



BRNET March 2014 Newsletter

Dear BRNET Members:

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-PREVNet Think Tank

PLEASE SEE THE THINK TANK FLYER IN THE APPENDIX

Save the date for the next BRNET Think Tank, June 24 and 25, 2014 at the University of British Columbia in Vancouver, BC, hosted by BRNET and PREVNet (www.prevnet.ca), a Canadian national organization that addresses bullying.

Researcher Spotlight – Dr. Chad A. Rose

Chad A. Rose, Ph.D., is an assistant professor in the Department of Special Education at the University of Missouri-Columbia. Dr. Rose received his Bachelor's degree in elementary education (2001) and Master's degree in special education (2005) from the University of Saint Francis (Fort Wayne, IN), and his Ph.D. in special education from the University of Illinois at Urbana-Champaign (2010). Prior his work in academia, he was a special education teacher for Fort Wayne Community Schools (Fort Wayne, IN) for five years, where he worked primarily with students with Emotional/Behavioral Disorders in grades 9 through 12. In this capacity, Dr. Rose helped create and establish a standards-based mathematics program, complete with credit-bearing classes, designed to support students with IEPs who struggled in the traditional inclusive environment.

Research

Since 2009, Dr. Rose has focused specifically on the bullying experiences among students with disabilities. More specifically, his research explores the predictive and protective factors associated with the overrepresentation of students with disabilities within the bullying dynamic. This line of research includes the intersection of disability labels and special education services within the bullying dynamic, social-ecological and mental health predictors, and bully prevention efforts situated in a multi-tiered system of support (e.g., PBS, RtI). Over his career, Dr. Rose has authored or co-authored over 30 publications that primarily focus on bullying and/or challenging behaviors among students with disabilities.

At the present time, Dr. Rose, with co-investigator Dr. Cynthia Simpson, is concluding a large-scale, cross-sectional study that examined social-ecological predictors related to bullying involvement. Overall, the study included approximately 14,800 students in grades 6 through 12, from 22 schools in five separate school districts. In addition to bullying and social-ecological measures, data were gathered on disability status, including primary and secondary disability labels, percentage of special education services, location of special education service delivery, presence or absence of a behavior intervention plan, related services, and academic or functional goal areas. Manuscripts currently in preparation include investigations of involvement in extracurricular activities, sibling aggression, school belonging, social supports, and participatory discrepancies between severity of disability and restrictiveness of educational setting. Most importantly, this study was designed to specifically evaluate the reported bullying involvement among individuals from identified disability categories.

In addition to the bullying among students with disabilities study, Dr. Rose is a co-investigator on a grant supported by the National Institute of Child and Human Development, awarded to Dr. Brendesha Tynes, *Online racial discrimination: The impact on adolescent adjustment over time*. As co-investigator, Dr. Rose serves primarily as a statistician, including cross-sectional and longitudinal models. Current empirical investigations associated with this study include the intersection of online victimization or online racial discrimination and academic performance, social supports, mental health, and extended internet use.

Service to the Field

Over the past eight years, Dr. Rose has conducted several lectures and workshops related to bullying among students with disabilities at national and international conferences. In addition to conference lectures or workshops, he was invited to conduct a three-part webinar series for the Council for Exceptional Children (CEC), which is the premier professional organization in special education. Following the completion of the webinar series, CEC invited Rose to participate in a five-session featured strand at the 2014 annual convention, where he will present or co-present in three of the five sessions. Dr. Rose also supports undergraduate and graduate students who are interested in bullying research, including supporting two University of Missouri undergraduate honor students. These students have been accepted to present research findings at the University of Missouri System Undergraduate Research Day at the Capitol, where undergraduates have the opportunity to present their research to state legislators.

Selected Publications

- Rose, C. A., & Espelage, D. L. (2012). Risk and Protective Factors Associated with the Bullying Involvement of Students with Emotional and Behavioral Disorders. *Behavioral Disorders, 37*(3) 133 – 148.
- Rose, C. A., Espelage, D. L., Aragon, S. R., & Elliott, J. (2011). Bullying and victimization among students in special education and general education curricula. *Exceptionality Education International, 21*(3), 2-14.
- Rose, C. A., Espelage, D. L., & Monda-Amaya, L. E. (2009). Bullying and victimization rates among students in general and special education: A comparative analysis. *Educational Psychology, 29*, 761-776.
- Rose, C. A., Espelage, D. L., Monda-Amaya, L. E., Shogren, K. A., & Aragon, S. R. (2013). Bullying and middle school students with and without specific learning disabilities: An examination of social-ecological predictors. *Journal for Learning Disabilities*. Online First. doi: 10.1177/0022219413496279.

- Rose, C. A., Forber-Pratt, A., Espelage, D. L., & Aragon, S. R. (2013). The influence of psychosocial factors on bullying involvement of students with disabilities. *Theory into Practice, 52*, 272-279.
- Rose, C. A., Monda-Amaya, L. E., & Espelage, D. L. (2011). Bullying perpetration and victimization in special education: A review of the literature. *Remedial and Special Education, 32*, 114-130.
- Rose, C. A., Swearer, S. M., & Espelage, D. L. (2012). Bullying and students with disabilities: The untold narrative. *Focus on Exceptional Children, 45*(2), 1-10.
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BRNET New Members!

BRNET has a current total of 152 members! Five members have joined this past month. Welcome to BRNET, Drs. Ellen deLara, Chris Elledge, Sameer Hinduja, Susan Limber, and Justin Patchin! Please see below for their brief biographies.

Ellen deLara, PhD – Syracuse University

Dr. Ellen Walser deLara is an associate professor on the faculty of the School of Social Work at Syracuse University. She is also a practicing family therapist with over 25 years experience. Dr. deLara has many years of direct service experience working with children and adolescents in both clinical and school settings. Her area of expertise and her research address school violence and bullying from a systemic perspective. She has spent over 15 years interviewing teenagers specifically about their secondary school experiences, and working with families and school districts to correct dangerous practices. Her newest research project involves adults in a retrospective study of the consequences of childhood bullying on adult life and relationships.

Chris Elledge, PhD – University of Tennessee

Chris Elledge is an assistant professor in the Department of Psychology, Clinical Psychology Program, at the University of Tennessee. Chris has particular interest in the social and relational processes that lead to, sustain, or exacerbate dysfunctional behavior in youth. His program of research has focused on childhood aggression, with an emphasis on developing and evaluating preventative interventions for children who display early signs of aggressive behavior as well as for children who are chronic victims of peer aggression. Chris's most recent research projects have focused on the application of school-based mentoring as a form of prevention for aggressive and bullied children as well as understanding the role that teachers play in mitigating bullying in the classroom.

Sameer Hinduja, PhD – Florida Atlantic University

Dr. Sameer Hinduja is a Professor in the School of Criminology and Criminal Justice at Florida Atlantic University and Co-Director of the Cyberbullying Research Center. He is recognized internationally for his groundbreaking work on the subjects of cyberbullying and safe social networking, concerns that have paralleled the exponential growth in online communication by young people. He works with the U.S. Department of Education and many state departments of education to improve their policies and programming related to the prevention and response of teen technology misuse. Dr. Hinduja is a member of the Research Advisory Board for Harvard University's Internet Safety Task Force. His co-authored book, *Bullying beyond the Schoolyard: Preventing and Responding to Cyberbullying*, was named Educator Book of the Year by ForeWord reviews. His latest book for educators, *School Climate 2.0: Preventing Cyberbullying and Sexting One Classroom at a Time*, became available in April, 2012. In December, 2013, his newest co-authored book specifically written for teens was released (*Words Wound:*

Delete Cyberbullying and Make Kindness Go Viral). Outside of research and evaluation expertise, Dr. Hinduja provides training to schools, youth organizations, parents, and teens on how to avoid online victimization and its real-world consequences. His interdisciplinary research is widely published in a number of peer-reviewed academic journals, and has been featured on numerous local, state, national, and international media programs, including: CNN's "Anderson Cooper 360," NPR's "All Things Considered," BBC, and The New York Times. He has also been interviewed and cited by hundreds of online and print media outlets. He received his Ph.D. and M.S. in Criminal Justice from Michigan State University (focus area: cybercrime) and his B.S. in Criminal Justice (minor in legal studies) from the University of Central Florida Honors College. At FAU, Dr. Hinduja has won both Researcher of the Year and Teacher of the Year, the two highest honors across the entire university.

Susan Limber, PhD, MLS – Clemson University

Dr. Susan Limber is the Dan Olweus Distinguished Professor at the Institute on Family and Neighborhood Life at Clemson University. She is a developmental psychologist who also holds a Masters of Legal Studies. Dr. Limber's research and writing have focused on youth participation, children's rights, and legal and psychological issues related to bullying among children. Since 2001, she has provided consultation to bullying prevention efforts supported Health Resources and Services Administration (U.S. Department of Health and Human Services). She oversees dissemination of the Olweus Bullying Prevention Program in the United States. Dr. Limber has published numerous articles and chapters on the topic of bullying and co-authored the book, *Cyberbullying: Bullying in the Digital Age*. In 2011, she received the Distinguished Career Award for Outstanding Contributions to Public Service Psychology, awarded by the American Psychological Association's Division of Psychologists in Public Service, and in 2012, she received the Nicholas Hobbs Award, awarded by the Society for Child and Family Policy and Practice (Division 37 of the American Psychological Association). Also, she is a Fellow of the American Psychological Association.

Justin Patchin, PhD – University of Wisconsin-Eau Claire

Justin W. Patchin, Ph.D., is a professor of Criminal Justice at the University of Wisconsin-Eau Claire. He received his Ph.D. in Criminal Justice from Michigan State University. For over a decade he has been exploring the intersection of teens and technology, with particular focus on cyberbullying, social networking, and sexting. He has travelled around the country (and abroad) training educators, counselors, law enforcement officers, parents, and youth on how to prevent the misuse of technology. Dr. Patchin is Co-Director of the Cyberbullying Research Center (www.cyberbullying.us) and has written six books and numerous academic and professional articles on adolescent behaviors online. His first co-authored book, *Bullying Beyond the Schoolyard: Preventing and Responding to Cyberbullying* was named Education Book of the Year in 2009 by ForeWord Reviews. His most recent book, *Words Wound: Delete Cyberbullying and Make Kindness Go Viral*, was written to help teens navigate online problems. He has presented at the White House and the FBI Academy and has appeared on CNN, NPR, and in the New York Times to discuss the issues associated with teens use and misuse of technology. You can learn more at: www.justinpatchin.com.

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.

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.
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BRNET Member Grant/Funding Announcements

Receipt of funding facilitates the BRNET mission to conduct interdisciplinary research related to bullying and aggression, with particular attention being paid to the link between basic and applied research. Thus, the BRNET directors are excited to offer members a new opportunity to share grants (and other sources of funding) they have received for their research projects.

Funding varies across countries and is not limited to federal grants. If you are interested in sharing your grants or funding with other BRNET members, please send an abstract of the research funding along with the funding source to bullyresearchnet@gmail.com.

Extended Call for Editorship Applications for the *Journal of School Violence*

Routledge Journals invites nominations and applications for the position of Editor for the rapidly growing scholarly journal *Journal of School Violence*.

Please send replies to Routledge staff at: Barton.Dudlick@TaylorandFrancis.com

TO APPLY

A complete application package will include:

- A curriculum vitae of the candidate
- Statement of interest in the position stating a vision for continued expansion of the publication
- Upon nomination as Editor, a letter of support from the candidates' home institution to act as Editor of *Journal of School Violence*

TO NOMINATE A COLLEAGUE

If you would like to nominate someone to be considered for the editorship of *Journal of School Violence*, please send the name of the person you are nominating, his or her email address, and brief description of qualifications to Routledge Journals staff at: Barton.Dudlick@TaylorandFrancis.com

ABOUT THE JOURNAL

The *Journal of School Violence* offers tested information on such urgent matters as threat assessment, hostage situations, stalking behavior, and teacher safety. For longer-range strategic planning, it features articles on social policy, staff training, and international and cross-cultural studies. This peer-reviewed journal helps administrators and policymakers plan effectively to ensure school security by considering issues of administration, assessment, and funding. Drawing on the expertise of eminent researchers and educational leaders worldwide, the *Journal of School Violence* features information derived from a variety of academic disciplines, including psychology, sociology, criminology, theology, education, political science, and the arts.

For more information on the journal, visit the journal webpage at: www.tandfonline.com/WJSV

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Call for Papers: Special Section of *School Psychology Quarterly*

Dear Colleagues,

Below (and attached) is a CALL FOR PAPERS for an upcoming special section of the *School Psychology Quarterly* journal - with guest editors Dr. Stephen P. Kilgus and Dr. Wendy M. Reinke - the submission deadline is March 15, 2014 (see attached / below).

In addition to this special section, we welcome manuscripts featuring empirical research advancing science, practice, and policy relevant to school psychology. <http://www.apa.org/pubs/journals/spq/>

SPQ is committed to providing HIGH QUALITY and TIMELY reviews of all submissions, the average duration from submission to high feedback/decision correspondence is currently 22 days, thus, your scholarship will be promptly and carefully reviewed.

Please forward to any individuals or groups (across the nation and internationally) you believe may be interested in submitting manuscripts.

For those who are interested, you may subscribe to the SPQ RSS feed at <http://content.apa.org/journals/spq.rss> and contents of all previous volumes are always available at <http://psycnet.apa.org/index.cfm?fa=browsePA.volumes&jcode=spq>

Best Regards,
Shane R. Jimerson
Editor, *School Psychology Quarterly*

School Psychology Quarterly
<http://www.apa.org/pubs/journals/spq/>

**Open Call for Papers for Special Section:
Mental Health Service Delivery within a Multi-Tiered Problem-Solving Framework**

Submission deadline March 15, 2014

About the Special Section

The goal of this special topic section is to feature research regarding practices that will support mental health service delivery within a school-based multi-tiered framework, including contemporary methodological and analytical strategies. Papers should focus on the evaluation of a universal, targeted, or intensive intervention addressing mental health concerns, or an assessment tool intended for use in screening, progress monitoring, or problem identification. Featured intervention and assessment practices should be suitable for use within a service delivery model that prioritizes ecological theory, data-based decision making, and problem solving logic. To this end, it is suggested that each paper should include the following components: (1) a conceptual model indicative of how the intervention/assessment of interest fits into a multi-tiered framework, (2) a demonstration of the problem solving steps as applied to the intervention/assessment, and (3) a discussion of the feasibility (e.g., time, effort, resources) and limitations associated with implementation of the intervention/assessment. In addition, clear articulation of the methods, analyses, results, and implications for practice will be essential.

Federal and state legislation (e.g., Individuals with Disabilities Education Improvement Act, 2004), calls from professional organizations (National Association of School Psychologists, 2000), and emerging lines of scholarly work have resulted in increasing attention toward multi-tiered frameworks of service delivery (e.g., response to intervention [RTI] and positive behavior interventions and supports [PBIS]). Research has yielded numerous strategies and tools that form the foundation of each service delivery tier, including universal intervention strategies, targeted and intensive interventions, and assessment methods suitable for use in screening, progress monitoring, or problem identification. Each intervention and assessment is supported by an evidence base within a prescribed role. Each also possesses characteristics that permit its application within a prevention-oriented multi-tiered service delivery model founded upon ecological theory, problem solving logic, and data-based decision making.

Decades of research have generated support for multi-tiered frameworks as comprehensive models of service delivery across two primary domains: academics and social behavior (Bradshaw, Reinke, Brown, Bevans, & Leaf, 2008; VanDerHeyden, Witt, & Gilbertson, 2007). In contrast, research is notably lacking in the related but distinct area of mental health (McConaughy & Skiba, 1993; McIntosh, Ty, & Miller, 2013). Although treatment of mental health problems has historically been considered beyond the school's purview and the domain of outside professionals (Chafouleas, Kilgus, & Wallach, 2010), repeated calls have been made for schools to participate in the prevention, early intervention, and early identification of mental health problems (National Research Council and Institute of Medicine, 2009; The White House, Office of the Press Secretary, 2013). Some have considered PBIS as a potential means through which to support these concerns (Lane, Wehby, Robertson, & Rogers, 2007). Though research indicates PBIS is well suited to address social behavior concerns (e.g., externalizing problems, attention difficulties), evidence is limited and equivocal with regard to its effect on mental health concerns, or those related to internalizing problems associated with disturbances in emotion and mood (e.g., depression, anxiety; McIntosh et al., 2013). Research is therefore necessary to develop and evaluate practices that will allow for mental health needs to be addressed within a multi-tiered framework.

Submission deadline is March 15, 2014. All manuscripts submitted to *School Psychology Quarterly* will be subject to the typical peer-review process. Additional information about the journal, guidance for authors, and links to the electronic submissions webpage are available at <http://www.apa.org/pubs/journals/spq/>. The Action Editors for this Special Section are Dr. Stephen P. Kilgus <kilguss@ecu.edu> and Dr. Wendy M. Reinke <reinkew@missouri.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). School Psychology Quarterly 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> and brief article describing the contemporary emphases of SPQ <http://www.apa.org/pubs/journals/features/spq-28-1-1.pdf>). If you would like to propose a special topic section to be featured in School Psychology Quarterly please e-mail Dr. Jimerson (Jimerson@education.ucsb.edu).

Job Announcements

New Director Position Open at Committee for Children!

We are doing an exciting bit of expansion at Committee for Children! We are adding another department to our organizational structure, focused on advocacy, grant development, and public relations. We have a director level position newly established for this and we are now in active recruitment.

If you know of someone who'd make a good candidate, I'd very much appreciate your help spreading the word, using the link below.

<http://www.cfchildren.org/advocacy/about-us/contact-us/job-opportunities/director-of-advocacy-development.aspx>

Joan Cole Duffell

Executive Director



Member Announcements

International Cyberbullying Conference

There will be an international cyberbullying conference in Gothenburg, Sweden on May 11-12, 2014. See the link below for information about the conference, speakers, program, and registration:

<http://www.cyberbullying.se/eng/>

Thank you to Dr. Robert Thornberg for sharing this announcement!

New Cyberbullying Publications

DeSmet, A., Veldeman, C., Poels, K., Bastiaensens, S., Van Cleemput, K., Vandebosch, H., & De Bourdeaudhuij, I. (2013). Determinants of self-reported bystander behavior in cyberbullying incidents amongst adolescents. *Cyberpsychology, Behavior, and Social Networking*. doi: 10.1089/cyber.2013.0027

Abstract: This study explores behavioral determinants of self-reported cyberbullying bystander behavior from a behavioral change theoretical perspective, to provide levers for interventions. Nine focus groups were conducted with 61 young adolescents (aged 12–16 years, 52% girls). Assertive defending, reporting to others, providing advice, and seeking support were the most mentioned behaviors. Self-reported bystander behavior heavily depended on contextual factors, and should not be considered a fixed participant role. Bystanders preferred to handle cyberbullying offline and in person, and comforting the victim was considered more feasible than facing the bully. Most prevailing behavioral determinants to defend or support the victim were low moral disengagement, that the victim is an ingroup member, and that the bystander is popular. Youngsters felt they received little encouragement from their environment to perform positive bystander behavior, since peers have a high acceptance for not defending and perceived parental support for defending behavior is largely lacking. These results suggest multilevel models for cyberbullying research, and interventions are needed. With much previous research into cyberbullying insufficiently founded in theoretical models, the employed framework of the Integrative Model and Social Cognitive Theory may inspire future studies into bystander behavior.

Bastiaensens, S., Vandebosch, H., Poels, K., Van Cleemput, K., DeSmet, A., & De Bourdeaudhuij, I. (2013). Cyberbullying on social network sites. An experimental study into bystanders' behavioural intentions to help the victim or reinforce the bully. *Computers in Human Behavior*, 31, 259-271. doi: 10.1016/j.chb.2013.10.036

Abstract:

Cyberbullying on social network sites poses a significant threat to the mental and physical health of victimized adolescents. Although the role of bystanders in solving bullying instances has been demonstrated repeatedly in research on traditional bullying, their role in cyberbullying remains relatively understudied. Therefore, we set up an experimental scenario study in order to examine the influence of contextual factors (severity of the incident, identity and behaviour of other bystanders) on bystanders' behavioural intentions to help the victim or reinforce the bully in cases of harassment on Facebook. Four hundred and fifty-three second year students of Flemish secondary schools participated in the study. The results on the one hand showed that bystanders had higher behavioural intentions to help the victim when they witnessed a more severe incident. Incident severity also interacted with other bystanders' identity in influencing behavioural intentions to help the victim. On the other hand, bystanders had higher behavioural intentions to join in the bullying when other bystanders were good friends rather than

acquaintances. In addition, an interaction effect was found between other bystanders' identity and behaviour on behavioural intentions to join in the bullying. Furthermore, both helping and reinforcing behavioural intentions differed according to gender.

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

T H E 4^{T H} A N N U A L

Think Tank 2014

We are pleased to invite you to join us on the beautiful West Coast for the 4th Annual Think Tank on Bullying. This event is co-sponsored by the Bullying Research Network (BRNet) and the Promoting Relationships and Eliminating Violence Network (PREVNet). BRNet promotes and assists international collaboration among bullying and peer victimization researchers. PREVNet is a national network of researchers and organizations who work together to stop bullying in Canada. Please join us for this opportunity to collaborate, discuss new ideas and challenge one another.

Scholars interested in participating in the Think Tank will need to register (via email) to 2014thinktank@gmail.com by **May 10**. Participants are expected to cover their own travel and accommodation costs, but participation in the event is free (including food and dinner cruise). In this package, you will find information about the Think Tank schedule, directions, things to do at UBC, attractions in Vancouver and accommodations. The 4th Annual Think Tank event will bring researchers from across North America and beyond to engage in discussions about bullying, with a focus on two areas: Bullying and mental health and Bullying across the lifespan.

Think Tank Schedule

History

In previous years, the following topics have been the focus of the Think Tank conference:

- **2011:** Bullying Online & at School
- **2012:** New Directions for Positive Youth Development
- **2013:** International Insights to Address Bullying
- **2014:** Bullying and Mental Health & Bullying Across the Lifespan



Prepared by Sarah Joose & Lindsay Starosta

Day 1: June 24th

8:30-9:30am	<ul style="list-style-type: none">• Welcome!• Registration• Full catered breakfast
9:30-10:45am	<ul style="list-style-type: none">• Introductions• Discussion
10:45-11:00am	<ul style="list-style-type: none">• Morning snack break
11:00-12:30pm	<ul style="list-style-type: none">• Discussion
12:30-1:30pm	<ul style="list-style-type: none">• Catered lunch
3:00-3:15pm	<ul style="list-style-type: none">• Afternoon refreshments
3:15-4:00pm	<ul style="list-style-type: none">• Discussion
5:00-9:30pm	<ul style="list-style-type: none">• Sunset dinner cruise around the Vancouver Harbour

Day 2: June 25th

8:30-9:30am	<ul style="list-style-type: none">• Welcome!• Sign in• Full catered breakfast
9:30-10:45am	<ul style="list-style-type: none">• Discussion
10:45-11:00am	<ul style="list-style-type: none">• Morning snack break
11:00-12:30pm	<ul style="list-style-type: none">• Discussion
12:30-1:30pm	<ul style="list-style-type: none">• Catered lunch
3:00-3:15pm	<ul style="list-style-type: none">• Afternoon refreshments
3:15-4:00pm	<ul style="list-style-type: none">• Wrap up

The Venue

Cecil Green Park House

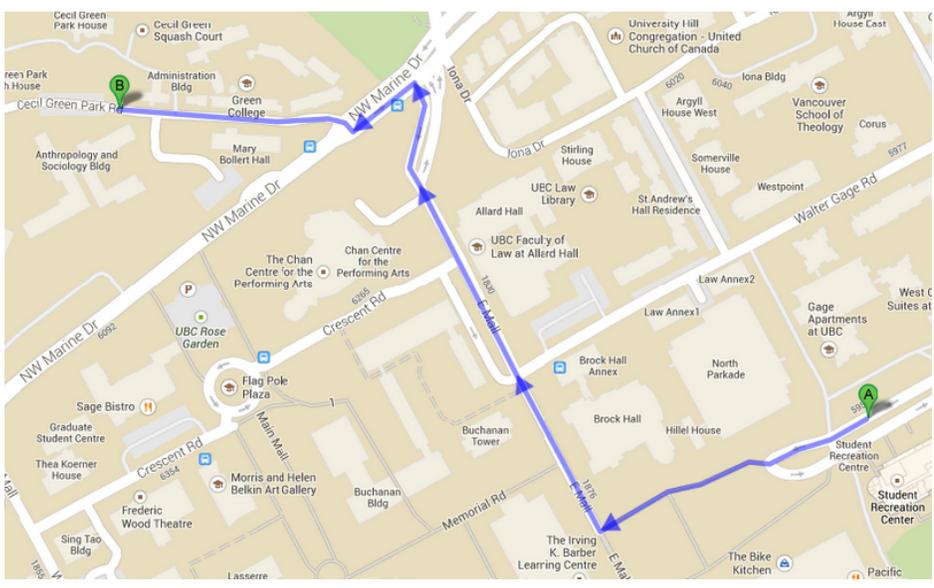
University of British Columbia
6251 Cecil Green Park Road

“Situated on the northwest corner of the University of British Columbia, Cecil Green Park House is an elegant mansion boasting scenic views of the mountains and seas that spectacularly frame Vancouver.”



Walking Directions: Gage One Bedroom Suites to Cecil Green Park House

- A** Gage One Bedroom Suites
- 1. Head **northwest** toward **Walter Gage Rd** 98m
- 2. Turn **left** onto **Walter Gage Rd** 200m
- 3. Turn **right** onto **E Mall N** 160m
- 4. Slight **right** onto **E Mall S** 83m
- 5. Turn **left** onto **NW Marine Dr** 60m
- 6. Turn **right** onto **Cecil Green Park Rd** 140m
- 7. Turn **right**
Destination will be on the right 100m
- B** Cecil Green Park House



Attractions at UBC

Museum of Anthropology

Visit the world-renowned Museum of Anthropology (MOA), which is situated very close to Cecil Green Park House. Known for its collections, research, teaching, public programs and community connections, it is worth the visit. Admire the Great Hall with totem poles, house posts and carved figures from Northwest Coast nations.



UBC Botanical Garden and Nitobe Memorial Garden

Spend some time in nature at one of UBC's spectacular gardens featuring unique plant displays from around the world. If you are feeling adventurous, try the Greenheart Canopy Walkway eco-adventure at the botanical gardens and walk high above the ground from tree to tree.

Beaty Biodiversity Museum

View over 500 exhibits and admire the 26-metre-long blue whale skeleton suspended in the atrium, the third-largest fish collection in Canada, along with endless other fascinating biological collections.



Morris and Helen Belkin Art Gallery

Visit the art gallery that is international recognized for its exhibitions and programs on contemporary art. Known for its Canadian avant-garde art of the 1960s and 1970s especially. Admission is free and tours are available.

Irving K. Barber Learning Centre

The Learning Centre features contemporary artworks, a dazzling chandelier by John Nutter, and the Chung Collection. If you're looking for a place to read and relax, you may want to check out Ike's Café.



Attractions In and Around Vancouver

- Stanley Park: <http://vancouver.ca/parks-recreation-culture/stanley-park.aspx>
- Vancouver Aquarium: <http://www.vanaqua.org/>
- Capilano Suspension Bridge: <http://www.capbridge.com/>
- Vancouver Lookout: <http://www.capbridge.com/>
- Science World: <http://www.scienceworld.ca/>
- VanDusen Botanical Gardens: <http://vandusengarden.org/>
- Granville Island: <http://granvilleisland.com/>
- Vancouver Art Gallery: <http://www.vanartgallery.bc.ca/>
- Grouse Mountain: <http://www.grousemountain.com/>
- Deep Cove: <http://www.deepcovebc.com/>



Accommodations

Walter Gage One Bedroom Suites

5959 Student Union Boulevard, Vancouver, BC V6T 1K2



- Located on UBC campus
- 15 minute walk to Cecil Park Green House
- A contemporary, beautifully appointed one-bedroom hotel suite featuring: a queen bed in bedroom, pull-out Queen sofa bed in living room, telephone, flat screen TV, private washroom and fully-equipped kitchen



Cost: \$149/ night

Check-in time: 3pm

Check-out time: 11am

To book a room follow this booking link:

<https://reserve.ubcconferences.com/GROUP/availability.asp?hotelCode=UBC&sd1=Check+In&startDate=06%2F23%2F2014&ed1=Check+Out&endDate=06%2F25%2F2014&adults=1&children=&rooms=1&requesttype=invBlockCode&code=G140623A>

Or call: [1 888 822 1030](tel:18888221030) and inform the staff that you are guests of BRNet - PREVNet Think Tank 2014

We look forward to seeing you in Vancouver for the 4th Annual Think Tank!

Should you have any questions, please feel free to contact us at 2014thinktank@gmail.com