



Dear BRNET Members:

We hope the academic year is off to a good start for everyone! Thank you for being a part of the Bullying Research Network! Below you will find updates from our network. Be sure to check our website at <http://brnet.unl.edu> for more information as well.

2014 BRNET Think Tank- NEW POLL

We are pleased to announce that the 2014 BRNET Think Tank will be held in Canada and jointly hosted by BRNET and PREVNet (<http://www.prevnet.ca>)!

Although a poll for October dates has already been distributed, it has come to the attention of PREVNet and BRNET coordinators that the preferred dates fell between Rosh Hashanah and Yom Kippur, which would impact the Jewish conference attendees.

Therefore, a second poll has been created so that BRNET members can share their preferences for **November 2014** dates for the PREVNet/BRNET conference. Please visit the link below to provide feedback about potential dates.

The link to the NEW poll is:

<http://doodle.com/xd5u9eehkdfm28pf>

Researcher Spotlight – Dr. Melissa Holt

Melissa K. Holt, Ph.D. is an Assistant Professor of Counseling Psychology at Boston University's School of Education. She earned her bachelor's degree from Tufts University (1996) and her doctorate in Counseling Psychology from the University of Illinois at Urbana-Champaign (2002). Dr. Holt completed an NIH-funded post-doctoral fellowship at the Crimes Against Children Research Center at the University of New Hampshire (2002-2004), where she remained as research faculty (2004-2009). From 2009-2011 Dr. Holt was a Behavioral Scientist in the Division of Violence Prevention at the Centers for Disease Control and Prevention, where her work focused on youth violence prevention.

Dr. Holt's research is embedded in a social-ecological model, which reflects the need to consider how both individual and contextual variables relate to bullying involvement, and how these factors also potentially influence effects of such involvement. One of her primary research areas focuses on the extent to which other victimization forms (e.g., child maltreatment, dating violence) are associated with bullying involvement, and the degree to which bullying and other victimization exposures uniquely and

cumulatively affect functioning. For instance, Dr. Holt recently completed a manuscript, now being revised and resubmitted, examining how bullying involvement relates to sexual risk-taking, above and beyond other victimization exposures, with consideration to sexual orientation. A second area of research concentrates on the link between bullying and suicide, and she has published a number of empirical studies in this area. In addition, Dr. Holt is currently completing a meta-analysis on bullying involvement and suicide (along with CDC, BU, and Vanderbilt collaborators). Finally, a third line of research (with Dr. Jennifer Greif Green, Assistant Professor of Special Education at Boston University) focuses on whether previously bullied youth experience the adjustment to college differently than those first year students without bullying histories. This work is part of a multi-site collaboration with co-investigators at Boston College (Dr. Poteat), the University of Illinois at Urbana-Champaign (Dr. Espelage), and the University of California at Santa Barbara (Drs. Felix, Furlong, and Sharkey).

Dr. Holt serves on the Editorial Board of the *Journal of Youth and Adolescence*, has been an ad hoc reviewer for 20 other peer-reviewed journals, and has provided external reviews for the Office of Juvenile Justice and Delinquency Prevention. She has a proposal under review with the National Institute of Justice (with Dr. Dorothy Espelage and Dr. Mark Van Ryzin) on the effects of a middle school social-emotional learning program on teen dating violence, sexual violence, and substance use in high school. Finally, Dr. Holt is co-authoring a book on bullying and peer victimization with Dr. Amie Grills (Boston University) that will be published with Hogrefe Publishing in 2014.

She co-leads a research laboratory (The Social Adjustment and Bullying Prevention Laboratory; www.bu.edu/bullying) with Dr. Jennifer Greif Green. In addition to conducting research projects, the goal of the lab is to collaborate with schools on issues such as bullying assessment and to provide in-service trainings.

See below for a sample of her recent and forthcoming publications:

Holt, M. (forthcoming, 2014). Bullying and other victimization exposures: Associations with suicidality. In P. Goldblum, D. L. Espelage, J. Chu, and B. Bongers (Editors), *The Challenge of Youth Suicide and Bullying*. New York: Oxford University Press.

Holt, M., & Espelage, D. (in press). Associations between cyberbullying and psychological functioning. *The University of Missouri Law Review Journal*.

Holt, M., Raczynski, K., Frey, K., Hymel, S., & Limber, S. (2013). Preventing bullying through school and community-based approaches. *Journal of School Violence*, Online first.

Espelage, D., & Holt, M. (2013). Suicidal ideation and school bully experiences. *Journal of Adolescent Health*, 53, S27- S31.

BRNET New Members!

BRNET has a current total of 142 members! Two new members have joined this past month. Welcome to BRNET, Drs. Ersilia Menesini and Marion Underwood! Their biographies are below.

Dr. Ersilia Menesini – University of Florence

Ersilia Menesini is a full professor of developmental psychology at the University of Florence – Department of Educational Sciences and Psychology (since 2011). Please visit her biography on the BRNET website: http://cehs15.unl.edu/cms/uploads/2-1276-Menesini_BRNET.pdf

Dr. Marion Underwood – University of Texas at Dallas

Marion K. Underwood is an Ashbel Smith Professor of Psychological Sciences in the School of Behavioral and Brain Sciences at the University of Texas at Dallas. She earned her undergraduate degree from Wellesley College and her doctoral degree in clinical psychology from Duke University in 1991. She began her faculty career at Reed College in Portland, Oregon, and moved to the University of Texas at Dallas in 1998. Dr. Underwood's research examines anger, aggression, and gender, with special attention to the development of social aggression. Dr. Underwood's work has been published in numerous scientific journals and her research program has been supported by the National Institutes of Health since 1995. In 2003, she authored a book, *Social Aggression among Girls*. Since 2003, she and her research group have been conducting a longitudinal study of origins and outcomes of social aggression, and how adolescents use digital communication. Before participants began their 9th grade year, all were given BlackBerry devices configured to capture the content of their electronic communication to a secure archive: text messaging, instant messaging, and email. Dr. Underwood received the 2001 Chancellor's Council Outstanding Teacher of the Year Award, was granted a FIRST Award and a K02 Mid-Career Independent Scientist Award from the National Institute of Mental Health, and is a Fellow of the Association for Psychological Science.

If you have recently joined BRNET and have not yet provided your information, please send the following to bullyresearchnet@gmail.com.

- 1) contact information that can be posted on the website,
- 2) a brief biography of you and your work,
- 3) a list of current/ongoing projects in this area,
- 4) an annotated bibliography of your work in this area (i.e., full reference plus a few sentences about the work), and
- 5) relevant web-based links you would like to share.

Also, please send recommendations for potential BRNET members (i.e., faculty, researchers, and clinicians who are conducting research on bullying or related topics) to Dr. Shelley Hymel, Dr. Susan Swearer, or to bullyresearchnet@gmail.com.

PREVspectives Newsletter

Please click the below link to view the September 2013 PREVNet newsletter (Volume 6, Issue 3):

<http://us5.campaign-archive1.com/?u=de96c710506a67ca8148a30cb&id=dd4256c625&e=22e7822762>



***PREVNet's Newsletter on bullying prevention
research and resources in Canada***

Friendly Schools Global Forum—Featuring many BRNET members!

Please visit the below link to learn more about the cost-free Friendly Schools Global Forum:

<http://www2.friendourworld.org/friendly-schools-global-forum/>

The Friendly Schools Global Forum will bring together many of the world's experts on anti-bullying

Join us for the live streaming
16 September
19 September
26 September

Hosted by Professor Donna Cross
Edith Cowan University, AUSTRALIA

The Friendly Schools Global Forum will bring together many of the world's experts on anti-bullying

Join us for the live streaming
16 September
19 September
26 September

Featuring: Sheri Bauman
Counseling and Mental Health
University of Arizona

The Friendly Schools Global Forum will bring together many of the world's experts on anti-bullying

Join us for the live streaming
16 September
19 September
26 September

Featuring: Phillip T. Stee
Professor, Flinders University,
AUSTRALIA

The Friendly Schools Global Forum will bring together many of the world's experts on anti-bullying

Join us for the live streaming
16 September
19 September
26 September

Featuring: Peter Smith
Emeritus Professor, University of London
London, UK

The Friendly Schools Global Forum will bring together many of the world's experts on anti-bullying

Join us for the live streaming
16 September
19 September
26 September

Featuring: Kevin Runions
Assistant Professor, University of Victoria
CANADA

“The Friendly Schools Global Forum will bring together many of the world’s experts on anti-bullying. The sessions will live stream over YouTube as mass webinars in an interactive Q & A style. The Forum is designed to help teachers create friendlier and more cohesive schools with an overall theme of “*What works, what doesn’t and what’s promising?*”

Recent research offers much to help us understand the most effective ways we can support children's and adolescents' social development, particularly to prevent bullying and other aggressive behavior. Importantly this research has identified key developmental windows and when it is essential to target this support. This series of three sessions, involving leading international researchers, practitioners and advocates, will examine the most significant findings from research and practice. They will discuss and respond to questions asking how these findings apply to actions parents and schools can take to enhance children's and adolescents' social competence, and reduce the likelihood of experiencing bullying.”

APA/ABA Joint Conference

Please see the below announcement, shared by Dr. Dorothy Espelage:

I'm excited to share that I will be presenting at the APA/ABA Joint Conference, **Addressing the Unspeakable: Confronting Family & Community Violence** – the Intersection of Law & Psychology. The conference takes place October 2-5th in Washington, D.C. Registration is open now and early registration rates are still available.

Conference topics and schedule: <http://www.apa.org/about/offices/ogc/apa-aba/conference-program.aspx>
Conference registration: <https://cyberstore1.apa.org/cyb/cli/casinterface1/apaaba/index.cfm>

Psychologists, judges, lawyers, social workers, doctors, and other professionals from around the country will convene to discuss issues associated with family and community violence including: violence in military violence, effects of trauma on childhood development, violence against marginalized populations (based on LGBT status, disability, race, etc), effects of violent media, school push-out and discipline, intimate partner violence, the relationship between mental health/substance abuse and violence, and much more.

You won't want to miss this incredible conference, which will include a special luncheon keynote address from Bob Listenbee, Administrator of OJJDP.

I look forward to seeing you there.

University of Padova Fellowship

Please visit the website below to learn about a funding program for young researchers who are not already employed in a University.

<http://www.unipd.it/en/piscopia-fellowships>

“PISCOPIA is a Programme co-funded by the Marie Curie actions under the FP7 Programme of the European Union to attract outstanding junior researchers for a period of 12 or 24 months. The main objective is to reinforce the international dimension of the University of Padova.

The Programme intends to support the most promising young researchers to implement their research project at the University of Padova and to acquire those complementary and transversal skills necessary to start their independent research career.”

Thank you to Dr. Gianluca Gini for sharing this announcement!

Interested in applying for the editorship position for the *Journal of School Violence*? Please click on this link: <https://adobeformscentral.com/?f=cI5ScNx2IVUQt1SHhIYaXA>

Call for Papers- *School Psychology Quarterly*

School Psychology Quarterly

Open Call for Papers for Special Section:

School Climate, Aggression, Peer Victimization, and Bully Perpetration

About the Special Section

This special issue invites manuscripts that investigate school or classroom climate/environment as it relates to school-based aggression, bullying, and peer victimization (and correlated behaviors). Manuscripts should include rigorous measurement studies (e.g., multiple reporters or innovative sampling methods), multilevel modeling, and/or longitudinal designs so as to capture both conceptual and methodological advances in the field.

Research findings from largely cross-sectional investigations suggest that classroom practices, teacher attitudes, and school environment play a critical role in understanding the rates of student reports of aggression, bullying, and victimization. At a basic level, discrepancies have been noted between how teachers and staff perceive bullying rates in comparison to their students. Many teachers are unaware of how serious and extensive the bullying is within their schools, and are often ineffective in being able to identify bullying incidents (Bradshaw, Sawyer, & O'Brennan, 2007; Kochenderfer-Ladd & Pelletier, 2008). Divergence between staff and student estimates of the rates of bullying are seen in elementary, middle and high school, with staff consistently underestimating the frequency of these events (Bradshaw et al., 2007). Passive or dismissive attitudes towards bullying or a lack of immediate intervention effectively serves to reinforce bullying behaviors because the perpetrator receives no negative consequences (Yoon & Kerber, 2003). However, studies of the impact of teacher attitudes and students' experiences with aggression and victimization are limited and do not generally employ longitudinal or multi-level designs, which are necessary to account for shared variance and nested data.

An exception in the literature is the few studies that have employed social network analysis to examine classroom structure and its impact on aggression that find when classrooms have rigid hierarchical social structures, victimization becomes more stable because there are few opportunities to maneuver into different roles or social positions (Schäfer et al., 2005). On the other hand, when classrooms are more democratic and the social power is more evenly distributed, a less hostile environment for students is created (Ahn, Garandeanu, & Rodkin, 2010). When there are clear levels of power amongst students, victimized children may not have the resources or support to retaliate against bullies and bully behavior remains unchallenged. These are examples of the type of studies this special issue would like to attract. Increasingly, more studies are being conducted on the school climate, culture, and environment on the rates of bully perpetration and victimization. Findings suggest that when schools have a "culture of bullying" this can serve as a catalyst to allow youth who bully to continue to behave aggressively without fear of sanction while also encouraging passivity of bystanders (Bandyopadhyay et al., 2009). Further, in schools where bullying is more prevalent, students are less likely to seek help from teachers and staff (Bandyopadhyay et al., 2009).

This issue will emphasize a departure from a focus on student attitudes and behaviors, to a social-contextual approach that appreciates how much features of the school environment can mitigate or perpetuate aggression. Despite this, many questions remain in the field. Given that school climate is a multi-dimensional construct, it is important to unpack the most salient aspects of a school culture that are associated with peer aggression and victimization. This requires the use of multi-level statistical approaches that model the nested nature of students in classrooms and schools. Only then can we parse out those aspects that are to be targeted in professional development training and school-wide prevention efforts. Also, in light of the plethora of prevention programming around bullying and violence, it is important to understand how the school environment both affects, and is shaped by bullying prevention efforts. Thus, we welcome articles that address school climate or environment as moderators or mediators of program efficacy.

Submission deadline is November 1st, 2013.

All manuscripts submitted to *School Psychology Quarterly* go through the normal peer-review process. Additional information about the journal, guidance for authors, and links to our electronic submissions webpage are available at <http://www.apa.org/pubs/journals/spq/>. The Action Editors for this Special Section are Dr. Dorothy Espelage <espelage@illinois.edu> and Dr. Sabina Low <sabina.low@asu.edu>.

About the Journal

School Psychology Quarterly is Edited by Dr. Shane Jimerson and is published by the American Psychological Association and is the official journal of the APA Division 16 (School Psychology). SPQ is part of Thomson Reuters' Web of Science and has an ISI impact factor of 1.209, ranking 21st out of 50 journals in "Psychology—Education" category. Every article published in SPQ is included in PsycINFO, PsycARTICLES, and MEDLINE, the world's most comprehensive and widely used psychological databases.

School Psychology Quarterly publishes empirical studies and literature reviews of the psychology of education and services for children in school settings, encompassing a full range of methodologies and orientations, including educational, cognitive, social, cognitive behavioral, preventive, cross-cultural, and developmental perspectives. Focusing primarily on children, youth, and the adults who serve them, School Psychology Quarterly publishes international research advancing science, practice, and policy pertaining to the education of populations across the life span. (see recent brief article about SPQ in APA Monitor <http://www.apa.org/monitor/2012/01/journal-spq.aspx>)

Alberti Center Annual Conference

The Alberti Center annual conference will be held on Thursday, October 10th, 2013 from 8:00 a.m. to 3:00 p.m. at the Millennium Hotel in Buffalo, NY. The morning sessions will feature BRNET member Dewey Cornell, Ph.D. speaking about "Student Threat Assessment and the Prevention of School Violence." In the afternoon, two rounds of breakout sessions will offer the following options for attendees: Avoiding Courtrooms and Headlines: Strategies to Protect Your District from Legal Challenges Regarding Bullying and DASA; Bullying and Students with Disabilities; Weight-Based Victimization: Are You Fueling the Fire?; Bullying and LGBTQ Youth; and, Creating an Anti Bullying Climate and Culture. Complete conference details are available at gse.buffalo.edu/alberticenterconference. The flyer can be found in the Appendix of this newsletter.

Calling Early-Career Bullying Researchers: Strathclyde Chancellor's Fellowship Scheme

The University of Strathclyde has launched a new scheme to provide additional space for the very best up-and-coming research talent. In the School of Psychological Sciences and Health we have a number of academic staff with interests in bullying and conflict at school and we also house a taught postgraduate in Educational Psychology. We also have a growing number of PhD students with interests in bullying and violence among young people. We'd love for you to come and join us!

Please pass this email onto any early-career, eligible researchers who you feel could take advantage of this opportunity.

The official line is the following: Strathclyde Chancellor's Fellowship Scheme: the UK University of the Year seeks applications from bold, imaginative and innovative individuals with exceptional research vision which will underpin a rapid academic career trajectory.

Please visit www.strathvacancies.co.uk to find out more about the scheme and about Strathclyde's vision for it.

Simon C. Hunter, Ph.D., C.Psychol.
Course Leader for the BA Psychology
School of Psychological Sciences and Health
University of Strathclyde
40 George Street
Glasgow G1 1QE
UK

Postdoc at UCSB Studying Bullying, School Violence and Safety, and Student Engagement

Hi Colleagues,

I am thrilled to announce that I have an opening for a post-doc position, technically an Assistant Project Scientist, to work with me at the Center for School-Based Youth Development in the Department of Counseling, Clinical, and School Psychology.

Please pass this on to any of your outstanding recent graduates or additional colleagues who might know recent outstanding doctorate level scholars! This will be an amazing opportunity to manage projects, gain access to a wealth of data, publish a ton, and have fun while doing it.

Best wishes,

Dr. Jill Sharkey

Assistant Project Scientist Series Position

The Center for School-Based Youth Development (CSBYD) in the University of California, Santa Barbara's Department of Counseling, Clinical, and School Psychology is seeking an Assistant Project Scientist to make significant and creative contributions to its research mission. The CSBYD is a community of researchers devoted to developing a better understanding of the role of school engagement as a protective force in children's lives and that promotes academic, social, emotional, and physical well-being.

The Assistant Project Scientist will work under the supervision of Dr. Jill Sharkey, whose research centers on promoting student engagement for all children, but primarily for children who have experienced a variety of personal, family, and community risk factors. In particular, Dr. Sharkey focuses on promoting youth development and preventing school violence by understanding optimal family, school, and community response to youth at risk. Ongoing projects include examining the functioning of social emotional health, bullying and victimization, and risk assessment to screen and intervene with identified youths; evaluating the impact of probation services on program success and reoffending of participants; and coordinating school, probation, and community-based organization data to facilitate community-based organization self-evaluation. The Assistant Project Scientist will craft grants to fund research ideas, participate in writing projects for publication in peer-reviewed outlets, and help coordinate existing grants. This is an exciting opportunity to develop grant-writing, manuscript preparation, and project management skills while making significant and creative contributions to research. We also welcome the Assistant Project Scientist to bring their own research ideas to the CSBYD and to develop cross-site collaboration projects with prior mentors.

The appointee will be an ongoing member of Dr. Sharkey's research team and will engage in regular meetings with faculty, students, and numerous community agencies to facilitate research productivity. The Assistant Project Scientist will contribute high-level skills to the projects for a ten-month period (September 1, 2013 to June 30, 2014) with the opportunity for annual renewal of the appointment depending on funding. Full-time is preferred but part-time of at least 50% will be considered. Salary range is \$50,600 to \$53,500 (full time equivalent). Benefits included.

The Assistant Project Scientist position is ideal for someone within the first few years of their doctoral graduate degree. Previous experience applying to grants and/or working on grant-funded research is preferred. The applicant should have a record of publication in the fields of education, school psychology, and/or criminal justice. Doctorate degree (or equivalent) in a relevant field is required, doctorate in school psychology is preferred. Additional requirements include proficiency with APA style and strong organizational and collaboration skills.

Review of applications will begin immediately and continue until the position is filled. The primary consideration date is 9/1/13. Applicants should apply on line through the UC Recruit system: <https://recruit.ap.ucsb.edu/apply/JPF00195>. Please submit a letter of application, curriculum vita, three samples of scholarly work (reprints/preprints), and three letters of reference. If you have any questions regarding this process, please contact Tracey Velasquez at 805-893-4428 or by email: tracey@education.ucsb.edu.

The Department is especially interested in candidates who can contribute to the diversity and excellence of the academic community through research, teaching and service. The University of California is an Equal Opportunity Affirmative Action employer.

Thank you for your involvement in the Bullying Research Network! If you have any news, information, research, suggestions for new members, or other materials that our members would find useful, please do not hesitate to email us at bullyresearchnet@gmail.com

Most sincerely,



Dr. Shelley Hymel
University of British Columbia
BRNET Co-Director



Dr. Susan Swearer
University of Nebraska - Lincoln
BRNET Co-Director

Alberti Center for Bullying Abuse Prevention



2013 Annual Conference

October 10, 2013 | 8:00 a.m. to 3:00 p.m.

Millennium Hotel Buffalo | 2040 Walden Avenue | Cheektowaga, NY

Keynote Presentations:

“STUDENT THREAT ASSESSMENT AND THE PREVENTION OF SCHOOL VIOLENCE”



Dewey Cornell, Ph.D.

Professor of Education | Curry School of Education, University of Virginia

There is a widespread misconception that violence in schools cannot be prevented because it seems unpredictable. This has led many policy makers to focus on crisis response strategies (such as arming teachers) rather than true prevention methods. This presentation will describe evidence-based strategies for the prevention of violence in school settings, ranging from universal programs to reduce bullying to more focused threat assessment practices.

Afternoon Breakout Sessions:

Session 1

- Avoiding Courtrooms and Headlines: Strategies to Protect Your District from Legal Challenges Regarding Bullying and DASA
- Bullying and Students with Disabilities
- Weight-Based Victimization: Are You Fueling the Fire?

Session 2

- Avoiding Courtrooms and Headlines: Strategies to Protect Your District from Legal Challenges Regarding Bullying and DASA
- Bullying and LGBTQ Youth
- Creating an Anti Bullying Climate and Culture

REGISTRATION INFORMATION

Professionals: \$75 per person | \$550 per table of eight

Students: \$35 per person

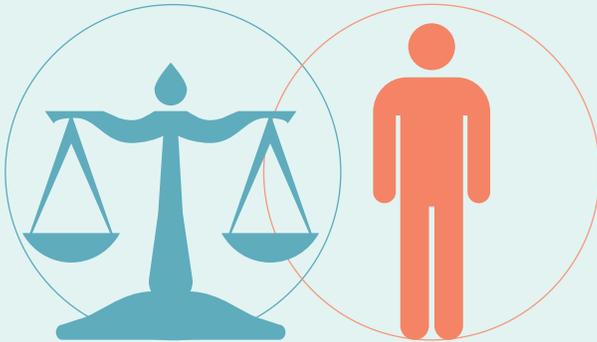
Register online by October 7th at gse.buffalo.edu/alberticenterconference

Questions? Contact Rebecca Ligman at (716) 645-1532 or alberticenter@buffalo.edu



Addressing the Unspeakable: Confronting Family and Community Violence – The Intersection of Law and Psychology

A CONTINUING EDUCATION CONFERENCE



SAVE
THESE
DATES



October 2-5, 2013

Washington Marriott Wardman Park,
Washington, DC

[http://www.marriott.com/hotels/travel/
wasdt-washington-marriott-wardman-park/](http://www.marriott.com/hotels/travel/wasdt-washington-marriott-wardman-park/)

This 3-day APA/ABA continuing education national conference will feature more than 40 plenary and invited sessions addressing the broad range of issues related to the exposure of children, youth, and families to violence in and around the home, community, and society. Subject matter will be addressed from perspectives of:

day 1
prevention

day 2
intervention/
amelioration

day 3
policy and
advocacy

Start each day with the plenary presentation and attend programming that focuses on your specific interests presented by judges, psychologists, and attorneys. Session topics include, but are not limited to:

- Juvenile justice
- Child maltreatment and adolescent health and welfare
- Domestic violence
- Bullying or violence in schools, gangs, or neighborhoods
- Media violence
- Protecting persons with disabilities
- LGBT concerns
- Racial and ethnic disparities
- Helping families/access to care and services

Conference Objectives

1. Provide professional education and training on the issue of family and community violence.

2. Share information and explore coordinated approaches to addressing family and community violence.

3. Strengthen understanding of practice principles, guidelines, and standards for addressing family and community violence across fields.

The conference builds on recent national efforts to address the effects of violence on children, youth, and families, including **Attorney General Eric Holder's Defending Childhood Initiative**. We hope to have him as a keynote speaker. (To be confirmed).

This conference will have broad appeal to psychologists, attorneys, judges, legal scholars, and others interested in the roles of law and psychology in supporting healthy children, youth, and family functioning in a safe society.

Based on prior APA/ABA National Conferences, the cosponsors expect a sell-out attendance of more than 800 attorneys, psychologists, and judges.

For more information and to be placed on the conference mailing list, e-mail:
APAABAViolenceConf@apa.org.