



**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.

**2015 BRNET Think Tank**

Save the date! The 2015 BRNET Think Tank will be held at Boston University in Boston, MA on June 9<sup>th</sup> and June 10<sup>th</sup>. More details and registration information will appear in subsequent newsletters.



## Researcher Spotlight – Dr. Kay Bussey

**Dr. Kay Bussey**, Ph.D., is an Associate Professor in the Centre for Emotional Health within the Department of Psychology, Macquarie University, Sydney, Australia. After receiving her Ph.D. in developmental psychology from the University of Queensland in 1979, she undertook postdoctoral research with Professor Bandura at Stanford University. Her continuing research collaboration with Professor Bandura has led to a number of publications on social cognitive theory in the context of developmental psychology, most notably, the *Social Cognitive Theory of Gender Development and Differentiation* (Psychological Review, 1999). In addition, Kay has been the recipient of several awards including an Early Career Award (Australian Psychology Society), an Australian Federation of University Women Award and a Fulbright Fellowship. Her research interests and publications span gender development, moral development, child witnesses, and more recently, school bullying.

Dr. Bussey's research on school bullying has two major directions: one focuses on bullying behavior and the other on victimization. Her current research on bullying is examining the link between morality and bullying using the social cognitive theory conceptual framework of moral disengagement (the process that enables those who disapprove of bullying and aggression in general to selectively perform bullying and aggressive behaviors in particular situations without feeling remorse). Apart from investigating the social and cognitive developmental factors associated with the use of moral disengagement strategies, this research focuses on moral disengagement at both the personal and group levels. At the personal level, cross-sectional and longitudinal studies show that for traditional and cyberbullying and aggression, bullies and aggressors tend to score higher on moral disengagement than do victims, non-aggressive students, and those not involved in bullying. At the group level, Dr. Bussey and her colleagues, Dr. Gini and Dr. Pozzoli from Padua University, Italy, have developed a measure of collective moral disengagement which has been used at the class level, but can be adapted for use at the school level or for use with other identifiable groups. Collective moral disengagement is similar to moral disengagement at the individual level as it comprises the same disengagement mechanisms, but differs in that it refers to a group's shared beliefs in justifying their bullying behavior. Strong associations between collective moral disengagement and bullying and aggression have been obtained after accounting for individual level moral disengagement (Gini, Pozzoli, & Bussey, 2013, 2014). Taken together this research suggests that moral disengagement can contribute to better understanding bullying and may provide potential ways to reduce it. Preliminary studies are investigating the efficacy of personal (e.g. empathic and mindfulness training linked to bullying scenarios) and collective (e.g. social norm modification) level moral disengagement interventions for reducing bullying, before proceeding to a randomized trial.

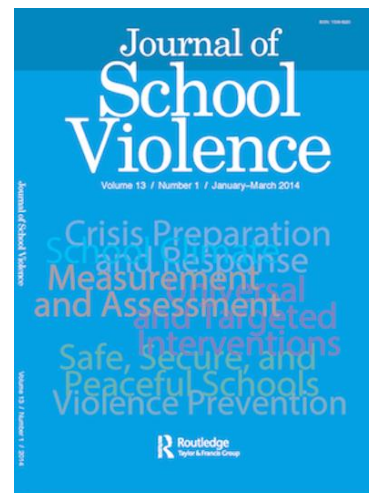
The other main strand to Kay's bullying research involves a focus on victims. A randomized trial for preventing peer victimization is currently underway with other colleagues and Professors Rapee (Macquarie University) and Cross (University of Western Australia) as the lead investigators. The project, Preventing Anxiety and Victimization through Education (PAVe), is funded by the National Health and Medical Research Council, the Australian Government Department of Education, and Macquarie University ([www.centreforemotionalehealth.com.au/pages/PAVe.aspx](http://www.centreforemotionalehealth.com.au/pages/PAVe.aspx)). This intervention involves primary school children in two Australian states who receive a school based and/or a targeted intervention or no intervention. The targeted intervention focuses on anxiety and peer victimization and comprises 10 weekly modules delivered via the internet covering psycho-educational information about anxiety and bullying and behavioral exercises for parents and their child. This project is currently in its first year with the intervention phase beginning next year. Other victim focused projects are aimed at investigating victim responses and their effects on the behavior of bullies, victims, and witnesses for both traditional and cyberbullying, victims' beliefs in their coping ability (*coping self-efficacy*) and the role of friendship in attenuating the negative effects of victimization (*friendship self-efficacy*).

## Journal of School Violence – Special Issue: New Directions in Cyberbullying Research

Here is a preview of an upcoming issue in the Journal of School Violence:

### Guest Editors: Sheri A. Bauman and Amy Bellmore

- Introduction to the Special Issue  
*Sheri A. Bauman and Amy Bellmore*
- Cyberbullying Via Social Media  
*Elizabeth Whittaker and Robin Kowalski*
- The Role of Moral Disengagement and Self-Efficacy in Cyber Bullying  
*Kay Bussey, Sally Fitzpatrick, and Amrutha Raman*
- A Comparison of Classification Approaches for Cyberbullying and Traditional Bullying Using Data From Six European Countries  
*Anja Schultze-Krumbholz, Kristin Göbel, Herbert Scheithauer, Antonella Brighi, Annalisa Guarini, Haralambos Tsorbatzoudis, Vassilis Barkoukis, Jacek Pyżalski, Piotr Plichta, Rosario Del Rey, José A. Casas, Fran Thompson, and Peter K. Smith*
- A Computer Game-based Method for Studying Bullying and Cyberbullying  
*Juan Fernando Mancilla-Caceres, Dorothy Espelage, and Eyal Amir*
- Prevention of Cyberbullying and Cyber Victimization: Evaluation of the Visc Social Competence Program  
*Petra Gradinger, Takuya Yanagida, Dagmar Strohmeier, and Christine Spiel*
- Beware Publicity! Perceived Distress Associated with Negative Cyber Incidents and Implications for the Definition of Cyberbullying  
*Stephanie Pieschl, Christina Kuhlmann, and Torsten Prosch*
- #bully: Uses of Hashtags in Posts about Bullying on Twitter  
*Angela Calvin, Amy Bellmore, Jun-Ming Xu, and Xiaojin Zhu*



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### BRNET New Members!

BRNET has a current total of 158 members! One new member has joined this past month. Welcome to BRNET, **Dr. Eleni Didaskalou**! Please see below for her brief biography.

**Dr. Didaskalou** is currently an Assistant Professor at the Department of Special Education of Thessaly University of Greece. She has undertaken her Masters (M.Ed), Doctoral (Ph.D) and Postdoctoral studies at the Special Needs Research Centre at the University of Newcastle Upon Tyne. The area of her specialization relates to students with Social, Emotional and Behavioural Difficulties (SEBDs). Her research interests unfold around educational policy issues for students with SEBDs, school-based interventions and behaviour schemes for combating bullying and aggressiveness in schools as well as educational responses for promoting students' well-being. She has participated in numerous research projects and published widely in the field of special/inclusive education.

- Please send recommendations for potential BRNET members (i.e., faculty, researchers, and clinicians who are conducting research on bullying or related topics) to Dr. Shelley Hymel, Dr. Susan Swearer, or to [bullyresearchnet@gmail.com](mailto:bullyresearchnet@gmail.com).

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

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

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### **Friends of BRNET**

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

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### **BRNET Member Grant/Funding Announcements**

Receipt of funding facilitates the BRNET mission to conduct interdisciplinary research related to bullying and aggression, with particular attention being paid to the link between basic and applied research. Thus, the BRNET directors are excited to offer members a new opportunity to share grants (and other sources of funding) they have received for their research projects.

Funding varies across countries and is not limited to federal grants. If you are interested in sharing your grants or funding with other BRNET members, please send an abstract of the research funding along with the funding source to [bullyresearchnet@gmail.com](mailto:bullyresearchnet@gmail.com) and we will post the information on our website.

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### **Member Announcements**

#### **(1) Call for Proposals: Special Issues of *Theory Into Practice***

##### DESCRIPTION AND PURPOSE OF OUR JOURNAL

Each issue is organized around a single theme and features multiple perspectives and scholarly, yet accessible, discussions of current and future concerns of interest to today's educator. The goal is to stage a forum for the creation of an educational literature that represents the highest quality and excellence in a field of inquiry. Recent and forthcoming topics include: Urban Students' Perspectives; The Policies of Immigrant Education; Integrating English Language Learners in Content Classes; Critical Issues in STEM; Response to Intervention; Current Perspectives on LD and ADHD; Bullying and Cyberbullying.

Information on TIP Aims and Scope are at:

[http://www.tandfonline.com/action/journalInformation?show=aimsScope&journalCode=htip20&#.VE\\_z8ovF9r1](http://www.tandfonline.com/action/journalInformation?show=aimsScope&journalCode=htip20&#.VE_z8ovF9r1)

## THE ISSUE THEME

Choosing an issue theme is a creative endeavor. It must be broad enough to fit a range of articles but narrow enough to be clear and focused. Articles should be tightly integrated with the theme, with every article addressing the theme topic but providing different perspectives or facets of the topic. Article topics should be even more clearly focused than the theme and represent the specific interest of the author. For more information about selecting article topics and authors, please email TIP for a sample proposal (tip@osu.edu).

## THE ISSUE PROPOSAL

You should submit an outline indicating in some detail the conceptualization for the issue and suggesting possible contributors and article topics. Approximately 8-10 articles should be listed, with a few sentences describing each article.

## ACCEPTANCE OF PROPOSAL

Acceptance of the issue proposal is based on the timeliness of the idea, its prospects for success with the TIP audience, and the quality of the proposal in terms of its conceptualization and the approach it takes to the topic. The guest editor's experience and ability to carry out the project are also considerations. When reviewing a proposal, one of our critical concerns is making sure the authors can write for the TIP audience—teachers who aren't necessarily part of the specific discourse community. The writing style should be readable and engaging, with examples used freely to clarify difficult or technical material. All proposal submissions are reviewed by our editors. Once accepted, all papers are blindly peer reviewed by two members of the editorial board and ad hoc review committee.

**For specific proposal submission instructions and other inquiries, please email *Theory Into Practice*: [tip@osu.edu](mailto:tip@osu.edu)**

TIP recently celebrated 50 years of publication. TIP is a peer-reviewed journal, published quarterly by Taylor & Francis. TIP is indexed in most major social science databases, and its most recent impact factor over a 5-year period was 1.061.

### **(2) Assistant/Associate Professors in Social and Family Dynamics**

The T. Denny Sanford School of Social and Family Dynamics, a named interdisciplinary unit at Arizona State University (<http://thesanfordschool.org>), invites applications for 2 full-time, tenure-track/tenured Assistant/Associate Professor positions with expertise in addressing issues related to violence or trauma across the lifespan and/or in the context of social relationships. Anticipated start date is August 2015. Complete applications will be reviewed beginning January 5, 2015, and every week thereafter until the search is closed. Electronic submission of materials is required. Electronically send a letter of application describing your research and teaching interests, curriculum vitae, two samples of written work, and contact information for three references who may be contacted at a later stage in the search to Dr. Robert Bradley at [sanfordclusterhire@gmail.com](mailto:sanfordclusterhire@gmail.com). For more information regarding the position and candidate requirements please see the attached announcement or visit the BNRET website (<http://cehs15.unl.edu/cms/index.php?s=2&p=124>).

### **(3) Translational Research Activities**

Congratulations to BRNET member, Dr. Christine Malecki and her colleague, Dr. Michelle Demaray on their recent article about sibling bullying in the trade magazine, "Psychology Today." Link:

<http://www.psychologytoday.com/blog/the-wide-wide-world-psychology/201412/5-signs-sibling-fighting-may-be-bullying>

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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