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THE FUTURE OF  
**CRIMINOLOGY**

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Edited by **ROLF LOEBER** and **BRANDON C. WELSH**

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## Risk and Protective Factors in the Assessment of School Bullies and Victims

Maria M. Ttofi and Peter K. Smith

David Farrington has made many outstanding contributions to knowledge, especially on the development of offending and antisocial behavior, and on the effectiveness of interventions in reducing offending and antisocial behavior. Within this framework, one may highlight his research on intragenerational and intergenerational continuity of school bullying as well as his contributions regarding the effectiveness of bullying prevention programs. His scholarly articles are especially pioneering, noteworthy, and influential. In his elegant 1993 paper in *Crime and Justice*, David Farrington offered a comprehensive and exhaustive review that initiated his current position as one of the leading world experts in the area of school bullying. An empirical part, based on longitudinal analyses from the Cambridge Study in Delinquent Development, complemented the review part of the paper and emphasized the importance of incorporating longitudinal data in examining this form of externalizing behavior. Many of the suggestions for future research put forward in his 1993 manuscript have been addressed to date, but many others (especially those concerning longitudinal research) have not been fully addressed so far.

In 2011, David Farrington played a crucial role in initiating new longitudinal data analyses from major prospective longitudinal studies across the world. This was a major task leading into two special issues (in *Criminal Behaviour and Mental Health* and in the *Journal of Aggression, Conflict and Peace Research*)<sup>1</sup> regarding the long-term adverse consequences (i.e., internalizing and externalizing problems) of school bullying. All the above considered, it is highly appropriate for us to focus in this chapter on the importance of (a) incorporating prospective longitudinal data in examining school bullying and (b) investigating risk and protective factors for the assessment of school bullies and victims. Implications arising from these new directions of research for future antibullying initiatives are discussed.