

BRNET September 2011 Newsletter

Dear BRNET Members:

We hope that your fall terms are off to a great start! Please read our BRNET newsletter below for updates from the Bullying Research Network (<http://brnet.unl.edu>).

BRNET Homepage Updated!

Based on feedback from our members, we have updated the [BRNET homepage](#) so that it is easier to navigate and more user-friendly. The previous homepage is still available by clicking the [BRNET News](#) link in the top right corner of the screen.

If you have any other suggestions for the site, please contact the site administrators at bullyresearchnet@gmail.com.

2010 Virginia Safe Schools Audit Released

BRNET member Dr. Dewey Cornell recently released a report analyzing the results of the 2010 Virginia School Safety Audit Survey, which details information about the importance of school climate in bullying. Information and results can be found [here](#).

Bullying Guidance Document Dissemination* NJ Coalition for Bullying Awareness and Prevention

The New Jersey Coalition for Bullying Awareness and Prevention is a leading advocate and informational resource for bullying prevention in New Jersey, having played a pivotal role in the development of New Jersey's recently enacted anti-bullying law. The Coalition organized an Expert Advisory Group during Summer 2011, comprised of faculty members from institutions of higher education in New Jersey and other experts in bullying prevention from multiple professional disciplines; the Coordinator of the Group is Dr. Maurice Elias of Rutgers University.

The Expert Advisory Group has developed a brief, yet comprehensive research-based two-page bullying prevention guidance document for school leaders and other key stakeholders. The document is being

distributed statewide through multiple channels the week of September 1, 2011, coinciding with the date the new anti-bullying law takes effect. The law requires many steps NJ schools must take to prevent and address bullying.

The document points school leaders to the most effective strategies and specific measures for incorporation into their anti-bullying plans, while complying with key provisions of the new law. In the coming weeks and months, the Coalition's Expert Advisory Group will develop and disseminate a series of additional guidance documents intended to help schools do the best job possible in bullying prevention.

For more information, please contact Dr. Stuart Green, NJ Coalition Director, at njbullying@yahoo.com or (908) 522-2581; or Dr. Maurice Elias, Rutgers University, Department of Psychology, at rutgersmje@aol.com or (848) 445-2444.

*The pdf of the Bullying Prevention Guidance for School Stakeholders is attached to this newsletter

Internships Available at the US Department of Education

The U.S. Department of Education's Office of Safe and Drug-Free Schools is looking for full-time OR part-time policy/research student interns for the Fall 2011 semester (Aug./Sept. – Dec.) in Washington, D.C. An ideal candidate would have a strong interest in various topics related to safe and healthy schools, such as bullying prevention, school climate, classroom discipline, drug prevention, violence prevention, and dropout reduction. Applicants should also be motivated, able to multi-task, and have strong writing and communication skills. Responsibilities include working on events such as the upcoming bullying prevention summit, drafting correspondence and policy memos, and assisting with other policy and research related tasks. Internships are unpaid and all interns must be currently enrolled at least half-time in school. If interested, please send a cover letter, resume, and writing sample to Senior Policy Advisor Kristen Harper at Kristen.Harper@ed.gov.

Education.com Releases Bullying e-Book for Parents

Education.com has released a bullying e-book for parents. The information was edited by BRNET Co-Directors, Drs. Susan Swearer and Shelley Hymel. The e-book can be found here: <http://www.education.com/static/ebook/education-com-bullying-ebook.pdf>. Please consider forwarding it to individuals who may be interested (including parents and educators who contact you with bullying questions).

New Research on the Effects of Validity Screening Items on Adolescent Survey Data

Below is the reference and abstract for a new study led by Dr. Dewey Cornell. Interested readers should contact Dr. Cornell at dgc2f@virginia.edu.

Cornell, D., Klein, J., Konold, T., & Huang, F. (2011). Effects of validity screening items on adolescent survey data. *Psychological Assessment*. No Pagination Specified. doi: 10.1037/a0024824.

In 2 studies, we examined the use of validity screening items in adolescent survey data. In each study, adolescent respondents were asked whether they were telling the truth and paying attention in answering survey questions. In Study 1 (N = 7,801), the prevalence rates of student risk behaviors were significantly lower after inappropriate (invalid) responders were screened out of the sample. In addition, confirmatory and multigroup factor analyses demonstrated significant differences between the factor structures of school climate scales with valid versus invalid responders. In Study 2, student perceptions of school climate were correlated with teacher perceptions in 291 schools. A bootstrap resampling procedure compared the correlations obtained with valid versus invalid responding students in each school and found that valid responders had more positive views of school conditions and produced higher correlations with teacher perceptions. These findings support the value of validity screening items in improving the quality of adolescent survey data.

Research Materials from Dr. David Farrington

Dr. David Farrington has made a variety of research materials available to BRNET members. BRNET members will be emailed copies of two 2011 special journal editions focusing on bullying:

- *Journal of Aggression, Conflict, and Peace Research* – Health Consequences of School Bullying
- *Criminal Behavior and Mental Health* – Criminal Consequences of School Bullying

Additionally, below are the references and/or abstracts for three more articles from Dr. Farrington. Interested readers can contact him at dpf1@cam.ac.uk. Thank you, David!

Ttofi, M. M. & Farrington, D. P. (2011). Effectiveness of school-based programs to reduce bullying: A systematic and meta-analytic review. *Journal of Experimental Criminology*, 7, 27-56.

This article presents a systematic review and meta-analysis of the effectiveness of anti-bullying programs in schools. Studies were included if they evaluated the effects of an anti-bullying program by comparing an intervention group who received the program with a control group who did not. Four types of research design were included: a) randomized experiments, b) intervention-control comparisons with before-and-after measures of bullying, c) other intervention control comparisons, and d) age-cohort designs. Both published and unpublished reports were included. All volumes of 35 journals from 1983 up to the end of May 2009 were hand-searched, as were 18 electronic databases. Reports in languages other than English were also included. A total of 622 reports concerned with bullying prevention were found, and 89 of these reports (describing 53 different program evaluations) were included in our review. Of the 53 different program evaluations, 44 provided data that permitted the calculation of an effect size for bullying or victimization. The meta-analysis of these 44 evaluations showed that, overall, school-based anti-bullying programs are effective: on average, bullying decreased by 20–23% and victimization decreased by 17–20%. Program elements and intervention components that were associated with a decrease in bullying and victimization were identified, based on feedback from researchers about the coding of 40 out of 44 programs. More intensive programs were more effective, as were programs including parent meetings, firm disciplinary methods, and improved playground supervision. Work with peers was associated with an increase in victimization. It is concluded that the time is ripe to mount a new program of research on the effectiveness of anti-bullying programs based on these findings.

Ttofi, M.M. & Farrington, D.P. (2010). School bullying: Risk factors, theories and interventions. In F. Brookman, M. Maguire, H. Pierpoint, & T.H. Bennett (Eds.), *Handbook of Crime* (pp. 427 – 457). Cullompton, Devon: Willan.

Ttofi, M. M. & Farrington, D. P. (2008). Reintegrative shaming theory, moral emotions and bullying. *Aggressive Behavior*, 34, 352-368.

This article investigates the usefulness of Reintegrative Shaming Theory (RST) in explaining the bullying of siblings in families and peers in schools. Questionnaires were completed by 182 children aged 11–12 years in ten primary schools in Nicosia, Cyprus, about sibling and peer bullying. A vignette-based methodology was used to investigate children's expectations of the type of shaming their parents would offer in response to their possible wrong doing. Children were also asked questions about the emotions they would have felt (i.e. shame, remorse, guilt or anger) if they were in the position of the child in the vignette. The level of bonding toward each parent was also examined. In agreement with the theory, a path analysis showed that mother bonding influenced children's expectations of the type of shaming offered by parents. Disintegrative shaming (i.e. shaming offered in a stigmatizing or rejecting way) had a direct effect on the way children managed their shame. Shame management directly influenced sibling and peer bullying. Father bonding had no direct or indirect effects in the model. Against the theory, reintegrative shaming (i.e. shaming offered in the context of approving the wrongdoer while rejecting the wrongdoing) did not have a direct effect on shame management. Beyond the postulates of RST, mother bonding—a plausible indicator of family functioning—had a direct effect on sibling and peer bullying. Mother bonding had a stronger effect for boys than for girls. It is concluded that RST is useful in explaining the link between family factors and bullying, and that RST has cross-cultural applicability.

New Research from Dr. Simon Hunter

Dr. Hunter has recently co-authored a paper relating to moral development. The reference and abstract are below. Interested readers can contact Dr. Hunter at simon.hunter@strath.ac.uk.

Wardle, G., Hunter, S.C., & Warden, D. (2011). Prosocial and antisocial children's perceptions of peers' motives for prosocial behaviours. *British Journal of Developmental Psychology*, 29, 396-408.

This study investigated whether peer-nominated prosocial and antisocial children have different perceptions of the motives underlying peers' prosocial actions. Eighty-seven children, aged 10–12 years old, completed peer-nomination measures of social behaviour. On the basis of numbers of social nominations received, a subsample of 51 children (32 who were peer-nominated as 'prosocial', and 18 who were peer-nominated as 'antisocial') then recorded their perceptions of peers' motives for prosocial behaviours. Expressed motives were categorized predominantly into three categories, coinciding with Turiel's (1978) 'moral', 'conventional', and 'personal domains'. Results indicate that children's social reputation is associated with the extent to which they perceive peers' prosocial motives as 'personal' or 'moral', with more prosocial children attributing moral motives, and more antisocial children attributing personal motives. Although traditionally Turiel's domain theory has been used to understand 'antisocial' children's behaviour, the current findings suggest that 'prosocial' children's behaviour may also be related to domains of judgment.

Call for Research Materials

One of the major goals of BRNET is to facilitate research ideas among its members. Please consider sharing new publications with us for placement in the "Member Research" section of the site and distribution to our members.

Thank you for your involvement with BRNET! As always, if you have suggestions or materials for us, please contact us at bullyresearchnet@gmail.com.

Most sincerely,



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