



**BRNET March 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>.

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**Researcher Spotlight – Dr. Dewey Cornell**

Dewey Cornell, Ph.D. holds the Bunker Chair in Education in the Curry School of Education at the University of Virginia. He was trained in clinical psychology at the University of Michigan and subsequently worked as a forensic clinical psychologist evaluating and treating violent offenders at the Michigan Center for Forensic Psychiatry. In 1986, he joined the faculty of the Curry School of Education at the University of Virginia, where his research has focused on youth violence prevention, bullying, and school safety. Through continued forensic work, he has evaluated numerous juvenile homicide offenders, including several who carried out shootings in schools.

Dr. Cornell was inspired to begin work on student threat assessment after participating in the 1999 FBI conference on school shootings. Over the next decade he developed the Virginia Student Threat Assessment Guidelines with assistance from numerous colleagues, graduate students, and educators. He has conducted a series of field-tests and controlled studies demonstrating that a threat assessment approach allows school-based teams to resolve student threats without resorting to zero tolerance suspension. Many threats are linked to bullying, so that bullying interventions are an important part of the process. Consequently, schools using a threat assessment approach see reductions in school suspensions and bullying. Over the course of ten years, he has trained threat assessment teams in several thousand schools, including the majority of public schools in Virginia and more than a dozen states. In 2013, the Guidelines were listed as an evidence-based practice by the National Registry of Evidence-based Programs and Practices (NREPP).

Dr. Cornell's work on bullying has focused on identifying features of school climate that facilitate positive peer relations and school safety. His work on authoritative school climate has shown that schools with high levels of both support for students and disciplinary structure have lower rates of bullying as well as other forms of student aggression. Work from the Virginia High School Safety Study found that high schools with higher levels of bullying had consistently lower student engagement, lower achievement test passing rates, and higher dropout rates. He has also conducted a series of measurement studies with the goal of improving self-report surveys through the use of validity screening, validation with independent criteria, and use of peer reports to identify victims of bullying.

Dr. Cornell's most recent project is to establish school climate measures for Virginia secondary schools that can standardize the practice of measuring student support, disciplinary structure, and student engagement, and to link these conditions with greater school safety, lower levels of bullying, and higher

academic achievement. School climate surveys are being administered statewide to students and teachers in 400 middle schools this year and 300 high schools next year. This work is contributing to the School Discipline Consensus Building Project of the Council of State Government's Justice Center, which aims to develop national standards for school safety and climate assessment and to reduce reliance on suspension and expulsion. An important goal of this project is to reduce minority disproportionality in school discipline.

In response to the Sandy Hook shooting, Dr. Cornell and an interdisciplinary group of prevention scholars prepared a position statement on the prevention of school and community violence that has been endorsed by approximately 200 organizations. He is currently serving on the Virginia Governor's School and Campus Safety Task Force, the AERA Task Force on the Prevention of Bullying, and the APA Gun Violence Prediction and Prevention Work Group. He has enjoyed his involvement in the Bullying Research Network and its opportunities to meet new colleagues and collaborators. He hosted the 2012 BRNET Think Tank in Charlottesville and hopes to meet new friends at future Think Tanks.

For more information, see the website for the Virginia Youth Violence Project:  
<http://youthviolence.edschool.virginia.edu/>

See the Appendix for a list of Dr. Cornell's selected publications.

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### **New BRNET Members**

BRNET did not have any new members this past month and is still holding strong at 113 members! 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). Thank you!

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### ***American Psychologist* Article by Dr. Dorothy Espelage (and colleagues!)**

Please see our forthcoming *American Psychologist* article on Violence Directed Toward Teachers. Much of what we are finding in our survey research of teachers includes intimidating behaviors on the part of teachers and students. We worked many years on this initiative and would like to make sure folks actively engaged in research have access to the manuscript (attached) so that they can expand this research area. Very proud of this manuscript! The review and revision process was well worth it.

Here is the citation and abstract:

Espelage, D., Anderman, E. M., Brown, V. E., Jones, A., Lane, K. L., McMahon, S. D., Reddy, L. A., & Reynolds, C. R. (2013, January 7). Understanding and Preventing Violence Directed Against Teachers: Recommendations for a National Research, Practice, and Policy Agenda. *American Psychologist*. Advance online publication. doi: 10.1037/a0031307

Violence directed against K–12 teachers is a serious problem that demands the immediate attention of researchers, providers of teacher pre-service and in-service training, school administrators, community leaders, and policymakers. Surprisingly, little research has been conducted on this growing problem despite the broad impact teacher victimization can have on schooling, recruitment, and retention of highly effective teachers and on student academic and behavioral outcomes. Psychologists should play a leadership role in

mitigating school violence, including violence directed toward teachers. There is a need for psychologists to conduct research accurately assessing the types and scope of violence that teachers experience; to comprehensively evaluate the individual, classroom, school, community, institutional, and cultural contextual factors that might predict and/or explain types of teacher violence; and to examine the effectiveness and sustainability of classroom, school, and district-wide prevention and intervention strategies that target teacher violence in school systems. Collectively, the work of psychologists in this area could have a substantial impact on schooling, teacher experience and retention, and overall student performance.

Here is the press release as well: <http://www.apa.org/news/press/releases/2013/01/violence-teachers.aspx>

Thanks!

Dr. Dorothy Espelage

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### **Article Featured in *Pediatrics***

Robinson, J. P., Espelage, D. L., & Rivers, I. (2013). Developmental trends in peer victimization and emotional distress in LGB and heterosexual youth. *Pediatrics*, *131*, 1-8. doi: 10.1542/peds.2012-2595d

#### **ABSTRACT**

**OBJECTIVES:** This study had 2 objectives: Our first objective was to provide the first evidence of developmental trends in victimization rates for lesbian, gay, and bisexual (LGB)- and heterosexual-identified youth, both in absolute and relative terms, and to examine differences by gender. Our second objective was to examine links between victimization, sexual identity, and later emotional distress.

**METHODS:** Data are from a nationally representative prospective cohort study of youth in England were collected annually between 2004 and 2010. Our final analytic dataset includes 4135 participants with data at all 7 waves; 4.5% (n = 187) identified as LGB. Analyses included hierarchical linear modeling, propensity score matching, and structural equation modeling.

**RESULTS:** LGB victimization rates decreased in absolute terms. However, trends in relative rates were more nuanced: Gay/bisexual-identified boys became more likely to be victimized compared with heterosexual-identified boys (wave 1: odds ratio [OR] = 1.78, P = .011; wave 7: OR = 3.95, P = .001), whereas relative rates among girls approached parity (wave 1: OR = 1.95, P = .001; wave 7: OR = 1.18, P = .689), suggesting different LGB–heterosexual relative victimization rate trends for boys and girls. Early victimization and emotional distress explained about 50% of later LGB–heterosexual emotional distress disparities for both boys and girls (each P < .015).

**CONCLUSIONS:** Victimization of LGB youth decreases in absolute, but not necessarily relative, terms. The findings suggest that addressing LGB victimization during adolescence is critical to reducing LGB–heterosexual emotional distress disparities but additional support may be necessary to fully eliminate these disparities.

Link to the article: <http://pediatrics.aappublications.org/content/131/3/423.abstract>

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## SRCD Social Policy Report

The Society for Research in Child Development has released a report titled, “Preserving and Enhancing the Responsible Conduct of Research Involving Children and Youth: A response to Proposed Changes in Federal Regulations.” The abstract and link to the full text can be found below.

Abstract: For the first time in twenty years the U.S. Department of Health and Human Services (DHHS, 2009) is considering changes to federal regulations governing research. The Common Rule provides the basis for government regulations and Institutional Review Boards (IRB). Proposed changes will have a significant impact on Institutional Review Board evaluation of research involving infants, children and adolescents. For example, such a revision can serve to rectify or exacerbate often observed IRB inconsistencies and over-estimation of probable harms when applying “minimal risk” or “exempt” criteria to research involving minors. Proposed revisions may also affect the feasibility of research on adolescent risk that requires waiver of parental or guardian permission to be successfully implemented. Further, recommendations for a new category of “informational risk” based on current and emerging advances in analysis and storage of bio-specimens and information technologies for archival research will have significant influence on ethical procedures required for collection and storage of longitudinal and cross-sectional data. Given the importance of any rule change to the conduct of science related to children, the Society for Research in Child Development (SRCD) convened the SRCD Task Force on Proposed Changes to the Common Rule. The purpose of this report is to alert policymakers, scientists, and participant groups to proposed changes most relevant to research involving children and to provide recommendations for ensuring the responsible conduct of child and adolescent research in the final regulatory changes.

Link to full text: [http://www.srcd.org/sites/default/files/spr\\_27-1.pdf](http://www.srcd.org/sites/default/files/spr_27-1.pdf)

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## Journal of Educational and Psychological Consultation (JEPC)

### Open Call for Papers for Special Issue:

#### **Restorative Justice and School Consultation: Current Science and Practice**

Edited by Drs. Samuel Song and Susan Swearer  
Seattle University and University of Nebraska-Lincoln

#### **About the Special Issue**

Restorative Justice (RJ) and restorative practices are increasingly gaining popularity in education as an alternative to exclusionary discipline systems such as zero tolerance policies. While RJ practice is increasing in schools, peer-reviewed scholarly work is lagging behind. Consultation and collaboration are critical to the effective implementation of RJ in schools yet there is a dearth of work examining this intersection as well. This special issue seeks to fill this gap in the literature serving as the first special issue on this critical topic.

**Background.** *Restorative Justice* is an approach to harm and conflict that seeks to repair relationships. While consisting of programs and practices, it is at its core a philosophy that pervades the school culture. One strength of an RJ approach is that it is a viable alternative to discipline strategies that tend to exclude students from participation in schools, e.g., detentions, suspensions, and expulsions (McCluskey, Lloyd, Stead, Kane, Riddell, & Weedon, 2008). Indeed, RJ implementation in schools has produced significant

reductions in suspensions ranging from 40% to 90% while positively impacting attendance and achievement variables (High Hopes Campaign, 2012; Lewis, 2009; Sumner, Silverman, & Frampton, 2010).

The primary goal of this special series is to feature contemporary scholarship on restorative justice in schools. Consultation and collaboration can either be a major focus in the paper (e.g., restorative justice strategies were deployed via consultation) or a secondary focus (e.g., restorative justice is highlighted with *explicit* implications for consultation and collaboration). Types of manuscripts sought include: empirical studies (qualitative, quantitative, mixed methods) and high-quality research reviews and conceptual work.

Contributors are encouraged to submit detailed ABSTRACTS (500 words maximum) by April 30, 2013 to Dr. Samuel Song ([songs@seattleu.edu](mailto:songs@seattleu.edu)). Authors of accepted abstracts will then be invited to submit completed manuscripts due June 30, 2013. All manuscripts submitted to JEPC 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.tandfonline.com/toc/hepc20/current>

The Action Editors for this Special Series are Dr. Samuel Song (Seattle University) and Dr. Susan Swearer (University of Nebraska-Lincoln).

### **About the Journal**

*JEPC* provides a forum for improving the scientific understanding of consultation and for describing practical strategies to increase the effectiveness and efficiency of consultation services. Consultation is broadly defined as a process that facilitates problem solving for individuals, groups, and organizations. *JEPC* publishes articles and special thematic issues that describe formal research, evaluate practice, examine the program implementation process, review relevant literature, investigate systems change, discuss salient issues, and carefully document the translation of theory into practice. Examples of topics of interest include individual, group, and organizational consultation; collaboration; community–school–family partnerships; consultation training; educational reform; ethics and professional issues; health promotion; personnel preparation; preferral interventions; prevention; program planning, implementation, and evaluation; school to work transitions; services coordination; systems change; and teaming. Of interest are manuscripts that address consultation issues relevant to clients of all age groups, from infancy to adulthood. Manuscripts that investigate and examine how culture, language, gender, race, ethnicity, religion, and exceptionality influence the process, content, and outcome of consultation are encouraged. *JEPC* publishes empirical investigations as well as qualitative studies that use methodologies such as case studies and ethnography.

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## **Review of *Empowering Teen Peers to Prevent Bullying: The Bully Busters Program for High Schools***

Drs. Andy Horne and Kat Racyznski are pleased to announce that their new book, *Empowering Teen Peers to Prevent Bullying: The Bully Busters Program for High Schools* (Research Press) just received its first published review. In the review, Hahn Johnson (2013) writes, "This is a well-researched, thought out, replicated program, which I recommend whole-heartedly. Every high school would benefit from its use" (p. 96).

The book review is featured in *Social Work with Groups*, 36, 95-96, 2013. doi: 10.1080/01609513.2012.721069

<http://www.tandfonline.com/doi/abs/10.1080/01609513.2012.721069?journalCode=wswg20>

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## **Release of Emily Bazelon's new book, *Sticks and Stones***



Below is a link to the press release for Emily Bazelon's new book, STICKS AND STONES. A description of the book, a review of the book, and a Q & A can be accessed from the BRNET link provided below.

<http://cehs15.unl.edu/cms/index.php?s=2&p=146#433>

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## **Upcoming BRNET Think Tanks**

The 3<sup>rd</sup> annual BRNET Think Tank will be held June 18-20, 2013 in Santa Barbara, CA. BRNET members, Drs. Mike Furlong, Shane Jimerson, and Jane Conoley will help coordinate the BRNET Think Tank, which has become a very productive and rewarding meeting. We extend our heart-felt "thank you!" to Jane, Mike, and Shane for hosting our next BRNET Think Tank.

The title of the 2013 BRNET Think Tank is, “International Insights to Address Bullying: Promoting Safe, Supportive, and Effective Schools.”

The schedule is:

Monday June 17<sup>th</sup>, 2013

Fly in to Santa Barbara

Tuesday June 18<sup>th</sup>, 2013

Breakfast UCSB/ AM Introductions / Orientations / BRNET Business/ Lunch UCSB /Afternoon - Venue on UCSB campus - Show the P3R film or the movie, “Bully”/BRNET Panelists Address 5 key issues in bullying translational research/ Dinner Santa Barbara

Wednesday June 19<sup>th</sup>, 2013

Breakfast UCSB/ Focus on Research Discussions all day/ Plan Oxford University Press “Bullying Across the Lifespan” Handbook/Lunch UCSB/ Afternoon-Focus on Research Discussions /Dinner Downtown Santa Barbara.

Thursday June 20<sup>th</sup>

Breakfast UCSB

Focus on Research Discussions until noon/ finish BRNET meeting/ Lunch UCSB Santa Barbara Urban Wine Tasting

For the advance planners in the group: We are pleased to announce that the 2014 BRNET Think Tank will held in Canada and jointly hosted by BRNET and PREVNet (<http://www.prevnet.ca>). More information will be provided at the 2013 BRNET Think Tank at USCBA in June 2013.

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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)

Most sincerely,



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



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

## Appendix

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