



**BRNET November Newsletter**

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>.

We wanted to dedicate the November BRNET newsletter to Dr. Nicki Crick, who passed away last week after a brief battle with cancer. We founded the Bullying Research Network after having such a great time at the “Bye-Bye Bullies” conference in Anchorage, Alaska during the summer of 2004. Dr. Dorothy Espelage and Dennis Maloney, Esq., founder of “Bye-Bye Bullies,” organized a conference on bullying and invited Nicki Crick, Andy Horne, Shelley Hymel, Susan Swearer, Marlene Snyder, John Hoover, Gilbert Kliman, and Stuart Twemlow to participate in the conference. We have wonderful memories of the Alaskan cruise, the party bus, the concert, the dinners, and the conference. Most importantly, we cherish the relationships that were formed during that time. It is the value of these professional relationships and the importance of connecting, sharing, and supporting one another that was the foundation for the development of the Bullying Research Network. Our mission is to bring together nationally and internationally known researchers in the area of bullying prevention and intervention research. We started with eight professors who bonded over shared research interests and an amazing time in Alaska. We will never forget Nicki’s legacy and our memories of our time together in Alaska will last forever.

---

**In Memory of Dr. Nicki Crick**

**Nicki R. Crick**, Distinguished McKnight-University Professor and Harris Professor of Child Psychology, Institute of Child Development, University of Minnesota, passed away peacefully Oct 28, 2012, at age 54, following her recent cancer diagnosis.

Nicki is known for helping to expand the way we conceptualize what constitutes mean-spirited and hurtful behaviors with her ground-breaking research on relational aggression. Nicki and her colleagues showed that girls and women use a relational form of aggression that includes behaviors such as social exclusion, malicious gossip/secret spreading, and threats to end friendships or close relationships. Her work made it clear that relational aggression is a significant problem, that relational victimization can damage lives and that those who are highly relationally aggressive have serious psychological and behavioral outcomes. Studies of relational aggression have been conducted in virtually all developmental periods and in many countries around the world. Her pioneering scholarship has forever cemented her legacy within the field.

Nicki published over 90 scientific papers, among them some of the most highly cited manuscripts in developmental psychology and developmental psychopathology, including one paper [Crick & Dodge (1994). A review and reformulation of social information-processing mechanisms in children's social adjustment. *Psychological Bulletin*] that has been cited almost 3,000 times, and another [Crick & Grotpeter (1995). Relational aggression, gender, and social-psychological adjustment. *Child Development*] that has been cited nearly 2,500 times.

In addition to her two chaired professorships, Nicki was the Director of the Institute of Child Development from January of 2005 to June of 2011, she was awarded the Distinguished Scientific Award for Early Career Contribution to Psychology (“For groundbreaking contributions to developmental science on aggression and prosocial behavior”) from the American Psychological Association, the Boyd McCandless Young Scientist Award from Division 7 (Developmental Psychology) of the American Psychological Association and was a William T. Grant Faculty Scholar.

Nicki earned her bachelor’s in psychology, after initially studying engineering at Purdue University. She earned a master’s degree in human development and family studies also at Purdue University. While pursuing graduate study in statistics she spent several years as a statistical consultant and instructor for graduate courses in statistics in psychology. Nicki obtained her doctorate in Clinical Psychology from Vanderbilt University after completing her internship at Indiana University Medical Center.

Nicki’s legacy will be carried forward by the countless students that she has mentored in her career at the University of Illinois (1992-1996) and the University of Minnesota (1996-2012). Nicki was a fantastic mentor and a kind and patient person. Her positive energy and enthusiasm were infectious. Her lab (“Crick Social Development Lab”) was a fun place to train with her signature candy dish, stickers and words of encouragement on class assignments or manuscript drafts, and her beautiful Siberian huskies visiting the lab from time to time. Birthday celebrations and practical jokes were common and typically orchestrated by Nicki. Nicki never resisted an opportunity to “roast” her graduate students (i.e., “Cricksters”) upon their graduation and these warm-hearted exchanges are so memorable. Nicki was not just a mentor to her graduate students, but became close lifelong friends with her former Ph.D. students and post-docs who are literally all around the country and world. Moreover, Nicki fomented relationships between current and former students, which provided continuity in the lab and led to some very productive collaborations and some very entertaining Crick lab reunions at major conferences.

Nicki was a compassionate member of her community and citizen of the world. Her efforts to help those in need in MN and around the country are truly impressive. Nicki also spent the last few years working to develop collaborative relationships in Uganda and was motivated to work to improve the education and lives of children in Africa. Her research and service initiatives were always designed with an eye toward helping others in need and she instilled this ethos in those she taught throughout her distinguished career. There can be no doubt that the field lost a great scholar, but more importantly the world lost a true friend, someone who strived to leave it a much better place than she found it. Her many students, collaborators, colleagues, friends and family mourn her passing.

There will be a memorial service on Saturday, Dec. 1, in Memorial Hall at the McNamara Alumni Center, on the University of Minnesota campus, beginning at 10 am. All are welcome to attend.

Nicki is survived by her parents, sister, brother-in-law, niece and nephew. In lieu of flowers, Nicki chose a Siberian Husky rescue-organization in the Twin Cities area; please direct any contributions in Nicki's name to the Minnesota chapter of Adopt-A-Husky ([www.AdoptAHusky.com](http://www.AdoptAHusky.com)).

Jamie M. Ostrov  
University at Buffalo, SUNY

Juan F. Casas  
University of Nebraska, Omaha

## Researcher Spotlight – Dr. Sheri Bauman

Sheri Bauman, Ph.D., is a counseling psychologist, counselor educator, and researcher who focuses on bullying, victimization, cyberbullying, and related topics. She earned her doctorate in counseling psychology from New Mexico State University in 1999, and has master's degrees in counseling and guidance from Colorado State University (1985), and in reading education from the University of Northern Colorado (1976). Her bachelor's degree in Psychology is from the City College of New York (1963). She is currently the director of the Counseling and Mental Health program in the College of Education at the University of Arizona. Prior to earning her doctorate, Dr. Bauman worked in public education for 30 years as a teacher and school counselor. She worked as a school psychologist for a year, and also had a small private practice as a psychologist for about seven years. She was the editor of *Journal for Specialists in Group Work* for five years, and she continues to provide reviews for many scholarly journals.

In addition to articles in the scholarly literature, she has written two books for practitioners: *Special Topics for the Helping Professional* (Allyn & Bacon, 2008), and *Cyberbullying: What Counselors Needs to Know* (American Counseling Association, 2011). Her new edited book (with Jenny Walker and Donna Cross), *Principles of Cyberbullying Research: Definition, Measures, and Methods* (Routledge, 2013) will be released in October 2012 is geared towards current and future researchers interested in cyberbullying. Dr. Bauman has received two grants from the National Science Foundation. One of those grants supported an International Cyberbullying Think Tank in Tucson, AZ in September 2010. Researchers from nine countries came together to discuss the challenges in cyberbullying research, and planned the book which is now available. The other grant funded a longitudinal study of cyberbullying behavior from middle childhood to adolescence. We are interested in developmental aspects of cyberbullying, how cyberbullying relates to traditional bullying, and risk and protective factors for engaging in cyberbullying behavior. That study is currently underway with co-PI Dr. Noel Card of the U of A. She has a proposal (with Dr. Jina Yoon, Wayne State University) under review at IES to study educator responses to incidents of school bullying, and will be submitting another proposal in 2013 to study bullying and cyberbullying in a nationally representative sample of deaf and hard of hearing middle school students. Her research interests include educator responses to bullying, which she believes is an understudied and important aspect of school bullying. She is also interested in the ways in which cyberbullying manifests in special populations, such as deaf and hard of hearing youth. She recently completed a pilot project using a novel method for studying how moral cognitions are involved in cyberbullying and plans a larger pilot soon. Finally, Dr. Bauman is interested in the ways in which early childhood experiences with technology impact socialization processes.

Dr. Bauman has been a speaker at national and international conferences on bullying and cyberbullying. In June 2012, she presented her work at meetings in Zurich Switzerland, Linz Austria, and Paris France. In 2011, she presented in Turku Finland, Thessaloniki Greece, and Bergen Norway. She has also given presentations in Melbourne Australia. She has participated in numerous conferences and meetings in the United States, including the BRNET meeting in Lincoln, Nebraska, the 2011 Bullying Summit in Washington, DC, and the inaugural event for Lady Gaga's Born this Way Foundation at Harvard University. She currently serves on a school climate advisory committee convened by the Arizona state superintendent of education, and is on the board of the Fund for Civility, Respect, and Understanding, created by now-congressman Ron Barber after the Gabrielle Giffords shooting in Tucson.

*\* Please see the Appendix of this newsletter for a list of references provided by Dr. Bauman.*

## BRNET Welcomes a New Member!

BRNET is happy to welcome a new member this month, Dr Timothy Cavell. This addition puts BRNET at 109 members! Please see below for his brief biography.

### Timothy Cavell, Ph.D.- University of Arkansas

Timothy A. Cavell, PhD is Professor and Director of Clinical Training in the Department of Psychology at the University of Arkansas. Cavell's work has focused on parent- and mentor-based interventions for children who are highly aggressive or chronically bullied and thus at risk for later delinquency, substance abuse, or psychopathology. His research has been funded by the National Institute on Drug Abuse, the Health Resources & Services Administration, the Verizon Foundation, and Big Brothers Big Sisters of Canada. He is author on over 50 journal articles and chapters as well as 2 books: *Working with Parents of Aggressive Children: A Practitioner's Guide* (2000), and *Anger, Aggression, and Interventions for Interpersonal Violence* (2006). Recent work has focused on the integration of youth mentoring and prevention science and, more specifically, on short-term, lunchtime mentoring as school-based intervention for chronically bullied children.

---

## Student Wellbeing and Prevention of Violence (SWAPv) Forum

On December 12<sup>th</sup>, 2012 the Flinders Research Centre: Student Wellbeing and Prevention of Violence (SWAPv) will host a one-day Forum (for local, invited participants) at which policy-makers, educators, and researchers will share knowledge and experiences on mental health, wellbeing, and violence prevention in educational settings.

There will be two keynote presentations, "Student Mental Health Programs: Where have we come from and where are we going?" delivered by Dr Brian Graetz (General Manager Research, Child & Youth, *beyondblue*) and "The impact of traditional and cyberbullying on students" delivered by Professor Marilyn Campbell (School of Learning and Professional Studies, Queensland University of Technology).

Industry sector presentations will connect with the work of the SA Department for Child Development, the Association of Independent Schools SA, and Catholic Education SA.

Researchers whose local, national and international work connects with SWAPv will present highlights on their research including:

- Cyberbullying.
- Wellbeing among children who experience disadvantage.
- Crime prevention.
- Mental health and wellbeing in students with disabilities.
- Indirect aggression.
- School climate.
- Mindfulness.
- KidsMatter early childhood initiative.
- School-community partnerships.

This year's Forum is not an open event but for anyone interested, Forum abstracts that include author email contact details are available online and recordings of keynote presentations will be uploaded.

<http://www.flinders.edu.au/events/show/event/swapv-forum>

---

*New Articles Featured in Educational Researcher, Behavioral Disorders, and Journal of Emergency Medicine*

1) Please see a new article (citation and abstract below) featured in Educational Researcher.

Robinson, J. P., & Espelage, D. L. (2012). Bullying explains only part of LGBTQ-heterosexual risk disparities: Implications for policy and practice. *Educational Researcher*, 41(8), 309-319. doi: 10.3102/0013189X12457023

**ABSTRACT:** Students who identify as lesbian, gay, bisexual, transgender, and questioning (LGBTQ) experience higher rates of victimization by bullying than do their heterosexual-identified peers. In this article, we investigate the extent to which this difference in rates of victimization can explain LGBTQ youths' greater rates of suicidal ideation, suicide attempts, and unexcused absences from school. Our sample consisted of 11,337 students in Grades 7 through 12 from 30 schools in Dane County, Wisconsin. Using both multilevel covariate-adjusted models and propensity-score-matching models, we found that although victimization does explain a portion of the LGBTQ-heterosexual risk disparities, substantial differences persist *even when the differences in victimization are taken into account*. For example, LGBTQ-identified students were 3.3 times as likely to think about suicide ( $p < .0001$ ), 3.0 times as likely to attempt suicide ( $p = .007$ ), and 1.4 times as likely to skip school ( $p = .047$ ) as propensity-score-matched heterosexual-identified students within the same school who reported equivalent levels of peer victimization. Moreover, in our propensity-score-matched samples, we found substantial differences in suicidal ideation and suicide attempts at both higher and lower levels of victimization. This consistent pattern of findings suggests that policies aimed simply at reducing bullying may not be effective in bringing LGBTQ youth to the level of their heterosexual peers in terms of psychological and educational outcomes. Additional policies may be needed to promote safe, supportive school environments.

2) The citation and abstract for another article, written by Drs. Chad Rose and Dorothy Espelage, can be found below.

Rose, C. A., & Espelage, D. L. (2012). Risk and protective factors associated with the bullying involvement of students with emotional and behavioral disorders. *Behavioral Disorders*, 37(3), 133-148.

**ABSTRACT:** Bullying has been recognized as a dynamic process, where involvement is based on interactions between an individual and the social-ecological factors related to the individual's environment. While involvement in bullying is not exclusive to one population of students, evidence suggests that students with disabilities are overrepresented within the bullying dynamic. However, few empirical studies have explored subgroup differences among this population of students. The current study examined rates of bullying involvement and the intersection of individual attributes among middle school students (n = 163) identified with specific disabilities and their peers without disabilities (n = 163). As hypothesized, students with emotional and behavioral disorders (EBD) engaged in significantly higher levels of bullying and fighting than other subgroups of students. Additionally, higher levels of anger predicted higher levels of bully perpetration for students with EBD, where higher levels of victimization predicted higher levels of bully perpetration for students with disabilities other than EBD. These findings demonstrate the importance

of recognizing the influence of the characteristic differences between subgroups of students with disabilities, and the unique influence these characteristics may have on student involvement within the bullying dynamic.

3) Finally, the citation and abstract for a third article, co-authored by a new member of BRNET, Dr. Muhammad Waseem, are provided below.

Waseem, M., Arshad, A., Leber, M., Perales, O., & Jara, F. (2012). Victims of bullying in the emergency department with behavioral issues. *The Journal of Emergency Medicine*, 1-6. doi: 10.1016/j.jemermed.2012.07.053

**ABSTRACT**—Background: Bullying has become one of the most significant school problems experienced by our children. Victims of bullying are prone to a variety of psychological and behavioral symptoms. We noted that many children referred to the Emergency Department (ED) with behavioral symptoms provided a history of bullying. Objectives: To measure the prevalence of bullying in children referred to the ED for behavioral symptoms and to determine its association with psychiatric disorders. Methods: A retrospective cohort study was conducted in an urban hospital, identifying children from 8 to 19 years of age who presented to the ED with behavioral symptoms. We reviewed the ED psychiatry notes to retrieve the report indicating whether these children were bullied and had previous psychiatric diagnoses. These children were classified into bullied and non-bullied groups. Results: Over the study period, 591 children visited the ED with behavioral issues. Out of 591, 143 (24%) children reported bullying. More boys (100) than girls (43) reported bullying ( $p = 0.034$ ). The mean age of children in the bullied group was 10.6 years (95% confidence interval 10.1–11.2). One hundred eleven (77.6%) children in the bullied group had a prior psychiatric diagnosis. Children in the bullied group were hospitalized significantly less than children in the non-bullied group (10/143 [7%] vs. 80/368 [18%];  $p = 0.002$ ). Conclusion: The prevalence of bullying among the ED children with behavioral symptoms is substantial. Every fourth child with behavioral symptoms reported bullying. Four in five children who reported bullying had a prior diagnosis of “disorder of behavior.”

---

### Dr. Laura Hanish to Speak at the University of Nebraska-Lincoln

Dr. Laura D. Hanish (Arizona State University) will present on “School Bullying in the Lives of Girls and Boys” on November 9th at 10:30 am in 270 Mabel Lee Hall at the University of Nebraska-Lincoln.

School bullying is a social phenomenon that is deeply embedded in the peer culture – a culture which has its roots in gendered patterns of interactions. Gender differences in interactional styles, exacerbated by gender segregated relationships, underlie how school bullying is manifested, impacting the prevalence of bullying and the identity of bullies and victims, the form that bullying takes, the social correlates of bullying, and even peers’ awareness of bullying. The purpose of this talk is to discuss how and why gender and gendered peer relationships impact school bullying. In doing so, I will take a social relationship perspective on school bullying. I will conclude by discussing how a school-based intervention can address the gender-based relationship processes that contribute to school bullying for girls and boys.

Dr. Laura Hanish is an Associate Professor in the School of Social and Family Dynamics at Arizona State University. Her research focuses on how girls and boys can develop harmonious peer relationships that are free from aggression, bullying, bias, and harassment. Dr. Hanish is the Co-Director of the Lives of Girls and Boys: Initiatives on Gender Development and Relationships, which encompasses several ongoing research, academic, and translational projects that address issues focused on developing a better understanding of the dynamics of girls’ and boys’ development and relationships through adolescence.

To learn more about her current projects see <http://livesofgirlsandboys.org><<http://livesofgirlsandboys.org>>. All interested faculty, postdocs, students, and staff are invited to attend.

---

### Upcoming BRNET Think Tanks

Several BRNET members were at the annual conference of the American Psychological Association in Orlando, Florida. Susan met with Dr. Jane Close Conoley, Dean of the Gevirtz Graduate School of Education at the University of California, Santa Barbara. We are pleased to announce that UCSB will host the 3<sup>rd</sup> annual BRNET Think Tank in June 2013 in sunny Santa Barbara! BRNET members, Dr. Mike Furlong and Dr. Shane Jimerson will help coordinate the BRNET Think Tank, which has become a very productive and rewarding meeting. We extend our heart-felt “thank you!” to Jane, Mike, and Shane for hosting our next BRNET Think Tank. Stay tuned for a save-the-date announcement, but plan on joining us in late June 2013 in Santa Barbara, CA.

For the advance planners in the group: We are pleased to announce that the 2014 BRNET Think Tank will held in Canada and jointly hosted by BRNET and PREVNet (<http://www.prevnet.ca>). More information will be provided at the 2013 BRNET Think Tank at USCB in June 2013.

---

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

## Appendix

(Selected References from Dr. Sheri Bauman)

### Books:

**Bauman, S.,** Walker, J., & Cross, D. (Eds.). (In press, 2013). *Principles of cyberbullying research: Definition, methods, and measures*. NY: Routledge. Pb: 978-0-415-89749-5

**Bauman, S.** (2011). *Cyberbullying: What counselors need to know*. Alexandria, VA: American Counseling Association.

### Chapters:

Baldasare, A., **Bauman, S.,** Goldman, L., & Robie, A. (2012). Cyberbullying? Voices of college students. In C. Wankel and L. Wankel (Eds.), *Misbehavior in online education* (pp. 127-156). Bingley:UK: Emerald.

**Bauman, S.** (2012). Cyberbullying in the United States. In Li, Q., Cross, D., Smith, P. (Eds.) *Bullying in the global village* (pp. 143-180). Boston: Blackwell Publishing.

### Peer reviewed articles:

**Bauman, S.,** & Newman, M. (in press). Testing assumptions about cyberbullying. *Psychology of Violence*.

Sinclair, K. O., **Bauman, S.,** Poteat, V. P., Koenig, B. & Russell, S. T. (2012). The association between cyber and bias-based harassment and academic, substance use and mental health problems. *Journal of Adolescent Health, 50*, 521-523. doi:10.1016/j.jadohealth,2011.09.009

Mendez, J., **Bauman, S.,** & Guillory, R. (2012). Bullying of Mexican-Immigrant students by Mexican-American students: An examination of intra-cultural bullying. *Hispanic Journal of Behavioral Sciences, 34*, 279-304. doi: 10.1177/0739986311435970

Yoon, J., **Bauman, S.,** Choi, T., & Hutchinson, A. S. (2011). How Korean teachers handle an incident of school bullying. *School Psychology International, 32*, 312-329. doi: 10.1177/0143034311402311.

**Bauman, S.,** & Pero, H. (2011). Bullying and cyberbullying among Deaf and hard of hearing students and their hearing peers. *Journal of Deaf Studies and Deaf Education, 16*, 236-253. doi: 10.1093/deafed/enq043.