



Dear BRNET Members and Friends of BRNET:

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



Shelley Hymel, Deb Pepler, & Wendy Craig



4th annual BRNET Think Tank at UBC



The lovely Cecil Green Park House

We had a very successful 4th annual BRNET Think Tank that was held at the University of British Columbia on June 24th and June 25th and co-sponsored by PREVNet. We're thankful for the opportunities to discuss research initiatives in bullying prevention and intervention, to make plans for future research activities, and to continue our work in translational research. Notes from the Think Tank can be found here: <http://cehs15.unl.edu/cms/index.php?s=2&p=719>

2014 APA Convention

BRNET had a great presence at the 2014 American Psychological Association Convention in Washington, DC in early August! Congratulations on a job well done, to all of the presenters:

Drs. Jamilya Blake, Marc Brackett, Catherine Bradshaw, Marla Brassard, Elise Cappella, Noel Card, Juan Casas, Dorothy Espelage, Thomas Farmer, David Finkelhor, Michael Furlong, James Garbarino, Jennifer Green, Melissa Holt, Arthur Horne, Paul LeBuffe, Susan Limber, Christine Malecki, Rosario Ortega, Paul Poteat, Ian Rivers, Chad Rose, Barry Schneider, Russel Skiba, Susan Swearer, Stuart Twemlow, and Cixin Wang.

Researcher Spotlight – Drs. Laura M. Crothers and Jered B. Kolbert

Laura M. Crothers, D.Ed., is a Professor of School Psychology in the Department of Counseling, Psychology, and Special Education at Duquesne University, Pittsburgh, Pennsylvania. She received her D.Ed. in School Psychology in 2001, her Ed.S. in School Psychology in 1997, and her M.Ed. in Educational Psychology in 1995 from Indiana University of Pennsylvania, Indiana, Pennsylvania. She received her B.A. in Psychology from Grove City College, Grove City, Pennsylvania, in 1994. Dr. Crothers has been named a national expert in childhood bullying by the National Association of School Psychologists, and serves on several journal editorial boards. Dr. Crothers is the author of over fifty peer-reviewed manuscripts, monographs, and book chapters, five books, and has conducted presentations regionally and nationally.

Jered B. Kolbert, Ph.D., LPC, is a Professor in the Department of Counseling, Psychology, and Special Education at Duquesne University. Dr. Kolbert is a certified school counselor and Licensed Professional Counselor (LPC) in Pennsylvania, and he is a National Certified Counselor (NCC). Dr. Kolbert teaches graduate level courses in counseling, including family counseling, counseling and developmental theories, research, school counseling fieldwork courses, and a professional orientation course for school counselors. He has also taught at The College of William and Mary in Virginia, Virginia Commonwealth University, and Slippery Rock University of Pennsylvania. Dr. Kolbert obtained his doctorate in counseling from The College of William and Mary, Williamsburg, Virginia. He has worked as a school counselor, marriage and family counselor, and substance abuse counselor. Dr. Kolbert has authored publications in nationally refereed journals on a variety of topics, including bullying, relational aggression, gender identity, and moral development.

Drs. Crothers and Kolbert have been conducting two new research projects regarding bullying. The first is an examination of the cognitive correlates of relational and social aggression. In a previous study, Crothers, Kolbert, Kanyongo, Field, and Schmitt (2014) used a convenience sample of college students to ascertain the relation between deep and elaborative processing and relational and social aggression. In summary, higher levels of social and relational aggression were related to higher levels of deep and elaborative processing. Because there are no published studies that investigate the relationship between elements of cognition that can be measured through an individually-administered standardized assessment of intelligence and the use of relational and social aggression, Crothers and Kolbert are currently investigating the linkages between these constructs in a sample of urban, late adolescent college students.

The second research study is a measurement of the effects of bullying perpetrated against the gay, lesbian, bisexual, transgender, and questioning (LGBTQ) adolescent student population in southwestern Pennsylvania. While Pennsylvania public schools are legally required to have anti-bullying policies, the

purpose of this investigation is to attempt to gauge the perceived effectiveness of these policies by surveying LGBTQ youth, their parents, and middle school and high school teachers in southwestern Pennsylvania.

A future project is the completion of a book regarding forms of indirect aggression in adulthood.

BRNET New Members!

BRNET has a current total of 156 members! One new member has joined this past month. Welcome to BRNET, Dr. Anthony Peguero! Please see below for his brief biography.

Dr. Anthony A. Peguero is an associate professor of Sociology and research affiliate of the Center for Peace Studies and Violence Prevention at Virginia Tech. His research interests involve youth violence, socialization and marginalization, schools, and the adaptation of the children immigrants. He serves as a consultant on the Cartoon Network's campaign against bullying, co- editor of Sociology Compass, Crime and Deviance Section, and the editorial board for the journal of Youth Violence and Juvenile Justice, Sociology of Race and Ethnicity, and Journal of Criminal Justice. He is also a National Institute Justice W.E.B. Du Bois Fellow, 2014 Academy of Criminal Justice Sciences Tory J. Caeti Outstanding Young Scholar Award Winner, 2013 American Society of Criminology Coramae Richey Mann Award Winner, and member of the Racial Democracy, Crime, and Justice Network which holds the dual goals of advancing research on the intersection of race, crime and justice and of promoting racial democracy within the study of these issues by supporting junior scholars from under-represented groups.

- 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.

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.
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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, please click on this link:

<http://cehs15.unl.edu/cms/index.php?s=2&p=711>

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 and we will post the information on our website.

New Publications on Social Networks and Bullying and Request for Related Manuscripts

Please find below citations for two new papers on social networks and bullying:

Huitsing, G., Snijders, T.A.B., Van Duijn, M.A.J., & Veenstra, R. (2014). Victims, bullies, and their defenders: A longitudinal study of the co-evolution of positive and negative networks. *Development and Psychopathology*, 26, 645-659, DOI: 10.1017/S0954579414000297. *This study can be seen as a starting point in unraveling the relationship dynamics between bullying, victimization, and defending networks in schools using the Dutch KiVa data.*

Sentse, M., Kiuru, N., Veenstra, R., & Salmivalli, C. (2014). A social network approach to the interplay between adolescents' bullying and likeability over time. *Journal of Youth and Adolescence*, DOI: 10.1007/s10964-014-0129-4. *This study shows that both selection and influence processes are relevant for studying changes in adolescents' bullying and network relationships.*

If you have related manuscripts (in press or submitted), please let us know. We would be glad to receive them.

Best wishes,

René Veenstra, Gijs Huitsing, and Miranda Sentse

<http://www.gmw.rug.nl/~veenstra>

OTHER RECENT PAPERS FROM OUR RESEARCH LINE

Clinton, A., Crothers, L. M., Kolbert, J. B., Hughes, T. L., Schreiber, J. B., Schmitt, A. J., Lipinski, J., Vázquez, G. R., Bell, G. R., & Field, J. E. (2014). A cross-cultural investigation of relational and social aggression in female college students from Puerto Rico and the United States. *Journal of Aggression, Maltreatment, and Trauma*, 23, 99-115. doi:10.1080/10926771.2014.872745

Crothers, L. M., Kolbert, J. B., Kanyongo, G. Y., Field, J. E., & Schmitt, A. J. (2014). Relational and social aggression and reflective processing in a university sample. *Journal of Aggression, Maltreatment, and Trauma*. doi:10.1080/10926771.2014.92045

Dijkstra, J.K. & Gest, S.D. (2014). Peer Norm Salience for Academic Achievement, Prosocial Behavior, and Bullying: Implications for Adolescent School Experiences, *Journal of Early Adolescence*. doi: 10.1177/0272431614524303.

- Dijkstra, J.K., Kretschmer, T., Lindenberg, S., & Veenstra, R. (2014). Hedonic, instrumental and normative motives: Differentiating patterns for popular, accepted, and rejected adolescents. *Journal of Early Adolescence*, in press.
- Kolbert, J. B., Schultz, D., & Crothers, L. M. (2014). Bullying prevention and the parent involvement model. *Journal of School Counseling*, 12. Retrieved from <http://www.jsc.montana.edu/articles/v12n7.pdf>
- Kretschmer, T., Sentse, M., Dijkstra, J.K., & Veenstra, R. (2014). The interplay between peer rejection in pre-and early adolescence, serotonin transporter gene, and antisocial behavior in late adolescence: The TRAILS study. *Merrill-Palmer Quarterly*, in press.
- Oldenburg, B., Sentse, M., Van Duijn, M.A.J., Huitsing, G., Van der Ploeg, R., Salmivalli, C., & Veenstra, R. (2014). Teacher characteristics and peer victimization in elementary schools: A class-level perspective. *Journal of Abnormal Child Psychology*. doi: 10.1007/s10802-013-9847-4.
- Ruschoff, B., Kretschmer, T., Dijkstra, J.K., & Veenstra, R. (2014). The development of delinquency in adolescence: Employment, gender, SES, and ethnicity. In F. Weerman & C. Bijleveld (eds.), *Criminal behaviour from school to the workplace: Untangling the complex relations between employment, education, and crime* (pp. 23-43). London: Routledge (Studies in Criminal Behaviour).
- Sijtsema, J.J., Oldehinkel, A.J., Veenstra, R., Verhulst, F.C., & Ormel, J. (2014). Effects of Structural and Dynamic Family Characteristics on the Development of Depressive and Aggressive Problems during Adolescence. The TRAILS Study. *European Child & Adolescent Psychiatry*. doi: 10.1007/s00787-013-0474-y.
- Ivanova, K., Mills, M., & Veenstra, R. (2014). Parental residential and partnering transitions and the initiation of adolescent romantic relationships. *Journal of Marriage and Family*, 76, 465-475.
- Veenstra, R., Lindenberg, S., Huitsing, G., Sainio, M., & Salmivalli, C. (2014). The role of teachers in bullying: The relation between antibullying attitudes, efficacy, and efforts to reduce bullying. *Journal of Educational Psychology*. doi: 10.1037/a0036110.
- Veldhuis, T.M., Gordijn, E.H., Veenstra, R., & Lindenberg, S. (2014). Vicarious group-based rejection: Creating a potentially dangerous mix of humiliation, powerlessness, and anger. *PLoS ONE*, 9, e95421.
- Verlinden, M., Tiemeier, H., Veenstra, R., Mieloo, C.L., Jansen, W., Jaddoe, V.W.V, Raat, H., Hofman, A., Verhulst, F.C., & Jansen, P.W. (2014). Television viewing through ages 2-5 years and bullying involvement in early elementary school. *BMC Public Health*, 14, 157. doi:10.1186/1471-2458-14-157.
- Verlinden, M., Veenstra, R., Ghassabian, A., Jansen, P.W., Hofman, A., Jaddoe, V.W.V., Verhulst, F.C., & Tiemeier, H. (2014). Executive functioning and non-verbal intelligence as predictors of bullying in early elementary school. *Journal of Abnormal Child Psychology*. doi: 10.1007/s10802-013-9832-y.
- Verlinden, M., Veenstra, R., Ringoot, A.P., Jansen, P.W., Raat, H., Hofman, A., Jaddoe, V.W.V, Verhulst, F.C., & Tiemeier, H. (2014). Detecting bullying in early elementary school with a computerized peer-nomination instrument. *Psychological Assessment*. doi: 10.1037/a0035571.

Member Announcements

(1) ANTI-BULLYING SUMMIT

Thursday, September 18, 2014 5 p.m. to 7 p.m.

Kick-Off Happy Hour Event (hors d'oeuvres and drinks included)

Friday, September 19, 2014 (breakfast and lunch provided) 9 a.m. to 1 p.m.

Keynote Speaker:

[Patricia H. Hawley](#), Ph.D., Professor of Educational Psychology & Leadership, Texas Tech University
Articulating Theory underlying Bullying Interventions: Contributions from Social Psychology

Breakout Sessions to follow:

- [Shelley Hymel](#), Ph.D., *Examining Group Processes underlying Bullying: Implications for Intervention*
- [Jamie M. Ostrov](#), Ph.D., *Aggression and Bullying Behaviors among Young Children: Implications for Early Prevention and Intervention Strategies*
- [Karin Frey, Ph.D.](#), *Revenge is seductive, if not sweet: Why friends matter for prevention effort*

Closing remarks and poster presentations (lunch provided)

Friday, September 19, 2014 1:30 p.m. to 5:00 p.m.

Keynote Speaker:

[Dorothy Espelage](#), Ph.D., Edward William Gutgsell & Jane Marr Gutgsell, Endowed Professor, University of Illinois, Urbana-Champaign
Translating Current Empirical Evidence into School-Based Prevention and Intervention Practices and Policies

Breakout Sessions to follow:

- [Sheri Bauman](#), Ph.D., *Cyberbullying Prevention and Intervention: Recommendations for Educators, Community Professionals, and Parents*
- [Eric M. Vernberg](#), Ph.D., *Development and Dissemination of Evidence-Based Interventions for Children and Adolescents involved in Bullying Behavior*
- [Anne Williford](#), Ph.D., *The Important Role of Adults in Bullying Intervention: Recommendations for Developing Effective Training Protocols*

(2) PREVENTION SECTION 2014 AWARDS – CALL FOR SUBMISSIONS

Consider nominating someone you know or yourself for one of our Prevention Section Leadership Awards. The American Psychological Association Division 17 Prevention Section Awards Committee calls for nominations for awards for excellence in prevention work. The Section offers the following awards.

Life Time Achievement Award in Prevention

For counseling psychologists who have engaged in more than ten years of prevention activities, including theory building, research, practice, training, and/or leadership. Please submit a statement of no longer than two pages describing the prospective candidate's qualifications and contributions, along with a copy of the candidate's curriculum vita, by September 15, 2014. It is preferred that nomination information be submitted in Microsoft Word format as an email attachment. Submissions should be sent to Dorothy L.

Espelage, Ph.D., Prevention Section Chair, espelage@illinois.edu and dlespelage@gmail.com. Self-nominations are encouraged. Membership in the Prevention Section is strongly preferred.

Research Award

The Prevention Section is able to provide limited grant support (up to \$300) for researchers (students or professionals) conducting studies on prevention. Please submit a two page research proposal describing the purpose of the study, research design and budget, a copy of the principle investigator's vita and a plan for disseminating their research with the Prevention Section through Prevention Section publication to Dorothy L. Espelage, Ph.D., Prevention Section Chair, espelage@illinois.edu and dlespelage@gmail.com. Please submit materials by September 15, 2014.

(3) SCIENCE OF COMPASSION CONFERENCE may be of interest to those of you near the San Francisco Bay Area.

Hosted by: Stanford University's Center for Compassion & Altruism Research and Education (CCARE)

Date: November 10-11, 2014 in San Francisco, CA.

Details and registration info about this and other compassion-related events in November can be found in our press release, here: <http://ccare.stanford.edu/compassionweek2014>.

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