



Dear BRNET Members and Friends of BRNET:

Thank you for being a part of the Bullying Research Network! In our July newsletter you will find updates from our network. Be sure to check our website at <http://brnet.unl.edu> for additional resources.

HIGHLIGHTS FROM THE 2016 BRNET THINK TANK!!!!

This year's BRNET Think Tank at the University of Nebraska-Lincoln was a great success! Thank you to those who were able to attend. The theme was bullying prevention, with an emphasis on early childhood. We had some great conversations and planned a special issue on bullying in early childhood. Below are some pictures and highlights:



BRNET Think Tank Welcoming Address by Dr. Beth Doll



BRNET Think Tank Members at the University of Nebraska-Lincoln



BRNET Think Tank Members visit the International Quilt Study Center & Museum in Lincoln, Nebraska

BRNET Membership Website - Update

Dear BRNET Members,

We're in the process of updating our Bullying Research Network website. We need to update our member's profiles with your most current CV and brief biography. If you have not already done so, please email us the following information within the next month to bullyresearchnet@gmail.com:

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

Please send your information to Heather Schwartz, BRNET Coordinator (bullyresearchnet@gmail.com).

Thank you!

Dr. Susan Swearer and Dr. Shelley Hymel
Co-Directors, Bullying Research Network

Heather Schwartz
BRNET Coordinator

Researcher Spotlight – Dr. Juan Casas

Dr. Juan Casas is an Associate Professor of Psychology, Director of the Developmental Psychology program, and Interim Director of the Office of Latino/Latin American Studies at the University of Nebraska at Omaha. He received his PhD in Child Psychology from the Institute of Child Development at the University of Minnesota in 2002. He has various investigative foci but his primary research activities have concentrated on the study of relational aggression and victimization in different developmental periods. One branch of his research program focuses on delineating the etiology of these behaviors including contributions made by parents, teachers and peers. More recently, Dr. Casas and his research team have begun to examine electronic forms of aggression and victimization including associations with more traditional forms of interpersonal conflict and adjustment difficulties faced by aggressors/victims. He is also particularly interested in the relationship between peer group aggression/victimization and similar behaviors in dyadic relationships such as friendships and romantic relationships.

Dr. Casas has written many scholarly articles and book chapters and has broad editorial experience, most recently serving as Co-Editor in Chief of the Journal of Latino/Latin American Studies.

He is a founding member of the Bullying Research Network, Midwest Social Development Consortium and the Relational Aggression Conference series. In addition he is a member of the Society for Research on Adolescence and the Society for Research on Child Development where he recently served as a member of the Ethnic and Racial Issues sub-committee.

Annotated Reading List on Authority and Marginalization of Youth in Schools and Education

In October 2015, following a violent incident against a young female student at Spring Valley High School in Columbia, South Carolina, Prudence Carter, Jacks Family Professor of Education and Faculty Director of the John W. Gardner Center for Youth and Their Communities at Stanford University, put out a call to educational researchers and other social scientists “to make informative research more widely known to educators, parents, students, activists, community-based organizations and many others, as they continue to eradicate disparate treatment in discipline, suspensions, and expulsions in schools.” We are pleased to release the resulting collective effort of many around the nation--an annotated reading list on authority and the marginalization of youth in schools and education--and encourage you to share it broadly.

Here's the link to the #EdResearch4SpringValley Bibliography: <https://goo.gl/dEvg4B>.

BRNET New Members!

BRNET has a current total of 173 members! Three new members have joined this past month! Welcome to the BRNET, **Drs. Iheoma Iruka, Milena Batanova, and Hiedo Suzuki!**

Iheoma Iruka, Ph.D., is the Director of Research and Evaluation at the Buffett Early Childhood Institute at the University of Nebraska. Dr. Iruka’s research focuses on determining how early experiences impact poor and ethnic minority children’s learning and development (ages 0-8); and the role of the family and education environments and systems in this process. She is engaged in projects and initiatives focused on how evidence-informed policies, systems, and practices in early education can support the optimal development and experiences of low-income, ethnic minority, and immigrant children, such as through quality rating and improvement systems, home visiting programs, and high quality preschool programming. In particular, she has been engaged in addressing how best to ensure excellence for young children placed at risk. She has extensive publications, including a textbook and short-format book geared towards early care and education practitioners working with diverse populations. She serves on numerous national boards and committee, including the Institute of Medicine/National Research Council Committee on Supporting Parents of Young Children (0-8), Head Start’s National Research Conference Executive Committee Member, Study of Early Head Start-Child Care Partnerships Expert Workgroup Member, and Quality Initiatives Research and Evaluation Consortium Steering Committee Member.

We look forward to introducing other new members in the upcoming months!

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.
-

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>

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.

BRNET MEMBER ANNOUNCEMENTS

(1) Early Career Award

The Alberti Center for Bullying Abuse Prevention at the University at Buffalo, State University of New York is pleased to announce an early career award competition in support of its mission to reduce bullying abuse in schools and in the community by contributing knowledge and providing evidence-based tools to effectively change the language, attitudes, and behaviors of educators, parents, students, and society. This award will recognize an individual who has made exemplary scholarly contributions to the field of bullying abuse prevention and conducted research that has the potential to influence practice and policy.

Eligibility

Applications are invited from early career professionals (no more than seven years from receiving doctoral degree) from psychology, education, or a related field who work in an accredited college or university setting.

Application Procedure

Applications must be submitted online at <http://gse.buffalo.edu/alberticenter/awards> by **July 15, 2016**, and must include the following (single-spaced typed using 12-point font with 1-inch margins):

- Cover letter (no more than 1 page) summarizing exemplary contributions to effectively reducing bullying abuse
- Curriculum vitae
- Two letters of support from individuals familiar with specific professional contributions

- **Optional:** maximum of two supporting documents (e.g., publication reprint, program evaluation report)

Award

The recipient of this award will receive a plaque and \$1,000.

Selection Procedure

A review committee coordinated by the Alberti Center for Bullying Abuse Prevention will evaluate the applications. Applicants will be notified of the decision by early September 2016. The recipient may be asked to present at an Alberti Center event and to serve on the review committee for future award recipients.

Questions may be directed to the Alberti Center for Bullying Abuse Prevention at alberticenter@buffalo.edu or (716) 645-1532

(2) Call for Papers

The Journal of Child and Adolescent Trauma (JCAT) announces the forthcoming Special Issue on: **Cyberbullying Perpetration and Victimization Experiences among Marginalized Youth**
Guest Editors: Guadalupe Espinoza, Ph.D. and Michelle F. Wright, Ph.D.

Manuscripts that focus on experiences with cyberbullying perpetration and/or victimization among children and adolescents from marginalized groups will be considered for this Special Issue. Bullying experiences are a serious social and health concern that many adolescents face in their day-to-day lives. With the growing popularity of numerous electronic devices, bullying is no longer limited to the school grounds. Online bullying, or cyberbullying, can follow kids home from school and happen at any time. Indeed, as online devices are now embedded in adolescents' daily lives, cyberbullying rates are escalating. Studies on cyberbullying involvement as either a perpetrator or victim suggest that, like school bullying, it is associated with maladjustment. However, a limitation of research on cyberbullying is that studies have predominately focused on the experiences of youth from majority groups (i.e., European-American youth living in the U.S.). This call for papers attempts to build on the existing literature in this topic and expand it to cover the phenomenon among groups that have largely remained understudied. We conceptualize marginalized groups as including (but not limited to) children and adolescents from ethnic/racial minority backgrounds, with physical or learning disabilities and/or who identify as LGBTQ.

Manuscript submissions for the special issue may extend across fields (e.g., developmental psychology, clinical psychology, education, social work, public health) and include studies with a quantitative approach or qualitative approaches that allow the exploration of novel topics in the field.

Topics may include but are not limited to:

- Identification of antecedents or consequences of cyberbullying involvement as a victim and/or perpetrator.
- Identification of factors that exacerbate or ameliorate associations between cyberbullying involvement and youth outcomes (e.g., psychological, academic).
- Implementation and results of prevention or intervention programs/curriculum.
- Review of protective and risk factors through meta-analysis.

To be considered for publication, please submit an abstract of no more than 500 words by July 29th to Guadalupe Espinoza (guadespinoza@fullerton.edu), along with contact information for all authors.

Decisions concerning abstracts will be sent to authors by September 20th. Full manuscripts will be due by December 9th, 2016. Inquiries regarding topic or scope for the special issue may be sent to Guadalupe Espinoza (guadespinoza@fullerton.edu) and Michelle F. Wright (michelle.wright@mail.muni.cz). Please be sure to CC: journals@alliant.edu on all communications. Articles vary between 20-30 pages double spaced.

Thank you for your interest.

Robert Geffner, Ph.D., ABN, ABPP
Editor

(3) Looking for Research Masters Students

Dear colleagues,

First, we are looking for new Research Master students. See attached the brochure. So, if you have students that want to learn about social network analysis, please recommend our program.

Second, please find attached two social networks new papers:

Rambaran, J.A., Hopmeyer, A., Schwartz, D., Steglich, C., Badaly, D., & Veenstra, R. (2016). Academic functioning and peer influences: A short-term longitudinal study of network-behavior dynamics in middle adolescence. *Child Development*.

This study showed that friendships were formed and maintained when adolescents had low levels of achievement or high levels of truancy. Particularly, it was found that individuals who had high levels of truancy were relatively more negatively assessed by peers through receiving fewer friendship nominations from peers who had low levels of truancy. Considering that truant adolescents extended more friendship nominations to these peers themselves, this can be seen as a form of peer rejection, which puts them in a disadvantaged and potentially isolating social position. Similarity in academic functioning was also explained by peer influence. It was found that adolescents influenced one another to increase rather than decrease achievement as well as truancy. Moreover, it was found that individuals that occupied central positions in the network exerted more influence in mutual friendships than other peers. If norm-breaking behavior related to poor academic functioning such as truancy is valued by popular youth, other individuals may be more motivated to conform to these behaviors and attitudes to enter or remain part of the popular group.

Van Rijsewijk, L.G.M., Dijkstra, J.K., Pattiselanno, K.L., Steglich, C.E.G. & Veenstra, R. (2016). Who helps whom? Investigating the development of adolescent prosocial relationships. *Developmental Psychology*.

This study investigates adolescent prosocial relations by examining social networks based on the question "Who helps you". The effects of individual characteristics (academic achievement, symptoms of depressive mood, and peer status) on receiving help and giving help were examined, and the contribution of (dis)similarity between adolescents to the development of prosocial relations was investigated. Results from longitudinal social network analyses (RSiena) revealed tendencies towards reciprocation of help and exchange of help within helping groups. Furthermore, boys were less often mentioned as helpers, particularly by girls. Depressed adolescents were less often mentioned as helpers, especially by low-depressed peers. Moreover, lower academic achievers indicated that they received help from their higher achieving peers. Rejected adolescents received help more often, but

they less often helped low-rejected peers. Lastly, low- and high-popular adolescents less often helped each other, and also high-popular adolescents less often helped each other. These findings show that (dis)similarity in these characteristics is an important driving factor underlying the emergence and development of prosocial relations in the peer context, and that prosocial behavior should be defined in terms of benefitting particular others.

If you have related manuscripts (in press or submitted), please let us know.

Best wishes,

René Veenstra, Ashwin Rambaran, Loes Van Rijsewijk, and others

Thank you Drs. Veenstra, Rambara, Van Rijsewijk!

(4) New Book on Bullying by BRNET Member, Dr. Ellen deLara

Bullying Scars: The impact on adult life and relationships by Ellen deLara, PhD, MSW, discusses the continuing consequences of childhood bullying into adulthood. It relies on trauma theory, systems theory, and attachment theory. The book is based on original research using data collected from over 800 adults across the U.S. with some international participants: 30% minority. The research found that several aspects of adult life are altered by childhood victimization at the hands of peers, siblings, parents, or educators. Data analysis revealed ongoing problems in adult friendships and intimate relationships, adult decision-making, and of importance, substantiated some positive effects. The stories offered by participants and the prescriptions provided are useful for adults who struggle with the aftermath of this form of childhood trauma. *Bullying Scars* will be published in June 2016 by Oxford University Press.

Thank you, Dr. deLara!

(5) School Action Web Link

BRNET member, Dr. Ken Rigby has sent a link to a new report which gives some data from a selection of school in Australia: <http://www.kenrigby.net/School-Action>

Thank you, Dr. Rigby!

(6) SWAPv Inaugural Conference (please see attached flyer)

The Student Well-Being and Prevention of Violence Research Centre (SWAPv) inaugural conference is July 13th-15th @ Flinders, Tonsley Campus

The SWAPv inaugural conference, (in partnership with *Flinders Educational Futures Research Institute, Office of Indigenous Strategy & Engagement, The Wellbeing and Resilience Centre (SAHMRI), headspace, Relationships Australia (SA)*) comprises more than 50 keynote addresses, papers, posters, round table discussions, workshops and symposia. Three main themes include (i) **research**, (ii) **policy and practice and schools** and (iii) **pg & early career**. The conference links research with translation, dissemination and implementation of programs, policy & practice.

Opening Address by President Coleiro Preca of Malta- The Presidents Foundation for the Wellbeing of Society. (<http://www.pfws.org.mt/>)

Opening Highlight Performance: 'Bound and Unbound' by members of the Office of Indigenous Strategy and Engagement, Flinders University.

Public Event. A public lecture will be held on Thursday 14th July, 6-9.30pm at the SAMHRI Centre Adelaide. This event will be hosted by the SAHMRI Centre for ‘Resilience & Wellbeing & Flinders University, and features a panel discussion on the topic of: “The politics of well-being”. We suggest that you put this in your diary. Further information is to follow.

For keynote, venue, accommodation and registration details, please go to the Conference website: http://www.flinders.edu.au/ehl/swapv/swapv-conference-2016/swapv-conference-2016_home.cfm

The inaugural SWAPv conference dinner is being hosted by SWAPv on **Wednesday evening July 13** at the **ALERE** function centre, which is on the Flinders University Bedford Park campus.

A focus of the SWAPv conference is to extend our hospitality and welcome all attendees with a camaraderie that we hope will endure during, as well as after the conference.

The dinner is another opportunity to meet and connect with people who have a common interest as a valued guest of SWAPv.

While we have planned cinematic entertainment (courtesy of Dr Alison Wotherspoon) and a 2 course meal for your dining pleasure (including vegetarian options, wine, beer, soft drinks and filtered water, as well as petit fours), **we await confirmation that you will attend.**

We are herewith seeking expressions of interest to attend the dinner, and in your reply add any allergies or dietary requirements you may have. Email: marja.vanbreda@flinders.edu.au
Once we have the numbers, we will let you know so that you can register for the dinner.

Warm regards,

Marja van Breda

(7) International Society for Research on Aggression (ISRA)

This announcement is to invite you to participate in the XXII biennial meeting of the International Society for Research on Aggression (ISRA) in Sydney, Australia, July 19-23, 2016 and to let you know about two opportunities we offer to young investigators at the meeting.

ISRA is a professional society of academic researchers whose members have helped shape our current understanding of conflict and aggression in the broadest contexts. We encourage graduate students, postdoctoral fellows and junior faculty to pursue the study of aggression thru two opportunities at our meetings. One is the Lagerspetz Awards, which are given for excellence of presentation. These awards honor Kirsti Lagerspetz, ISRA co-founder and contributor to aggression research. No application necessary: Submit an abstract, show up and do your best!

The second opportunity is the ISRA Young Investigators (YI) Program, We provide a special pre-meeting workshop for applicants accepted into the program, arrange interactions with senior mentors, and cover some meeting costs. The material below and the PDF attached provides details about the YI Program. More information about ISRA and our meetings is available on our website: israsociety.com

I hope to see you in Sydney next July.

Michael Potegal, Ph.D., L.P.
Chair, 2016 ISRA Young Investigators Program
ISRA President-Elect

ISRA Young Investigators (YI) Program – 2016

The ISRA YI program began in 2008 to encourage and assist young scholars who are getting started or are in the early stages of their aggression research career. Previous YIs have found the program very enjoyable and helpful. The YI program at our July 2016 meeting in Sydney, Australia will include:

- 1) A Pre-meeting YI Workshop. The 2016 Workshop will focus on supportive group discussion to help YIs plan, write and/or revise grant applications in accord with reviewer criticisms. YIs are encouraged to submit their own proposals to be strengthened. Proposal presentation can be anonymous if desired. Discussion can range from specific editing suggestions to general research issues. General questions about scientific research and publications on aggression can also be addressed, depending on YI interest.
- 2) Meet with mentors YIs will meet with a different panel of mentors during lunch or dinner each day for informal discussion. Mentors will include plenary speakers who will be available for follow-up questions about their presentations.

(8) Graduate Student Researcher Request

As a post-graduate student reading for an MSc. In Evidence Based Social Intervention at the University of Oxford, I am currently conducting a systematic review of the effectiveness of school-based interventions for prevention and reduction of bullying among adolescents in Low and Middle Income Countries for my thesis.

I am asking if you know about any studies (published or not) that might fit this description or if you could direct me to researchers who you know work in this area. Kindly feel free to contact me should you have any thoughts or queries. Thank you very much for any assistance you can provide.

Warm Regards,

Bhagya Sivaraman
(bhagya.sivaraman@gtc.ox.ac.uk)

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 and we will include it in our newsletter and/or on our website.

Most sincerely,



Dr. Shelley Hymel



Dr. Susan Swearer

University of British Columbia
BRNET Co-Director

University of Nebraska - Lincoln
BRNET Co-Director