



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>.

Upcoming BRNET Think Tank

The University of California at Santa Barbara will host the 3rd annual BRNET Think Tank June 18-20, 2013 in sunny Santa Barbara! BRNET members, Dr. Mike Furlong and Dr. Shane Jimerson 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. Click here to register for the June 2013 BRNET Think Tank in Santa Barbara, CA:

<http://www.michaelfurlong.info/BRNET/>

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.



UC Santa Barbara

The 3rd Annual Bullying Research Network
THINK TANK
International Insights To Address Bullying:
Promoting Safe, Supportive, And Effective Schools
June 18-20, 2013
Santa Barbara, California

REGISTER HERE!: <http://www.michaelfurlong.info/BRNET/>

The complex block contains two images at the top: an aerial view of a coastal town and a row of palm trees overlooking the ocean. Below the images is a blue banner with white text. The text includes the event title "The 3rd Annual Bullying Research Network THINK TANK", the theme "International Insights To Address Bullying: Promoting Safe, Supportive, And Effective Schools", the dates "June 18-20, 2013", the location "Santa Barbara, California", and a registration link.

Researcher Spotlight – Dr. Jamilia Blake

Jamilia Blake, Ph.D. is a Licensed Psychologist and Assistant Professor at Texas A&M University in the School Psychology program. She earned her doctoral degree from The University of Georgia in Educational Psychology in 2007. Dr. Blake is an Elizabeth Munsterberg Koppitz Fellow and recipient of a National Center on Minority Health and Health Disparities Loan Repayment Career Development Award.

Dr. Blake's research examines the developmental trajectory of peer-directed aggression, bullying, and victimization in socially marginalized youth. She has published studies examining the social and psychological consequences of aggression for African American girls and the degree to which parental beliefs about aggression differentially influence African American and European American girls' use of aggression. Her most recent work includes an investigation of the prevalence rates of victimization in students with disabilities and risk factors of victimization for children and adolescents with disabilities. She is currently developing an IES proposal to examine the bullying experiences of students with disabilities. In addition to examining the long-term effects of bullying and aggression, Dr. Blake is also interested in the measurement of aggression and bullying. She has published studies on the construct validity of nonverbal social aggression and victimization and is currently working on a funded project to develop a measure to assess the factors that influence bystander intervention in bullying situations.

Blake, J. J., Lund, E. M. °, Zhou, Q. °, Kwok, O., & Benz, M. R. (2012). National prevalence rates of bully victimization among students with disabilities in the United States. *School Psychology Quarterly*, 27, 210-222.

Blake, J.J., Lease, A. M., Turner, T. ° & Outley, C. W. (2012). Exploring ethnic variation in the adjustment patterns of aggressive girls. *Journal of Black Psychology*, 38, 104-131.

Blake, J.J., Kim, E. S. °, & Lease, A. M. (2011). Exploring the incremental validity of nonverbal social aggression: The utility of peer nominations. *Merrill Palmer Quarterly*, 57, 293-318.

Blake, J. J., Kim, E. S. °, McCormick, A. S. & Hayes, D. (2011). The dimensionality of social victimization: A preliminary investigation. *School Psychology Quarterly*, 26, 56-69.

Lund, E. M. °, Blake, J. J., Ewing, H. K. °, & Banks, C. S. ° (2012). School Counselors' and School Psychologists' bullying prevention and intervention strategies: A look into real world practices. *Journal of School Violence*, 11, 246-265.

Note. °denotes student author

New BRNET Members

BRNET had three new members join recently, resulting in a current total of 119 members!

Christopher (Chris) Bonell, PhD:

Dr. Chris Bonell is Professor of Sociology and Social Policy at the Institute of Education, University of London. His main areas of interest are social interventions to promote the health and social development of young people, particularly interventions which address the social environment of schools and positive youth development interventions. He is also interested in: basic quantitative and qualitative research on the influences on young people's health and development; developing methods for process evaluation; and HIV

prevention in the UK and sub-Saharan Africa. He has previously worked at Oxford University, the London School of Hygiene and Tropical Medicine, and the UK Government's Social Exclusion Unit.

Marina Camodeca, PhD: Dr. Marina Camodeca obtained her Ph.D. in Developmental Psychology and Education in 2003 at the Vrije Universiteit, Amsterdam, the Netherlands. Since 2005 she is Assistant Professor at the University "G. D'Annunzio" of Chieti-Pescara, Italy. Her research interests include bullying and victimization in toddlerhood, childhood and adolescence, with a particular focus on social cognitions, emotions and morality. She is also involved in projects about bullying among siblings and about bullying in children with autism. She is currently interested in investigating the moral emotions of shame and guilt in children involved in bullying, and the personality and familiar aspects characterizing them. Besides bullying, she is involved in projects about the development of socio-emotional competence in pre-schoolers. In particular, she collaborated in the Italian adaptation of the Q-Sort for social competence and in studies about moral emotions.

Tony Volk, PhD: Dr. Tony Volk is a developmental psychologist in the Brock University Department of Child and Youth studies. He is interested in the areas of parenting and child development. These are broad areas of research that lend themselves to a broad scope of theoretical and methodological approaches. A strong believer in multidisciplinary studies, Dr. Volk's overall interest is to gain an evolutionary, neurological, medical, cultural, social, and historical understanding of why children do what they do. In particular, he is interested in the reasons why bullies engage in bullying behaviors from a functional, adaptive perspective.

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.

Dissertation on Bullying Prevention



Letter of Invitation to participate in the research of

Educators' perceptions of the factors influencing the implementation of bullying prevention efforts in U.S. schools

My name is Ferry Stepanic, and I am a doctoral student at the Graduate School of Education and Human Development at The George Washington University. I am conducting a research study on the factors influencing implementation of anti-bullying efforts in U.S. schools. If you were or currently are a school or district educator who might have had experiences with bullying-prevention activities at your school or district you are cordially invited to participate in the study.

The issue is not if and why bullying should be stopped in our schools, but how to reduce bullying successfully and systematically across different schools; schools that may substantially differ in terms of resources, student populations, teachers, poverty, and violence levels. While most researchers agree that bullying interventions can be effective, the mixed results of various evaluations suggest that there is no silver bullet or one-size fits all program that can tackle the complex issues of school bullying successfully.

The purpose of my doctoral dissertation is to identify factors that educators believe can facilitate the implementation of activities and programs that address bullying prevention, as well as factors,

including conflicting demands on educators, that might constrain implementation. These activities might be programs specifically designed as bullying-prevention programs, or they might be programs that focus on violence prevention and positive school climate more generally. Educators often face what are overwhelming burdens of mandates, which make it very difficult at times to accomplish other, often equally important, goals. The pressures resulting from the requirements of high-stakes testing are, perhaps, the most visible outcomes of these mandates.

The approach of this research is without preconceived views about which program or activity would be “best.” Nor is the study addressing that type of comparison; it is not intended, or designed, as an evaluation, but rather as a basic interview qualitative study with the intent to learn more about the phenomenon of school bullying prevention from people with first-hand experience. The study is also designed so that the information provided will be relevant to school educators and district officials.

The study sample will include 22 school and district educators. The length of the interviews will be approximately 45 minutes. With your permission, I will record the interviews and transcribe them afterwards. You will have the opportunity to review the transcript and suggest corrections before the final version is completed. Your responses will be completely confidential and the data obtained in the interview will be kept in a secure place and ultimately destroyed. To increase confidentiality, pseudonyms will be used for your name, your school, and district. As a token of gratitude for participating in the study you will receive a \$25 Amazon gift card.

I am working under the direction of Dr. Iris C. Rotberg, Research Professor of Education Policy. If you have any further questions about this research study, please do not hesitate to contact me at 202-492-0381 or ferry@gwu.edu to let me know if you are willing to participate in this study.

Sincerely,

Ferry Stepancic

Yale Center for Emotional Intelligence- Postdoctoral Position

The Yale Center for Emotional Intelligence plans to hire a postdoctoral associate to work on a project examining adolescents’ unpleasant social experiences on Facebook, including cyberbullying (PIs: Zorana Ivcevic Pringle and Marc Brackett). The postdoctoral position will begin on or before June 1, 2013 as a one-year appointment with renewal contingent upon satisfactory performance and availability of funding.

Interested applicants should submit via email a cover letter and CV, one or more writing samples, and a minimum of two letters of reference to: Marina Ebert at marina.ebert@yale.edu. Applications will be reviewed upon receipt and considered until the position is filled. Please make “2013 Postdoctoral Application: Facebook” the subject line of your email. Details and requirements of the position follow.

The project will study adolescents’ unpleasant social experiences on Facebook and address three broad sets of questions: (1) What is the frequency of negative experiences, including both photos and posts?; (2) What is the nature (or content) of these experiences?; and (3) How do negative experiences influence adolescents’ behavior on Facebook? The postdoctoral associate will be responsible for identifying specific research questions within the described goals, analyzing data, and reporting the findings in research publications and scholarly presentations.

The postdoctoral associate will primarily contribute expertise on research methodology and data analysis. Ideal candidates will have a Ph.D. in psychology, education, research methodology/statistics or a related field, as well as training and expertise in working with large data sets. Knowledge of adolescent social development is a plus. Application materials should list candidates’ expertise in statistics (e.g., advanced data analytic procedures, statistics software knowledge, and experience with large data sets). In addition to

excellent quantitative data analysis skills, experience with qualitative data is desirable. Excellent written and oral communication skills and the ability to work on a team are essential.

About the Yale Center for Emotional Intelligence

As psychologists and practitioners at the Yale Center for Emotional Intelligence (formerly the Health, Emotion, and Behavior Laboratory), we are dedicated to transforming education through programs that develop the social and emotional skills of children and adults. For over 25 years, Center researchers have developed and tested theories showing that the skills individuals have for recognizing, understanding and managing their emotions and behavior matter across the domains of their lives. Through our core activities of research and dissemination, program development, and educator training, we give students, teachers, school leaders, and family members a repertoire of social and emotional skills that enhance self- and social awareness, build empathy, and improve decision-making abilities in ways consistent with creating mutually supportive and compassionate relationships. Every day we teach people of all ages -- from preschoolers to CEOs -- the skills they need to build healthy relationships, make sound decisions, and perform at their best. This work provides a blueprint for schools to make emotions central to all aspects of learning in ways that help children to achieve more academically, establish supportive relationships, resolve conflict productively, adopt behaviors that promote their well-being, and thrive in an increasingly complex and competitive society. For more information on the Center, please visit www.ei.yale.edu.

Postdoctoral associates at the Yale Center for Emotional Intelligence engage in a program of structured mentoring activities with the goal of developing the skills, knowledge, and experience to excel in their independent research and academic careers. The mentoring program includes an orientation and weekly one-on-one meetings with one or more of the Center's directors to discuss mutual expectations; project-related questions, successes, and challenges; progress in relation to career goals; as well as career options and opportunities for networking with various colleagues, collaborators, and former students of the PI and co-PIs. Yale's Psychology Department offers colloquia, seminars, and workshops on cutting-edge research, career paths in academia, identifying funding opportunities, writing competitive proposals, and other relevant topics. Postdocs have the opportunity to gain valuable scientific writing experience in the Center by contributing to and receiving guidance and training on preparing grant proposals, manuscripts to scientific journals, and presentations at conferences. Yale also offers several courses to faculty and staff in project management roles, covering topics such as conducting interviews, communicating clearly and assertively, and dealing with conflict and confrontation.

Framework for Safe and Successful Schools

Dear Colleagues:

On behalf of ASCA, NAESP, NASP, NASRO, NASSP, and SSWAA, I would like to thank you very much for your support of our *Framework for Safe and Successful Schools*. You can access the document and a copy of our joint press release online at <http://www.nasponline.org/schoolsafetyframework>. We have included the endorsement list on this page as well and will continue to add to it if other organizations ask to sign-on. Please feel free to disseminate this document to your members and any local, state, or federal policymakers that you have a relationship with.

Kelly M. Vaillancourt, PhD, NCSP
Director of Government Relations
National Association of School Psychologists

AERA Task Force Briefs- Prevention of Bullying in Schools, Colleges, and Universities: Research Report and Recommendations

Hello everyone!

I wanted to make sure everyone had a copy of the book that includes 11 very brief briefs written by the AERA taskforce on bullying and harassment in schools, universities, and colleges. The PDF is attached and I welcome your thoughts on the briefs as well as the USA Today piece:

<http://www.usatoday.com/story/news/nation/2013/04/30/bullying-american-educational-research-association-schools/2124991/>

Thanks to the taskforce members that worked on this for hundreds and hundreds of hours:

Dorothy L. Espelage, University of Illinois, Urbana-Champaign (Co-Chair)

Ron Astor, University of Southern California, (Co-Chair)

Dewey Cornell, University of Virginia

Jaime Lester, George Mason University

Elizabeth Meyer, California Polytechnic State University

Matthew Mayer, Rutgers University

Paul V. Poteat, Boston College

Brendesha Tynes, University of Southern California

- Dorothy Espelage

The PDF of the briefs can be found at the AERA website (www.aera.net)

'Kids in the House' Videos

Below is a link to multiple videos on bullying that are presented by experts in the field. Short clips that are based in research (such as those provided) help dispel misconceptions about bullying. This link has also been posted on the BRNET website under "Resources for Parents, Students, and Teachers" under "Relevant Websites."

<http://kidsinthehouse.com/search/site/bullying>

Thank you to Dr. Dorothy Espelage for sharing!

Alberti Center for Bullying Abuse Prevention Early Career Award Announcement

Dear colleagues:

It is my pleasure to announce a call for applications for the Alberti Center Early Career Award for Distinguished Scholarly Contributions to Bullying Abuse Prevention. Details about eligibility, application, and selection procedures for this \$1,000 award can be found at <http://gse.buffalo.edu/alberticenter/awards>

Please circulate this announcement widely to relevant distribution lists and eligible colleagues.

Warm regards,

Amanda

Amanda B. Nickerson, Ph.D.
Director, Alberti Center for Bullying Abuse Prevention
Associate Professor, Dept. of Counseling, School, & Educational Psychology
Graduate School of Education
University at Buffalo, State University of New York

Manuscripts Authored by BRNET Members

Dr. Ken Rigby:

The journal *Social Psychology of Education* has just published online (April, 2013) an article by Rigby, K. and Bortolozzo, G. (2013) How schoolchildren's acceptance of self and others relate to their attitudes towards victims of school bullying. It provides strong support for the view that promoting acceptance of generalised others in schools can have important implications for positive bystander behaviour. There was no evidence student acceptance of self has any effect on bystander behaviour. For people who are interested in exploring correlates of acceptance of others and self the paper includes measures developed for the study that are reliable and validated.

Abstract: Previous research has indicated that harm to the mental health of children who are repeatedly victimised by their peers at school can be ameliorated through social or emotional support provided by other students. In this study we examined whether student provictim attitudes are related to more basic attitudes to self and attitudes to others. Measures of these attitudes were developed for use with children, and shown to be internally consistent and possess concurrent validity. Relations between these variables were then examined with a sample of Australian school children (N=212) aged between 9 and 14 years. Provictim attitudes correlated significantly ($r=.55$) with acceptance of others, but not with acceptance of self ($r=-.04$). Controlling for age and gender, multiple regression analyses confirmed these findings. Attitudes to victims were less positive for older students ($r=-.22$). Gender differences, however, were not significant. These findings suggest that among schoolchildren self-acceptance is unrelated to positive attitudes towards victims, whereas acceptance of others has a moderately strong relation with provictim attitude. Implications for improving attitudes to victims among school children were examined.

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