



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 Think Tank- **NEW POLL**

We are pleased to announce that the 2014 BRNET Think Tank will be held in Canada and jointly hosted by BRNET and PREVNet (<http://www.prevnet.ca>)!

Although a poll for October dates has already been distributed, it has come to the attention of PREVNet and BRNET coordinators that the preferred dates fell between Rosh Hashanah and Yom Kippur, which would impact the Jewish conference attendees.

Therefore, a second poll has been created so that BRNET members can share their preferences for **November 2014** dates for the PREVNet/BRNET conference. Please visit the link below to provide feedback about potential dates.

The link to the NEW poll is:
<http://doodle.com/xd5u9eehkdfm28pf>

Researcher Spotlight – Dr. Gianluca Gini

Gianluca Gini, PhD, is an assistant professor in the Department of Developmental and Social Psychology at the University of Padua (Italy). He received his master's degree in psychology in 1999 and his doctorate in developmental psychology in 2004, with a dissertation on the development of word definition skills in children. He is currently Rector's delegate for university sports at the University of Padua and member of the Standing Observatory on School Bullying of Veneto region in Italy. He is also member of the Human Inspired Technologies Research Center and of the Child and Adolescent Social Development and Well-Being Laboratory, based at the University of Padua.

His research interests include analysis of individual (cognitive, emotional, moral) and social (e.g., group norms, friendship networks, moral climate) processes associated with different roles of participation in bullying. In particular, with former doctoral student Tiziana Pozzoli, he is currently studying factors that explain bystanders' reactions to bullying victimization (i.e., defending vs. passive bystanding). Furthermore, Dr. Gini has several ongoing international collaborations (Ms. Batanova, Prof. Bussey, Dr. Caravita, Prof. Hymel, Prof. Kollerova, Dr. Onishi, Dr. Rambaran, Dr. Sijtsema, Prof. Thornberg, Prof.

Yoshizawa) on morality and bullying, especially on the role of morally disengaged justifications both at the individual and collective levels.

Another recent line of Dr. Gini's research deals with development of social reasoning (e.g., children's understanding of peer relationships, social behavior, social groups) and moral cognition in preschoolers and school-age children, paying special attention to the links between children's moral cognition and family/peer factors. Finally, Dr. Gini is interested in meta-analytic techniques applied to developmental research.

During the last ten years, he has presented on various aspects of his work at conferences in Italy, Germany, Switzerland, Poland, Japan, Canada and the USA.

Recent publications include the following:

Gini, G., & Pozzoli T. (in press). Bullied children and psychosomatic problems: A meta-analysis. *Pediatrics*

Lenzi, M., Vieno, A., Gini, G., Pozzoli, T., Pastore, M., Santinello, M., & Elgar, F. J. (in press). Perceived teacher unfairness, instrumental goals and bullying behavior in early adolescence. *Journal of Interpersonal Violence*

Caravita, S. C. S., Sijtsema, J. J., Rambaran, A. J., & Gini, G. (2013, early view). Peer influences on moral disengagement in late childhood and early adolescence. *Journal of Youth and Adolescence*

Gini, G., & Pozzoli, T. (2013). Measuring self-serving cognitive distortions: A meta-analysis of the psychometric properties of the How I Think Questionnaire (HIT). *European Journal of Developmental Psychology, 10*, 510-517.

Pozzoli, T., & Gini, G. (2013). Why do bystanders of bullying help or not? A multidimensional model. *Journal of Early Adolescence, 33*, 315-340

Pozzoli, T., Gini, G., & Vieno, A. (2012). The role of individual correlates and class norms in defending and passive bystanding behavior in bullying: A multilevel analysis. *Child Development, 83*, 1917-1931.

Pozzoli, T., Ang, R. P., & Gini, G. (2012). Bystanders' reactions to bullying: A cross-cultural analysis of personal correlates among Italian and Singaporean students. *Social Development, 21*, 686-703.

Pozzoli, T., Gini, G., & Vieno, A. (2012). Individual and class moral disengagement in bullying among elementary school children. *Aggressive Behavior, 38*, 378-388.

Caravita, S. C. S., Gini, G., & Pozzoli, T. (2012). Main and moderated effects of moral cognition and status on bullying and defending. *Aggressive Behavior, 38*, 456-468.

BRNET New Members!

BRNET has a current total of 140 members! One new member has joined this past month. Welcome to BRNET, Dr. Jun Sung Hong! 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.

Also, 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.

Journal of School Violence

Interested in applying for the editorship position for the *Journal of School Violence*? Please click on this link: <https://adobeformscentral.com/?f=cI5ScNx2IVUQt1SHhIYaXA>

Call for Papers- School Psychology Quarterly

School Psychology Quarterly

Open Call for Papers for Special Section:

School Climate, Aggression, Peer Victimization, and Bully Perpetration

About the Special Section

This special issue invites manuscripts that investigate school or classroom climate/environment as it relates to school-based aggression, bullying, and peer victimization (and correlated behaviors). Manuscripts should include rigorous measurement studies (e.g., multiple reporters or innovative sampling methods), multilevel modeling, and/or longitudinal designs so as to capture both conceptual and methodological advances in the field.

Research findings from largely cross-sectional investigations suggest that classroom practices, teacher attitudes, and school environment play a critical role in understanding the rates of student reports of aggression, bullying, and victimization. At a basic level, discrepancies have been noted between how teachers and staff perceive bullying rates in comparison to their students. Many teachers are unaware of how serious and extensive the bullying is within their schools, and are often ineffective in being able to identify bullying incidents (Bradshaw, Sawyer, & O'Brennan, 2007; Kochenderfer-Ladd & Pelletier, 2008). Divergence between staff and student estimates of the rates of bullying are seen in elementary, middle and high school, with staff consistently underestimating the frequency of these events (Bradshaw et al., 2007). Passive or dismissive attitudes towards bullying or a lack of immediate intervention effectively serves to reinforce bullying behaviors because the perpetrator receives no negative consequences (Yoon & Kerber, 2003). However, studies of the impact of teacher attitudes and students' experiences with aggression and victimization are limited and do not generally employ longitudinal or multi-level designs, which are necessary to account for shared variance and nested data.

An exception in the literature is the few studies that have employed social network analysis to examine classroom structure and its impact on aggression that find when classrooms have rigid hierarchical social structures, victimization becomes more stable because there are few opportunities to maneuver into different roles or social positions (Schäfer et al., 2005). On the other hand, when classrooms are more democratic and the social power is more evenly distributed, a less hostile environment for students is created (Ahn, Garandeanu, & Rodkin, 2010). When there are clear levels of power amongst students, victimized children may not have the resources or support to retaliate against bullies and bully behavior remains unchallenged. These are examples of the type of studies this special issue would like to attract. Increasingly, more studies are being conducted on the school climate, culture, and environment on the rates of bully perpetration and victimization. Findings suggest that when schools have a “culture of bullying” this can serve as a catalyst to allow youth who bully to continue to behave aggressively without fear of sanction while also encouraging passivity of bystanders (Bandyopadhyay et al., 2009). Further, in schools where bullying is more prevalent, students are less likely to seek help from teachers and staff (Bandyopadhyay et al., 2009).

This issue will emphasize a departure from a focus on student attitudes and behaviors, to a social-contextual approach that appreciates how much features of the school environment can mitigate or perpetuate aggression. Despite this, many questions remain in the field. Given that school climate is a multi-dimensional construct, it is important to unpack the most salient aspects of a school culture that are associated with peer aggression and victimization. This requires the use of multi-level statistical approaches that model the nested nature of students in classrooms and schools. Only then can we parse out those aspects that are to be targeted in professional development training and school-wide prevention efforts. Also, in light of the plethora of prevention programming around bullying and violence, it is important to understand how the school environment both affects, and is shaped by bullying prevention efforts. Thus, we welcome articles that address school climate or environment as moderators or mediators of program efficacy.

Submission deadline is November 1st, 2013.

All manuscripts submitted to *School Psychology Quarterly* 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.apa.org/pubs/journals/spq/>. The Action Editors for this Special Section are Dr. Dorothy Espelage <espelage@illinois.edu> and Dr. Sabina Low <sabina.low@asu.edu>.

About the Journal

School Psychology Quarterly is edited by Dr. Shane Jimerson and is published by the American Psychological Association. *SPQ* is the official journal of the APA Division 16 (School Psychology), 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>)

Alberti Center Annual Conference

The Alberti Center annual conference will be held on Thursday, October 10th, 2013 from 8:00 a.m. to 3:00 p.m. at the Millennium Hotel in Buffalo, NY. The morning sessions will feature BRNET member Dewey Cornell, Ph.D. speaking about "Student Threat Assessment and the Prevention of School Violence." In the afternoon, two rounds of breakout sessions will offer the following options for attendees: Avoiding Courtrooms and Headlines: Strategies to Protect Your District from Legal Challenges Regarding Bullying and DASA; Bullying and Students with Disabilities; Weight-Based Victimization: Are You Fueling the Fire?; Bullying and LGBTQ Youth; and, Creating an Anti-Bullying Climate and Culture. Complete conference details are available at gse.buffalo.edu/alberticenterconference. The flyer can be found in the Appendix of this newsletter.

Calling Early-Career Bullying Researchers: Strathclyde Chancellor's Fellowship Scheme

The University of Strathclyde has launched a new scheme to provide additional space for the very best up-and-coming research talent. In the School of Psychological Sciences and Health we have a number of academic staff with interests in bullying and conflict at school and we also house a taught postgraduate in Educational Psychology. We also have a growing number of PhD students with interests in bullying and violence among young people. We'd love for you to come and join us!

Please pass this email onto any early-career, eligible researchers who you feel could take advantage of this opportunity.

The official line is the following: Strathclyde Chancellor's Fellowship Scheme: the UK University of the Year seeks applications from bold, imaginative and innovative individuals with exceptional research vision which will underpin a rapid academic career trajectory.

Please visit www.strathvacancies.co.uk to find out more about the scheme and about Strathclyde's vision for it.

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Postdoc at UCSB Studying Bullying, School Violence and Safety, and Student Engagement

Hi Colleagues,

I am thrilled to announce that I have an opening for a post-doc position, technically an Assistant Project Scientist, to work with me at the Center for School-Based Youth Development in the Department of Counseling, Clinical, and School Psychology (see attached for details).

Please pass this on to any of your outstanding recent graduates or additional colleagues who might know recent outstanding doctorate level scholars! This will be an amazing opportunity to manage projects, gain

access to a wealth of data, publish a ton, and have fun while doing it.

Best wishes,

Dr. Jill Sharkey

Assistant Project Scientist Series Position

The Center for School-Based Youth Development (CSBYD) in the University of California, Santa Barbara's Department of Counseling, Clinical, and School Psychology is seeking an Assistant Project Scientist to make significant and creative contributions to its research mission. The CSBYD is a community of researchers devoted to developing a better understanding of the role of school engagement as a protective force in children's lives and that promotes academic, social, emotional, and physical well-being.

The Assistant Project Scientist will work under the supervision of Dr. Jill Sharkey, whose research centers on promoting student engagement for all children, but primarily for children who have experienced a variety of personal, family, and community risk factors. In particular, Dr. Sharkey focuses on promoting youth development and preventing school violence by understanding optimal family, school, and community response to youth at risk. Ongoing projects include examining the functioning of social emotional health, bullying and victimization, and risk assessment to screen and intervene with identified youths; evaluating the impact of probation services on program success and reoffending of participants; and coordinating school, probation, and community-based organization data to facilitate community-based organization self-evaluation. The Assistant Project Scientist will craft grants to fund research ideas, participate in writing projects for publication in peer-reviewed outlets, and help coordinate existing grants. This is an exciting opportunity to develop grant-writing, manuscript preparation, and project management skills while making significant and creative contributions to research. We also welcome the Assistant Project Scientist to bring their own research ideas to the CSBYD and to develop cross-site collaboration projects with prior mentors.

The appointee will be an ongoing member of Dr. Sharkey's research team and will engage in regular meetings with faculty, students, and numerous community agencies to facilitate research productivity. The Assistant Project Scientist will contribute high-level skills to the projects for a ten-month period (September 1, 2013 to June 30, 2014) with the opportunity for annual renewal of the appointment depending on funding. Full-time is preferred but part-time of at least 50% will be considered. Salary range is \$50,600 to \$53,500 (full time equivalent). Benefits included.

The Assistant Project Scientist position is ideal for someone within the first few years of their doctoral graduate degree. Previous experience applying to grants and/or working on grant-funded research is preferred. The applicant should have a record of publication in the fields of education, school psychology, and/or criminal justice. Doctorate degree (or equivalent) in a relevant field is required, doctorate in school psychology is preferred. Additional requirements include proficiency with APA style and strong organizational and collaboration skills.

Review of applications will begin immediately and continue until the position is filled. The primary consideration date is 9/1/13. Applicants should apply on line through the UC Recruit system: <https://recruit.ap.ucsb.edu/apply/JPF00195>. Please submit a letter of application, curriculum vita, three samples of scholarly work (reprints/preprints), and three letters of reference. If you have any questions regarding this process, please contact Tracey Velasquez at 805-893-4428 or by email: tracey@education.ucsb.edu.

The Department is especially interested in candidates who can contribute to the diversity and excellence of the academic community through research, teaching and service. The University of California is an **Equal Opportunity Affirmative Action employer.**

Member Announcements

The NCES has recently released the **2012 Indicators of School Crime and Safety**

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2013036>

Direct link here: <http://nces.ed.gov/pubs2013/2013036.pdf>

Also, below are links to resources for Safe Schools & Communities:

Educator Resources

<http://www.scoop.it/t/safe-schools-communities>

<http://www.scoop.it/t/educational-psychology-technology>

Thank you Dr. Roxana Marachi for sharing this announcement!

The reference may be of interest to BRNET members.

Please find the below article that draws attention to research on bullying, parenting and family life from the *Family Matters* published by the Australian Institute of Family Studies.

Rigby, K. (2013). Bullying in schools and its relation to parenting and family life. *Family Matters*, 91, 61-67.

<http://www.aifs.gov.au/institute/pubs/fm2013/fm92/fm92f.html>

Thank you to Dr. Ken Rigby for sharing this announcement!

Please find a recent publication from the *Journal of Learning Disabilities* (OnlineFirst) below

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 of Learning Disabilities*. Prepublished July 25, 2013.
doi: 10.1177/0022219413496279

The link to the article can be found here: <http://ldx.sagepub.com/content/early/recent>

Thank you to Dr. Chad Rose for sharing this announcement!

New DVD: Asperger's and Bullying: An Inclusive Educational Approach

Flinders Centre for Student Wellbeing & Prevention of Violence (SWAPv) has just launched a new DVD called 'Asperger's and Bullying: An Inclusive Educational Approach'

A booklet describing the contents of the DVD is included in the Appendix of this newsletter.

Please find the link to the trailer here:

<http://vimeo.com/69149779>

The DVD trailer can also be viewed and the DVD ordered from:

<http://www.caper.com.au/>

Thank you to Dr. Phillip Slee for sharing this announcement!

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

Alberti Center for Bullying Abuse Prevention



2013 Annual Conference

October 10, 2013 | 8:00 a.m. to 3:00 p.m.

Millennium Hotel Buffalo | 2040 Walden Avenue | Cheektowaga, NY

Keynote Presentations:

“STUDENT THREAT ASSESSMENT AND THE PREVENTION OF SCHOOL VIOLENCE”



Dewey Cornell, Ph.D.

Professor of Education | Curry School of Education, University of Virginia

There is a widespread misconception that violence in schools cannot be prevented because it seems unpredictable. This has led many policy makers to focus on crisis response strategies (such as arming teachers) rather than true prevention methods. This presentation will describe evidence-based strategies for the prevention of violence in school settings, ranging from universal programs to reduce bullying to more focused threat assessment practices.

Afternoon Breakout Sessions:

Session 1

- Avoiding Courtrooms and Headlines: Strategies to Protect Your District from Legal Challenges Regarding Bullying and DASA
- Bullying and Students with Disabilities
- Weight-Based Victimization: Are You Fueling the Fire?

Session 2

- Avoiding Courtrooms and Headlines: Strategies to Protect Your District from Legal Challenges Regarding Bullying and DASA
- Bullying and LGBTQ Youth
- Creating an Anti Bullying Climate and Culture

REGISTRATION INFORMATION

Professionals: \$75 per person | \$550 per table of eight

Students: \$35 per person

Register online by October 7th at gse.buffalo.edu/alberticenterconference

Questions? Contact Rebecca Ligman at (716) 645-1532 or alberticenter@buffalo.edu

ASPERGER'S AND BULLYING

AN INCLUSIVE EDUCATION APPROACH



AUTISM SA

leading the way

ABOUT THIS RESOURCE

Inclusive education recognises the rights of all children to be educated in their local school community. Bullying is a recognised worldwide issue for schools and their communities.

Students with an Autism Spectrum Disorder (ASD), which includes Asperger's syndrome, are more at risk than the general student population according to the findings from the research project (Slee, Bottroff & Michaelsen 2007) highlighting the need for resource material such as this DVD. The findings indicated that 62% of students with ASD report being bullied 'once a week or more often'. This is significantly higher than 1 in 6 students of the general school population (Rigby & Slee 1999).

Overall, the research findings confirmed a small amount of international research that school bullying has a significant impact on the lives of students diagnosed with ASD. The survey findings demonstrated a significant relationship between bullying and: unhappiness at school; feelings of unsafety at school; lower self-esteem; poorer coping skills. The findings demonstrated that school bullying has a significant impact on the lives of students diagnosed with an ASD.

A whole school approach is needed to address this issue. In the words of students surveyed, there is a need to educate the school community about children with disabilities/special needs/more about individuality, so that others understand. This DVD presents the voice of people living with the experience of ASD and bullying.

The DVD acknowledges that a diagnosis of an ASD, such as Asperger's syndrome, with the associated difficulties in social-emotional communication, does not mean that these students do not want to share the company of others and develop friendships. What was most striking in the survey responses, particularly what the students with ASD liked about school, was the strong pro-social focus, for example, having a positive relationship with the teacher, some friends, buddies who support them. Conversely, without the support of teachers and peers, these students are alone and isolated within the school environment.

These school issues are highlighted in this DVD as is the strong desire to learn conveyed through the research findings, and a number of common strength areas, e.g. visual arts and technology, cited by the students.

The intended audience includes educators, primary and secondary students, parents, community representatives and other stakeholders concerned with students with an ASD. Good practice in schools as presented in the videos, can prevent or reduce bullying of this student population.

However, it needs to be acknowledged that students with an ASD are at risk of both covert and overt forms of bullying, due to a number of the characteristics associated with this disability, such as difficulties in understanding social-emotional interactions in themselves and others.

Parents of children with an ASD can also experience bullying, particularly from other parents within the school community, as well as teachers (see Audio Interview). This resource aims to educate the school community about the issues associated with this disability and how families can be support in building an inclusive school environment.

USING THE DVD

A series of twelve discrete educational video resources is delivered on this DVD. The resource of short videos and audio interviews from behind the scenes are intended to stimulate discussion on ASD and bullying for a range of groups within a school setting e.g. good practice strategies for staff and creative medium for students. A summary on each of the twelve videos is provided below.

CONTENTS OF THE DVD

- What is Asperger's?
- The Asperger's Label
- Learning about Asperger's
- Bullying at School
- Friends
- Inclusive Schooling
- Working with James
- Supporting Parents
- Supporting Teachers
- Bruce Meatheringham Photographer
- Kathy Michaelsen: In her own words
- Light Green Fence (Poem)
- Credits

WHAT IS ASPERGER'S?

This introduction presents an interview with two successful professional women, Donna Williams and Katharine Annear, who discuss the diagnosis of Asperger's syndrome within the spectrum of autism and explain how a diagnosis of ASD can impact on people's lives.

Both women discuss their own experiences of bullying (both overt and covert bullying), as well as strategies that could assist in the prevention of bullying for students with an ASD, creating more inclusive settings.

Donna Williams is a writer, composer and artist, both painter and sculptor; a qualified teacher; a national and international speaker. Her books on the spectrum of autism are international best-sellers.

Katharine Annear is the Director, of the Australian at Autism Women's Network and Senior Consultant Autism SA. Katharine is a national and international presenter on topics associated with Asperger's syndrome and autism.

THE ASPERGER'S LABEL

'One size does not fit all'. The Asperger's label represents a range of behaviours within a spectrum and this is highlighted from the perspective of a mother, a principal, a classroom teacher as well as individuals with ASD. Stereotypes associated with Asperger's syndrome are challenged. The value of having the label of Asperger's is discussed and suggestions are given as to how the condition can be explained to students in inclusive school settings.

LEARNING ABOUT ASPERGER'S

How can educators help students with the diagnosis of Asperger's and their families feel valued and included within the school community? Successful inclusion, both within the general community as well as the school community, requires sensitive strategies to inform others of the condition and how it can impact on the individuals and their families. Strategies to inform others are presented by family and school representatives.

BULLYING AT SCHOOL

Individuals diagnosed on the autism spectrum discuss the nature of the bullying that they experienced during their school years. They explain how they responded to the bullying, the impact of the experience and how schools could respond more effectively. A parent and principal provide additional insights from the perspective of the student with Asperger's syndrome and response of the school community.

FRIENDS

The development of friendship is an important factor in one's quality of life. The development of the skills required to make friendships may be acquired a little later for individuals on the autism spectrum, depending on their overall ability, however, the majority do desire friends (Bottroff 1998).

It is a struggle to learn and integrate all the skills associated with developing friendships, as Kathryn Michaelsen highlights in her interview. Parents and teachers have an important role to play in assisting students on the spectrum develop the skills associated with making and maintaining friendships, as well as educating other students in strategies to assist this development.

INCLUSIVE SCHOOLING

Perspectives from individuals on the spectrum, parental and school personnel highlight pro-active approaches in developing an inclusive school environment.

WORKING WITH JAMES

A classroom teacher shares her first time experiences in including a student with Asperger's syndrome in her class. The teacher's approach focuses on James' strengths and the building of positive relationships and friendships with the other students in the class. Strategies utilised have provided a positive outcome for James and his class mates. James is a valued member of his class.

SUPPORTING PARENTS

The importance of parents with children who have Asperger's syndrome meeting and sharing their stories is highlighted throughout the interviews. This activity can be facilitated from a school community where there are a number of children who have Asperger's syndrome. Autism SA also facilitates local area groups (or contact other State Associations for information on parent support groups).

SUPPORTING TEACHERS

Recognition is given to the pressures on teachers and the ways in which they can be supported by school personnel in the inclusion of a student with Asperger's syndrome.

BRUCE MEATHERINGHAM PHOTOGRAPHER

Bruce has a diagnosis of Asperger's syndrome and has been bullied throughout school, including bullying by teachers and in the work environment. He presents a perspective of his life through his photography.

This personal approach also serves to highlight the strengths of a person with ASD as Bruce is making his way professionally, as a photographer.

Bruce also discusses the importance of friendship in his life, his involvement in a theatre group and his volunteer work for Autism SA.

KATHY MICHAELSEN: IN HER OWN WORDS

LIGHT GREEN FENCE (POEM)

Kathy has been awarded a Bachelor of Arts Degree and a Bachelor of Social Work Degree from Flinders University. She also writes poetry. Despite the negative experiences of her former education Kathy presents a more positive picture of her journey through tertiary education and other achievements, such as public speaking.

Kathy's poem demonstrates her skill in conveying her experiences and feelings in poetic format. This poem conveys poignantly Kathy's feelings of loneliness and distress associated with bullying in her early school years.

Whilst there is some research regarding the issue of students with an ASD, bullying and peer relations, there is little if any research regarding the parents of children with an ASD and their experiences of bullying.

This aspect of the research project was possible by combining with a new technology project (jointly run by Flinders University & the University of South Australia), the Coalition to Decrease Bullying, Harassment and Violence in South Australian Schools. This provided an opportunity to highlight the need for attention to this 'at-risk' group of students at a national level.

Four mothers of children with Asperger's syndrome who have experienced bullying, in particular, covert bullying, tell the stories of their sons/daughters, the impact on the family and proposed strategies for change. It also transpired during this process that the mothers identified how they felt bullied by exclusion from the social supports of the school.

REFERENCES

Bottruff, V. (1998). The development of friendships and the puzzle of autism. In K. Rigby and P. Slee (Eds.). Children's peer relations (pp. 91-105). London: Routledge.

Shute, R.H., Slee, P.T., Murray-Harvey, R., & K.L. Dix (2011). Mental Health and Wellbeing: Educational Perspectives. Shannon Research press, Adelaide.

Slee (2008). The PEACE Pack: A program for reducing bullying in our schools. In Shane R. Jimerson, Susan M. Swearer, and Dorothy L. Espelage (Eds) The International Handbook of School Bullying. New York, Routledge.

Slee, P.T., Dix, K., and Askell-Williams, H (2011) Whole-school mental health promotion in Australia. The International Journal of Emotional Education. 3, 2, 9-16.

Slee, P., Bottruff, V., & Michaelsen, K. (2007). Autism spectrum disorders, bullying and relationships: A school community approach to intervention. National Coalition Against Bullying Conference: Promoting Positive Relationships for Safer School Communities (November, Melbourne).

ADDITIONAL RESOURCES

Slee, P.T. Shute, R; Owens, L. Wotherspoon, A (2006). Best practice anti-bullying interventions in school communities. DVD Flinders University, Adelaide.

Slee, P.T. Murray-Harvey, R., & Wotherspoon, A. (2008). Coping with school Bullying. DVD Flinders University. Adelaide.

ASPERGER'S AND BULLYING: AN INCLUSIVE EDUCATION APPROACH

Flinders University:

Professor Phillip Slee (School of Education),

Associate Professor Verity Bottroff (Disability and Community Inclusion),

Dr Alison Wotherspoon (Department of Screen and Media).

Autism SA:

Jon Martin (CEO).

DVD Credits:

Producer/writer/director:
Alison Wotherspoon

ACKNOWLEDGMENTS

This educational resource on DVD was produced as part of a research project conducted by Flinders University in partnership with Autism SA and funded by the Channel 7 Children's Research Foundation.

Thanks to all the participants in this study: the students with Asperger's syndrome who responded to the questionnaires; the parents who participated in the focus groups; the individuals with an ASD, parents and educators who gave so freely of their time to be interviewed on camera.

Thanks to Dr Barbara Spears from the University of South Australia for permission to use the stories collected as part of the project "Behind the Scenes: Insights into the Human Dimension of Covert Bullying" (<http://www.deewr.gov.au/schooling/onalsafeschools/pages/research.aspx>)

This project was a collaboration between the University of South Australia; Flinders University and the Coalition to Decrease Bullying, Harassment and Violence in South Australian Schools.



**FLINDERS
UNI LOGO**



