
BRNET January Newsletter

Dear BRNET Members:

Thank you for being a part of the Bullying Research Network. We are looking forward to another productive year sharing research and information with all of you. Below you will find updates from our network and be sure to check our website at <http://brnet.unl.edu>.

Reminder to Save the Date for the 2012 BRNET Think Tank

Our second annual Bullying Research Network Think Tank will be held on June 21-22 at the University of Virginia. All BRNET members are invited to join us as we bring together many of the top researchers in our field to discuss a variety of issues relating to bullying and victimization research. We will continue to relay information to you via the [BRNET website](#) and our newsletters. We hope you can attend!

Call for Submissions for the Developmental Section Conference

The British Psychological Society will be hosting the 2012 Developmental Section Conference on September 5-7 at the University of Strathclyde. Dr. Simon Hunter has invited BRNET members to submit papers and/or symposia. Please visit <https://sites.google.com/site/developmental2011/> for more information on the conference.

Discriminatory Peer Aggression among Children as a Function of Minority Status and Group Proportion in School Context

Dr. Simon Hunter has announced an upcoming article to be published in the *European Journal of Social Psychology*. The abstract and reference are below. The article is currently available as an early view pdf and can be obtained [here](#).

Durkin, K., Hunter, S.C, Levin, K., Bergin, D., Heim, D., & Howe, C. (in press). Discriminatory peer aggression among children as a function of minority status and group proportion in school context. *European Journal of Social Psychology*.

Abstract

This study investigates discriminatory peer aggression among primary school aged children as a function of minority status (based on nationality, ethnicity, religion) of the target and the relative proportions of minority and majority children in the school. Participants were 925 8- to 12-year-olds attending schools in

Britain. Children of minority status were no more likely than children of majority background to experience peer aggression in general. However, minority children were more likely to experience being the victims of discriminatory aggression. Two contrasting predictions were tested: that discriminatory aggression would be more likely when the minority group was relatively small in number or, alternatively, that as the proportions of children of minority backgrounds increased across schools, discriminatory aggression would be greater. The latter hypothesis was supported. Findings also revealed that in schools with a lower minority presence, discriminatory aggression experienced by majority children was significantly lower than that reported by minority children. When the school minority rate exceeded 81%, discriminatory aggression was more commonly experienced among majority children than among minority children.

Examining the Link between Bullying and Children's Humor Styles

Dr. Claire Fox and Dr. Simon Hunter are collaborating on a project examining the link between children's humor and school bullying. They have created a website documenting their research, available at <http://esrcbullyingandhumourproject.wordpress.com>. Additionally, Dr. Fox's Humor Styles Questionnaire (HSQ) has been accepted for publication in the journal *Humor*. The abstract and reference are below, and copies of the article can be obtained by contacting Dr. Fox through the website.

Fox, C. L., Dean, S. Lyford, K. (in press). Development of a humor styles questionnaire for children and young people. *Humor*.

Abstract

The adult Humor Styles Questionnaire (HSQ) assumes that humor can be both adaptive ('self-enhancing' and 'affiliative') and maladaptive ('aggressive' and 'self-defeating'). The aim of the research was to develop a reliable and valid scale to assess adaptive and maladaptive humor in children – an adaptation of the adult HSQ. Over two studies 1187 UK school children aged 9-15 years completed the 24-item adapted child HSQ. In the second study the children completed the questionnaire on two occasions, one week apart, and also measures of psychosocial adjustment. For children aged 11 years and upwards there was a clear four factor structure to the questionnaire with all sub-scales showing acceptable levels of internal and test re-test reliability. As predicted, affiliative humor and self-defeating humor were associated with all four measures of psychosocial adjustment. Aggressive humor was associated with lower anxiety and higher self-perceived social competence for boys, and with lower global self-worth and higher depression for girls. Longitudinal research is needed to disentangle the causal pathways and examine further the links between children's humor styles and their social competence.

New Research from Dr. Peter Lovegrove

BRNET's newest member, Dr. Peter Lovegrove, has recently published an article in the *Journal of School Violence*. The reference and abstract are below. Interested readers are invited to contact Dr. Lovegrove about obtaining copies of the manuscript by emailing him at lovegrove@virginia.edu.

Lovegrove, P. J., Henry, K. L., & Slater, M. D. (2012). Examination of the predictors of latent class typologies of bullying involvement among middle school students. *Journal of School Violence, 11*, 75-93.

Abstract

This study employs latent class analysis to construct bullying involvement typologies among 3,114 students (48% male, 58% White) in 40 middle schools across the United States. Four classes were constructed: victims (15%); bullies (13%); bully/victims (13%); and noninvolved (59%). Respondents who were male and participated in fewer conventional activities were more likely to be members of the victims class. Students who were African American and reported being less successful at school had a higher likelihood of membership in the bullies class. Bully/victims shared characteristics with bullies and victims: Students with more feelings of anger toward others and a higher tendency toward sensation-seeking had a higher likelihood of membership in the bullies and bully/victims classes, whereas lower levels of social inclusion was associated with membership in the victims and bully/victims classes.

SWAPv Research Center Releases New Book

[The Flinders Research Center for Student Well-being & Prevention of Violence](#) (SWAPv) has recently released a book entitled *Mental Health and Wellbeing: Educational Perspectives*. The book contains peer-reviewed chapters from Australian and International researchers and tackles topics such as promoting social and emotional well-being, school bullying, clinical best practices for promoting well-being, and much more. All proceeds will go towards supporting further activities by the SWAPv Research Center.

Recent Articles from Dr. Cornell

Dr. Cornell has provided us with a list of his publications from the past year, including some that are still in press. Interested readers are invited to email Dr. Cornell about obtaining copies of these manuscripts by contacting him at dgc2f@virginia.edu.

Cornell, D., & Allen, K. (2011). Development, evaluation, and future directions of the Virginia Student Threat Assessment Guidelines. *Journal of School Violence*, 10, 88-106. doi: 10.1080/15388220.2010.519432

Lee, T., Cornell, D., Gregory, A., & Fan, X. (2011). High suspension schools and dropout rates for black and white students. *Education and Treatment of Children*, 34, 167-192.

Cornell, D., & Mehta, S. (2011). Counselor confirmation of middle school student self-reports of bullying victimization. *Professional School Counseling*, 14, 261-270.

Dill, K., Redding, R., Smith, P., Surette, R., & Cornell, D. (2011). Recurrent issues in efforts to prevent homicidal youth violence in schools: Expert opinions. *New Directions for Youth Development*, 129, 113-128.

Bondü, R., Cornell, D., Scheithauer, H. (2011). Student homicidal violence in schools: An international problem. *New Directions for Youth Development*, 129, 13-30.

Cornell, D. (2011). A developmental perspective on the Virginia Student Threat Assessment Guidelines. *New Directions for Youth Development*, 129, 43-60.

Cornell, D., & Scheithauer, H. (Eds.) (2011). *Columbine a decade later: What we have learned about the prevention of homicidal violence in schools*. *New Directions for Youth Development*, 129.

Baly, M., & Cornell, D. (2011). Effects of an educational video on student reports of bullying. *Journal of School Violence*, 10, 221-238. DOI:10.1080/15388220.2011.578275.

Shirley, E., & Cornell, D. (2011). The contribution of student perceptions of school climate to understanding the disproportionate punishment of African American students in middle school. *School Psychology International*. doi: 10.1177/0143034311406815.

Gregory, A., Cornell, D., & Fan, X. (2011). The relationship of school structure and support to suspension rates for Black and White high school students. *American Educational Research Journal*.

Cornell, D., Gregory, A., & Fan, X. (2011). Reductions in long-term suspensions following adoption of the Virginia Student Threat Assessment Guidelines. *Bulletin of the National Association of Secondary School Principals*, 95, 175-194.

Cornell, D., Klein, J., Konold, T., & Huang, F. (2011). Effects of validity screening items on adolescent survey data. *Psychological Assessment*. Advance online publication. doi: 10.1037/a0024824.

Cornell, D., Allen, K., & Fan, X. (in press). A randomized controlled study of the Virginia Student Threat Assessment Guidelines in grades K-12. *School Psychology Review*.

Mehta, S., Cornell, D., Fan, X., & Gregory, A. (in press). Bullying climate and school engagement in ninth grade students. *Journal of School Health*.

Call for Research Materials and Speaking Engagements

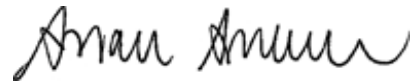
Please consider sending us the reference and abstract to any recently published research you or colleagues may have. We will then share this information with the network, allowing for your work to have greater exposure with those most likely to benefit from it. Additionally, if you have any upcoming speaking engagements, consider sending those to us so we can post them to our site. You can contact us by emailing bullyresearchnet@gmail.com.

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,

Handwritten signature of Shelley Hymel in black ink.

Dr. Shelley Hymel
University of British Columbia
BRNET Co-Director

Handwritten signature of Susan Swearer in black ink.

Dr. Susan Swearer
University of Nebraska - Lincoln
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