**T h a n o s  T o u l o u p i s**

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Thanos Touloupis is an Assistant Professor in "Educational Psychology" at the Department of Primary Education of the University of the Aegean. He graduated from the Department of Primary Education of the University of Thessaly, and he pursued Master's, Doctoral and Postdoctoral studies at the Department of Psychology of the Aristotle University of Thessaloniki (Section: Developmental-School Psychology). He has worked as a Laboratory Teaching Staff in "Educational Psychology" at the Department of Psychology of the University of Western Macedonia, and as a contracted Lecturer/Academic Scholar at Greek and Cypriot Universities. Furthermore, he has many years of teaching experience in Mainstream and Special Primary Education. Scientifically, he investigates online risk behaviors of school and university students without/with special educational needs, on social-emotional and academic/school factors associated with these behaviors, and on the interdisciplinary implementation of related prevention programs in the school community. His scientific work has been published and presented in international and Greek scientific journals and conferences respectively.

***Επιλεγμένες Δημοσιεύσεις***

1. **Touloupis, T.**, Campbell, A. M., & Pnevmatikos, D. (2024, accepted). Stand By Me or Not? Academic Context-related and Individual Contributors to University Students' Intended Reaction to Cyberbullying. *Psychology of Violence*.

2. **Touloupis, T.**, & Campbell, M. (2023). The Role of Academic Context-related Factors and Problematic Social Media Use in Academic Procrastination: A Cross-sectional Study of Students in Elementary, Secondary, and Tertiary Education. *Social Psychology of Education*, 1-40. https://doi.org/10.1007/s11218-023-09817-8

3. **Touloupis, T.** (2022). Facebook Use and Cyberbullying by Students with Learning Disabilities: The Role of Self-esteem and Loneliness. *Psychological Reports,* 1-34. https://doi.org/10.1177/00332941221138471

4. **Touloupis, T.**, & Athanasiades, C. (2022). Evaluation of a cyberbullying prevention program in elementary schools: The role of self-esteem enhancement. *Frontiers in Psychology (section: Positive Psychology), 13*, 980091. https://doi.org/10.3389/fpsyg.2022.980091

5. **Touloupis, T.**, & Athanasiades, C. (2022). Cyberbullying and Empathy among Elementary School Students: Do Special Educational Needs Make a Difference? *Scandinavian Journal of Psychology, 63*(6), 609-623. https://doi.org/10.1111/sjop.12838

6. **Touloupis, T.** (2021). Parental Involvement in Homework of Children with Learning Disabilities during Distance Learning: Relations with Fear of Covid-19 and Resilience. *Psychology in the Schools, 58*(12), 1-16. https://doi.org/10.1002/pits.22596