2018). Separating children from parents at the border isn’t just cruel. It’s torture. *Washington Post*, May 15, 2018, Op-Ed.

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Juvonen, J. (2008). Middle school—smart, not small. *Los Angeles Times, June 21, Op-Ed, A23*.

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 can break your heart. *Health in Action*. American School Health Association.

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*Nishina, A*., Juvonen, J., & de la Sota, A. (2000). Violence prevention in elementary school: A systemic Safe School approach. *Connections,* Spring 2000, 3-8. Urban Education Studies Center, UCLA.

Juvonen, J. & *Bezikian*, M. (1999). Law alone won't put end to schoolyard bullying: Supreme Court ruling on peer harassment falls short. *San Francisco Chronicle, July 23, Op-Ed*.

Greenfield, P. M. & Juvonen, J. (1999). A developmental look at Columbine, Public Interest, *APA Monitor, July/August*.

**CONFERENCE PRESENTATIONS AND INVITED TALKS**

About 200 presentations at national, international, and local conferences, including invited talks at universities and community organizations.

# MEDIA PRESENTATIONS

# 2018, June Separating Children at the Border. Lancet Podcast, https://itunes.apple.com/us/podcast/listen-to-the-lancet/id174490858?mt=2

# 2015, May Victimization and Vulnerability: Populations at Increased Risk for Bullying Webinar, The Children's Safety Network

2015, May CCTV *Full Frame*, Cyberbullying

2013, August “Scholars’ Circle,” –public radio program on bullying, KPCC

2010, January “This Emotional Life,” PBS documentary

2007, January “Justice Talking,” National Public Radio.

2004, February “Breakfast with Peter Thompson,” public radio program, ABC, Australia.

2004, January “Sterling Fox” radio news program, Canada.

2003, December “To your Health” radio show, Chicago Illinois.

2002, October “On the Air” -public radio show on school disciplinary problems, KPCC, Pasadena, California.

2001, October Interview for an educational program on bullying, Channel 1

2001, March 8 Evening news interview on bullying, K-ABC News, Los Angeles

2001, March 19 Evening news interview on zero-tolerance policies in schools, Fox Report

2000, May 11 “On the Air” -public radio show on "Culture of bullying", KPCC, Pasadena, California.