

# BRNET August 2016 Newsletter

## Dear BRNET Members and Friends of BRNET:

Thank you for being a part of the Bullying Research Network! In our August newsletter you will find updates from our network. Be sure to check our website at <http://brnet.unl.edu> for additional resources.

## SAVE THE DATE

The **Committee for Children** is hosting the 7<sup>th</sup> Annual Bullying Research Network Think Tank on June 15<sup>th</sup> and 16<sup>th</sup>, 2017 in Seattle, WA. The theme will be Translational Research in Bullying Prevention and Intervention. Rooms have been reserved at Mayflower Park Hotel. More information to come!

Committee for Children website: <http://www.cfchildren.org/>  
Mayflower Park Hotel website: <http://www.mayflowerpark.com/>



***Congratulations*** to all BRNET researchers who presented their research on bullying prevention and intervention at the American Psychological Association in Denver, CO August 4<sup>th</sup> through 7<sup>th</sup>.

## BRNET Membership Website - Update

Dear BRNET Members,

We're in the process of updating our Bullying Research Network website and need your most current CV and a brief biography. If you have not already done so, please email the following information to [bullyresearchnet@gmail.com](mailto:bullyresearchnet@gmail.com):

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

Please send your information to Ana Damme, BRNET Coordinator ([bullyresearchnet@gmail.com](mailto:bullyresearchnet@gmail.com)).

Thank you!

Dr. Susan Swearer and Dr. Shelley Hymel  
**Co-Directors, Bullying Research Network**

Ana Damme  
**BRNET Coordinator**

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### **Researcher Spotlight – Dr. Michelle Demaray**



**Michelle K. Demaray**, Ph.D. is a Professor in the School Psychology Program in the Psychology Department at Northern Illinois University. She is also the Editor of the Journal of School Psychology. She earned her doctorate in the School Psychology Program at the University of Wisconsin-Madison. Along with several colleagues, she is a Co-Project Director for a Department of Education, Office of Special Education Programs, Personnel Development to Improve Services and Results for Children with Disabilities Program Grant to train school psychologists to Prevent and Address Bullying (PPAB) in schools.

Dr. Demaray conducts research on social support, including measurement of social support and the association of social support with positive and negative outcomes for youth. She also conducts research on bullying and victimization in schools that has included researching the role of social support as a buffer in the association between victimization and negative outcomes. Her research in bullying and victimization is also focused on further understanding the constructs of bullying and peer victimization, including the role of bystanders and cyber victimization.

Recently, she has been conducting work in the area of bystanders in the bullying situation. Dr. Demaray and a colleague developed a measure of bystander behavior in the bullying situation, The Bully Participant Behavior Questionnaire (BPBQ). The BPBQ was recently published with the intent that it may aid researchers focused on measuring bystander behaviors (Demaray, Summers, Jenkins, & Becker, 2014). Utilizing this measure, Dr. Demaray has been able to conduct further research on behaviors and characteristics associated with different bullying role participant behaviors. For example, along with colleagues she has investigated bully role behaviors in relation to social skills (Jenkins, Demaray, Fredrick, & Summers, 2014) and executive functioning (Jenkins, Demaray, & Tennant, 2015).

She also recently worked on developing a measure of cyber bullying and victimization and utilized this measure to understand the relations among traditional victimization, cyber victimization, and social emotional outcomes in middle school (Brown, Demaray, & Secord, 2014) and in college students (Tennant, Demaray, Coyle, & Malecki, 2015). Recently, Dr. Demaray has been using this tool to answer questions about online bullying behaviors in high school including overlap with face-to-face victimization, and associations with social emotional outcomes (Brown, Demaray, Tennant, & Jenkins, 2016).

## Selected Recent Publications

- Brown, C. F., Demaray, M. K., & Secord, S. M. (2014). Cyber victimization in middle school and relations to social emotional outcomes. *Computers in Human Behavior*, 35, 12-21.
- Brown, C., Demaray, M. K., Tennant, J., & Jenkins, L. N. (2016). Cyber victimization in high school: Measurement, overlap with face-to-face victimization, and associations with social emotional outcomes. Manuscript Submitted for Publication.
- Demaray, M. K., Summers, K. H., Jenkins, L. N., & Becker, L. (2014). The Bully Participant Behavior Questionnaire (BPBQ): Establishing a reliable and valid measure. *Journal of School Violence*, 15, 158-188. doi: 10.1080/15388220.2014.964801
- Jenkins, L. N., Demaray, M. K., Fredrick, S. S., & Summers, K. H. (2014). Associations among middle school students' bullying roles and social skills. *Journal of School Violence*, 15, 259-278. doi: 10.1080/15388220.2014.986675
- Jenkins, L. N., Demaray, M. K., & Tennant, J. (in press). Social, emotional, and cognitive predictors of bullying. *School Psychology Review*.
- Tennant, J. E., Demaray, M. K., Coyle, S., & Malecki, C. M. (2015). The dangers of the web: Cybervictimization, depression, and social support in college students. *Computers in Human Behavior*, 50, 348-357.
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## Annotated Reading List on Authority and Marginalization of Youth in Schools and Education

In October 2015, following a violent incident against a young female student at Spring Valley High School in Columbia, South Carolina, Prudence Carter, Jacks Family Professor of Education and Faculty Director of the John W. Gardner Center for Youth and Their Communities at Stanford University, put out a call to educational researchers and other social scientists “to make informative research more widely known to educators, parents, students, activists, community-based organizations and many others, as they continue to eradicate disparate treatment in discipline, suspensions, and expulsions in schools.” We are pleased to release the resulting collective effort of many around the nation--an annotated reading list on authority and the marginalization of youth in schools and education--and encourage you to share it broadly.

Here's the link to the #EdResearch4SpringValley Bibliography: <https://goo.gl/dEvg4B>.

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## BRNET New Members!

BRNET has a current total of 173 members! Three new members joined in June and July! Welcome to the BRNET, **Drs. Iheoma Iruka, Milena Batanova, and Hideo Suzuki!**

**Iheoma Iruka, Ph.D.**, is the Director of Research and Evaluation at the Buffett Early Childhood Institute at the University of Nebraska. Dr. Iruka's research focuses on determining how early experiences impact poor and ethnic minority children's learning and development (ages 0-8); and the role of the family and education environments and systems in this process. She is engaged in projects and initiatives focused on how evidence-informed policies, systems, and practices in early education can support the optimal

development and experiences of low-income, ethnic minority, and immigrant children, such as through quality rating and improvement systems, home visiting programs, and high quality preschool programming. In particular, she has been engaged in addressing how best to ensure excellence for young children placed at risk. She has extensive publications, including a textbook and short-format book geared towards early care and education practitioners working with diverse populations. She serves on numerous national boards and committees, including the Institute of Medicine/National Research Council Committee on Supporting Parents of Young Children (0-8), Head Start's National Research Conference Executive Committee Member, Study of Early Head Start-Child Care Partnerships Expert Workgroup Member, and Quality Initiatives Research and Evaluation Consortium Steering Committee Member.

We look forward to introducing other new members in the upcoming months!

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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](mailto:bullyresearchnet@gmail.com).

*If you have recently joined BRNET and have not yet provided your information, please send the following to [bullyresearchnet@gmail.com](mailto: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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### **Friends of BRNET**

Friends of BRNET is a group of graduate students, administrators, parents, and individuals who are interested in learning more about the Bullying Research Network. Friends of BRNET receive our monthly e-newsletter. If you are interested in becoming a Friend of BRNET or want to refer someone to Friends of BRNET, please click on this link: <http://cehs15.unl.edu/cms/index.php?s=2&p=711>

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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](mailto:bullyresearchnet@gmail.com) and we will post the information on our website.

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### **BRNET MEMBER ANNOUNCEMENTS**

#### **(1) Looking for Research Masters Students**

Dear colleagues,

First, we are looking for new Research Master students. See attached the brochure. So, if you have students that want to learn about social network analysis, please recommend our program.

Second, please find attached two social networks new papers:

Rambaran, J.A., Hopmeyer, A., Schwartz, D., Steglich, C., Badaly, D., & Veenstra, R. (2016). Academic functioning and peer influences: A short-term longitudinal study of network-behavior dynamics in middle adolescence. *Child Development*.

This study showed that friendships were formed and maintained when adolescents had low levels of achievement or high levels of truancy. Particularly, it was found that individuals who had high levels of truancy were relatively more negatively assessed by peers through receiving fewer friendship nominations from peers who had low levels of truancy. Considering that truant adolescents extended more friendship nominations to these peers themselves, this can be seen as a form of peer rejection, which puts them in a disadvantaged and potentially isolating social position. Similarity in academic functioning was also explained by peer influence. It was found that adolescents influenced one another to increase rather than decrease achievement as well as truancy. Moreover, it was found that individuals that occupied central positions in the network exerted more influence in mutual friendships than other peers. If norm-breaking behavior related to poor academic functioning such as truancy is valued by popular youth, other individuals may be more motivated to conform to these behaviors and attitudes to enter or remain part of the popular group.

Van Rijsewijk, L.G.M., Dijkstra, J.K., Pattiselanno, K.L., Steglich, C.E.G. & Veenstra, R. (2016). Who helps whom? Investigating the development of adolescent prosocial relationships. *Developmental Psychology*.

This study investigates adolescent prosocial relations by examining social networks based on the question “Who helps you”. The effects of individual characteristics (academic achievement, symptoms of depressive mood, and peer status) on receiving help and giving help were examined, and the contribution of (dis)similarity between adolescents to the development of prosocial relations was investigated. Results from longitudinal social network analyses (RSiena) revealed tendencies towards reciprocation of help and exchange of help within helping groups. Furthermore, boys were less often mentioned as helpers, particularly by girls. Depressed adolescents were less often mentioned as helpers, especially by low-depressed peers. Moreover, lower academic achievers indicated that they received help from their higher achieving peers. Rejected adolescents received help more often, but they less often helped low-rejected peers. Lastly, low- and high-popular adolescents less often helped each other, and also high-popular adolescents less often helped each other. These findings show that (dis)similarity in these characteristics is an important driving factor underlying the emergence and development of prosocial relations in the peer context, and that prosocial behavior should be defined in terms of benefitting particular others.

If you have related manuscripts (in press or submitted), please let us know.

Best wishes,

René Veenstra, Ashwin Rambaran, Loes Van Rijsewijk, and others

Thank you Drs. Veenstra, Rambara, Van Rijsewijk!

## **(2) New Book on Bullying by BRNET Member, Dr. Ellen deLara**

Bullying Scars: The impact on adult life and relationships by Ellen deLara, PhD, MSW, discusses the continuing consequences of childhood bullying into adulthood. It relies on trauma theory, systems theory, and attachment theory. The book is based on original research using data collected from over 800 adults across the U.S. with some international participants: 30% minority. The research found that several aspects of adult life are altered by childhood victimization at the hands of peers, siblings, parents, or educators. Data analysis revealed ongoing problems in adult friendships and intimate relationships, adult decision-making, and of importance, substantiated some positive effects. The stories offered by participants and the prescriptions provided are useful for adults who struggle with the aftermath of this form of childhood trauma. Bullying Scars will be published in June 2016 by Oxford University Press.

Thank you, Dr. deLara!

## **(3) School Action Web Link**

BRNET member, Dr. Ken Rigby has sent a link to a new report which gives some data from a selection of school in Australia: <http://www.kenrigby.net/School-Action>.

Thank you, Dr. Rigby!

## **(4) Graduate Student Researcher Request**

As a post-graduate student reading for an MSc. In Evidence Based Social Intervention at the University of Oxford, I am currently conducting a systematic review of the effectiveness of school-based interventions for prevention and reduction of bullying among adolescents in Low and Middle Income Countries for my thesis.

I am asking if you know about any studies (published or not) that might fit this description or if you could direct me to researchers who you know work in this area. Kindly feel free to contact me should you have any thoughts or queries. Thank you very much for any assistance you can provide.

Warm regards,

Bhagya Sivaraman  
([bhagya.sivaraman@gtc.ox.ac.uk](mailto:bhagya.sivaraman@gtc.ox.ac.uk))

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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](mailto:bullyresearchnet@gmail.com) and we will include it in our newsletter and/or on our website.

Most sincerely,



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



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