



# BRNET December 2020 Newsletter

## Dear BRNET Members and Friends of BRNET:

Thank you for being a part of the Bullying Research Network! In our December newsletter, you will find updates from the network.

Be sure to check out our website at <http://cehs.unl.edu/BRNET/> for additional resources and announcements.

## Researcher Spotlight—Dr. Dewey Cornell

**Dewey Cornell (Ph.D.)** was trained as a clinical psychologist at the University of Michigan and worked with violent offenders in a forensic hospital before deciding on a research and teaching career. He joined the faculty of the School of Education and Human Development at the University of Virginia in 1986, and now holds the Virgil Ward Chair in Education. Since he was last featured in the Researcher Spotlight in 2013, Dewey Cornell has concentrated his work in two areas.

The first area is the development of a psychometrically rigorous school climate survey that measures multiple forms of peer aggression and bullying. The Authoritative School Climate Survey examines the degree to which students and staff perceive adult-student relationships as supportive and staff expectations for behavior and achievement as demanding but fair. With funding from the U.S. Department of Justice, Dr. Cornell directed annual statewide school climate surveys in Virginia's middle and high school for 8 years. His capable research team has generated more than 40 journal articles since 2013 that support the multilevel (school and individual) reliability and validity of the Authoritative School Climate Survey and the association of an authoritative climate with higher student engagement, higher academic achievement and graduation rates, and lower student involvement in high-risk behavior. This work has expanded the conventional assessment of bullying to include sexual harassment, teen dating aggression, and bullying by teachers. More information can be found [here](#).

The second area is the development and dissemination of school threat assessment as a violence prevention strategy. Dr. Cornell became interested in threat assessment after conducting several court-ordered evaluations of youth who committed school shootings. In 2001, he led the development of student threat assessment guidelines that are now widely used in the U.S. and Canada as the Comprehensive School Threat Assessment Guidelines (CSTAG). The CSTAG model uses a decision tree to help multi-disciplinary school teams distinguish transient threats that are not serious from the small number of

substantive that are serious, and in all cases taking a problem-solving approach that emphasizes helping distressed students before their conflicts escalate into violence. Five controlled studies have shown that schools using this model can resolve nearly all threats and have experienced no acts of violence more severe than a fight. Schools using CSTAG demonstrate lower suspension rates and allow almost all students to continue their education without arrest or expulsion. CSTAG schools also show no racial/ethnic disparities in disciplinary and legal outcomes for students receiving a threat assessment. Both school records and student reports indicate lower rates of bullying and peer aggression in schools using the CSTAG model. Having completed a series of studies in Virginia, his new project is examining statewide implementation in Florida, where all schools are required to use the CSTAG model. More information on CSTAG research is [here](#).

#### Selected Recent Studies

- Datta, P., Cornell, D., & Konold, T. (2020). Association of teen dating aggression with risk behavior and academic adjustment. *Journal of Interpersonal Violence*, 1-24. <https://doi.org/10.1177/0886260520951305>
- Crowley, B., and Cornell, D. (2020). Associations of bullying and sexual harassment with student well-being indicators. *Psychology of Violence*, 10, 615-625. <https://doi.org/10.1037/vio0000345>
- Stohlman, S., Konold, T., & Cornell, D. (2020). Evaluation of threat assessment training for school personnel. *Journal of Threat Assessment and Management*. <http://dx.doi.org/10.1037/tam0000142>
- Maeng, J., Cornell, D., & Huang, F. (2019). Student threat assessment as an alternative to exclusionary discipline. *Journal of School Violence*, <https://doi.org/10.1080/15388220.2019.1707682>
- Huang, F., & Cornell, D. (2019). School teasing and bullying after the presidential election. *Educational Researcher*, 48 (2), 69-83. <https://doi.org/10.3102/0013189X18820291>
- Cornell, D., Maeng, J., Huang, F., Shukla, K., & Konold, T. (2018). Racial/ethnic parity in disciplinary consequences using student threat assessment. *School Psychology Review*, 47, 183-195. <https://doi.org/10.17105/SPR-2017-0030.V47-2>
- Konold, T., Cornell, D., Jia, Y., Malone, M. (2018). School climate, student engagement, and academic achievement: A latent variable, multilevel multi-informant examination. *AERA Open*, 4, 1-17. <https://doi.org/10.1177/2332858418815661>
- Konold, T., Cornell, D., Shukla, K., & Huang, F. (2017). Racial/ethnic differences in perceptions of school climate and its association with student engagement and peer aggression. *Journal of Youth and Adolescence*, 46, 1289-1301. <https://doi.org/10.1007/s10964-016-0576-1>
- Datta, P., Cornell, D., & Huang, F. (2017). The toxicity of bullying by teachers and other school staff. *School Psychology Review*, 46, 335-348.
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### **BRNET New Members!**

BRNET has a current total of 246 members from 25 countries! Welcome to the BRNET, **Dr. McClure!**

### **New Friends of BRNET!**

BRNET has a current total of 88 Friends from 6 countries!' Welcome **Chloé Tolmatcheff!**

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Please send recommendations for potential BRNET members (i.e., faculty, researchers, and clinicians who are conducting research on bullying or related topics) to Drs. Shelley Hymel, 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 want to refer someone to Friends of BRNET, please email Alia Noetzel, the BRNET Coordinator, at [bullyresearchnet@gmail.com](mailto:bullyresearchnet@gmail.com) with the following information: name, title, address, and email address.

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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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## BRNET MEMBER ANNOUNCEMENTS

### (1) Journal of Prevention and Health Promotion—Call for Proposals for a Special Issue on Bullying Prevention

Bullying is the most prevalent form of violence in American schools. The editorial leadership team (editor and associate editors) of The Journal of Prevention and Health Promotion (JPHP), along with co-guest editors Andy Horne and Pamela Orpinas, invite proposals for articles related to preventing bullying and promoting a healthy school environment. The proposals can focus on the theoretical, research, practice, advocacy, and/or education and training aspects of bullying prevention.

Please submit a brief proposal of approximately 500 words to Dr. Andy Horne at [ahorne@uga.edu](mailto:ahorne@uga.edu). Indicate in the subject line “Bullying Proposal-YourLastName.” The guest co-editors, Drs. Andy Horne and Pamela Orpinas, and the editorial leadership team will review them and invite the selected authors to submit the full study. The studies will then go through the usual JPHP peer-review process. The accepted papers will be published as a part of the Special Issue.

#### Possible Topics:

- Psychological effects of creating a safe and welcoming educational environment
- Research addressing the problem of bullying and aggression in schools
- Theoretical papers that identify and characterize bullying and environments that facilitate bullying
- Theoretical papers that identify and characterize environments that promote resilience and positive relationships
- Model programs that show how school professionals can prevent and reduce bullying
- Studies addressing best practices in evaluating a bullying program’s effectiveness
- Practical strategies for helping children who are targets of bullying
- Practical strategies for promoting a safe and welcoming school environment
- Practical strategies for promoting resiliency and positive coping strategies
- Challenges and innovations in bullying prevention
- Promoting collaboration and managing bullying utilizing online classes during the pandemic
- Challenges associated with bullying prevention during the pandemic

#### Timeline:

January 15, 2021: Proposals are due (submit to [ahorne@uga.edu](mailto:ahorne@uga.edu))

February 15, 2021: Decisions on the proposals are disseminated

July 31, 2021: Manuscripts are due

November 2021: Special Issue is published (This date is aspirational and will depend on the review process.)

For any questions regarding this Special Issue, please contact Sally M. Hage, Editor of *JPHP*, at [jphp@springfieldcollege.edu](mailto:jphp@springfieldcollege.edu). Please see attached PDF for further information.

## **(2) Recommendations by the Scientific Committee on preventing and addressing school bullying and cyberbullying**

UNESCO and the French Ministry of Education, Youth and Sports organized an International Conference on School Bullying on 5 November 2020. The conference built on commitments made at the July 2019 meeting of education ministers of the G7, under the French Presidency, and marks the celebration of the first-ever International Day Against Violence and Bullying at School including Cyberbullying.

The online conference seeks to build global momentum to end bullying in schools by raising awareness among all stakeholders, sharing promising practices, and mobilizing governments, experts and the entire education community. Prior to the event, experts from different regions of the world working on the prevention of school bullying were asked to prepare recommendations for the conference. The process was led by a Scientific Committee comprised of French experts advising the French Ministry of Education, Youth and Sports for the design of its national anti-bullying program, as well as international experts. Two consultations were organized to inform the process: one amongst the French committee of experts and a virtual consultation amongst about fifty renowned international experts (academics, representatives of governments, NGOs, and UN agencies) to collect their opinions on what works to prevent and address bullying and cyberbullying, including scientific evidence.

The attached document presents a summary of a first set of recommendations made by the Scientific Committee on three key issues:

- How should the definition of school bullying be revisited to develop more comprehensive and targeted initiatives to tackle bullying in all its forms? What aspects should be considered for a more inclusive definition?
- How effective national responses to bullying should look like, based on existing evidence? What are the key components and characteristics of a comprehensive approach to bullying and cyberbullying?
- What additional or specific strategies and actions should be taken into consideration when planning and implementing responses to cyberbullying?

## **(3) Author Exchange—BRNET Member Publications**

Dr. Schacter recently published a paper in *Pediatrics*. Please see attached PDF and citation below. Additionally, you may contact Dr. Schacter at [hannah.schacter@wayne.edu](mailto:hannah.schacter@wayne.edu) for additional information.

Schacter, H.L. (in press). Effects of peer victimization on child and adolescent physical health. *Pediatrics*. <https://doi.org/10.1542/peds.2020-003434>

## **(4) Opportunity to Collaborate on Integrated Data Analysis Grant Submission**

We are planning a grant submission that will entail integrating data across multiple projects focused on bullying/peer victimization to examine prevalence/rates of subgroups of youth involved in bullying experiences and examine individual-level and contextual-level factors that influence subgroup membership. We are looking for researchers interested in collaborating with us and sharing data from existing studies for this project. The inclusion criteria for datasets are as follows:

1. Includes measure of bullying/aggression AND peer victimization
  - a. More than 1-item about bullying and about victimization
  - b. If possible, ability to look at the forms/modalities (i.e., physical, verbal, relational, cyber)
2. Uses self-report measures
3. Includes some focus on K-12 youth
4. Information available on individual-level demographics (sex, race/ethnicity), access to data on gender identity a plus
5. If intervention study, will want to use baseline data for initial harmonization
6. Includes some measure of contextual factors (particularly school climate)
7. Ability to access school-level characteristics (e.g., racial/ethnic composition of the school, urbanicity, etc.)
8. Data must be nested within schools and must be more than 1 school
9. Total student sample size must be  $N \geq 700$

We are also asking researchers who agree to contribute data to this effort to be part of a steering committee for the grant. This steering committee will meet approximately twice a year via video conferencing to discuss the status and direction of the current project as well as have the authority to approve of concepts for future studies that are beyond the scope of the current grant.

If interested in discussing collaboration, please contact Amie Bettencourt, Ph.D. at [abetten3@jhu.edu](mailto:abetten3@jhu.edu).

### **(5) European Young Researchers Network on Teachers' Role in School Bullying**

Four researchers (Saskia Fischer, Eleonora Marucci, Antonia Paljakka, Danelien van Aalst) working at universities in three European countries (Austria, Germany, and the Netherlands) are currently researching teachers' role in the preventing, recognizing, and intervention in school bullying among students at primary and secondary schools. They are creating a platform specifically for young researchers (including postdoc-phase) with related research, by founding a digital platform where they can connect and find each other easily, share research and information, and support each other in networking and collaborating.

Please see attached PDF for further information.

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

Most sincerely,



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



Dr. Susan Swearer  
University of Nebraska - Lincoln  
BRNET Co-Director