



DEAR BRNET MEMBERS AND AFFILIATES:

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 our website at <http://cehs.unl.edu/BRNET/> for additional resources and announcements.

BRNET DECEMBER 2023

NEWSLETTER:

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Featured Spotlight – Dr. Jessica Trach

Jessica Trach is a researcher, school psychologist, and university educator. She received her PhD from the University of British Columbia in 2019. Since then she completed a postdoc at the Human Early Learning Partnership (HELP; earlylearning.ubc.ca) working with the Middle-Years Development



Instrument (MDI) to investigate how children’s social experiences at school impact their wellbeing. Recently, as a senior researcher at the University of Turku, INVEST Research Flagship (invest.utu.fi), she has studied the effectiveness of targeted interventions to address the behaviour of children who bully others. In general, her research interests span three major areas: 1) bullying prevention and intervention, 2) bystander group processes (e.g., intergroup relations that support defending vs. passive bystanding), and 3) practices that promote children’s healthy relationships and social-emotional learning (SEL).

Dr. Trach’s program of research benefits from strong interdisciplinary and international collaborations with colleagues throughout Europe and North America, reaching across disciplines of education, psychology, sociology, public health, and population studies, to name a few. She is currently involved in several exciting projects, including an international study of teacher responses to identity-based bullying (e.g., bullying that specifically targets the victim’s gender, ethnicity, or sexual orientation). Involving



researchers from 14 different countries, this study is being conducted in partnership with BRNet (cehs.unl.edu/BRNET). The purpose of this project is to understand whether the strategies teachers use to respond to different forms of peer aggression vary by country, or as a function of their perceptions, experience, or school context. A second project that is currently underway with researchers at University College Dublin, employs the Children’s School Lives dataset (cslstudy.ie) to investigate how teacher’s SEL beliefs and practices impact both student and teacher wellbeing. As with all of her research, Dr. Trach’s goal for these projects is to translate scientific findings into practical strategies that can be shared with educators to support the healthy social and emotional development of all children.

In addition, Dr. Trach is in the process of applying for funding for a new research project investigating the social factors that influence empathy development. In light of previous research that has found declines in empathy among adults (e.g. Konrath et al., 2011), this new project will test: 1) whether similar declines in empathy can be observed over time among children, 2) the ways in which empathy changes from childhood to adolescence, and 3) the social experiences associated with increasing/decreasing empathy over time. For example, in a recent study published in *Child Development*, Dr. Trach and her colleagues investigated the short-term longitudinal associations between victimisation and empathy among Finnish youth. We found a small, but statistically significant, positive longitudinal effect from victimisation to cognitive empathy, indicating that youth who increased (or decreased) in their level of peer victimisation also increased (or decreased) in their level of empathy for other victims of bullying. Dr. Trach’s new project will seek to expand on this previous work to identify new and creative ways to help children access and act on their experiences of empathy. To this end, she is interested in connecting with other researchers who have longitudinal datasets in childhood or adolescence that include measures of empathy, or related constructs (e.g., empathic concern, empathic anger, sympathy, moral emotions, etc.) to include in this project. If you are interested in this, or any of her other projects, please contact her at jessica.trach@outlook.com.

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OSF profile: osf.io/dt36n

ResearchID: [rid69159](https://doi.org/10.1111/cdev.13907)

Reference List

Trach, J., Garandau, C., & Malamut, S. (2023). Peer victimization and empathy for victims of bullying: A test of bidirectional associations in childhood and adolescence. *Child Development*. <https://doi.org/10.1111/cdev.13907>

Malamut, S., **Trach, J.**, Garandau, C. & Salmivalli, C. (2022). Does defending victimized peers put youth at risk of being victimized? *Child Development*. <https://doi.org/10.1111/cdev.13866>



Johander, E., **Trach, J.**, Turunen, T., Garandeanu, C., Salmivalli, C. (2022). Intention to stop bullying following a condemning, empathy-raising, or combined message from a teacher – Do students’ empathy and callous-unemotional traits matter? *Journal of Youth and Adolescence*, *51*, 1568–1580.

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Malamut, S., **Trach, J.**, Garandeanu, C. & Salmivalli, C. (2021) Examining the potential mental health costs of defending victims of bullying: A longitudinal analysis. *Research on Child and Adolescent Psychopathology*, *49*, 1197-1210.

D’Urso, G., Chavez, D., Strohmeier, D., & **Trach, J.** (2023). The role of morality and religiosity in ethnic and homophobic prejudice among teachers. *Sexuality & Culture*, *27*, 1403–1418.

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Cloth, A.H., **Trach, J.**, & Cannon, J. (2023). Needs-based mentoring in schools: A holistic approach for working with youth at-risk. *Child & Youth Services*.

Padilla-Walker, L., Van der Graff, J., Workman, K., Carlo, G., Branje, S., Carrizales, A., Gerbino, M., Gulseven, Z., Hawk, S., Luengo Kanacri, P., Mesurado, B., Samper, P., Shen, Y-L., Taylor, L., **Trach, J.**, van Zalk, M., & Zukauskienė, R. (2022). Emerging adults’ cultural values, prosocial behaviors, and mental health during the COVID-19 pandemic: A multi-national study. *International Journal of Behavioral Development*, *46*, 286-296. <https://doi.org/10.1177/01650254221084098>

Trach, J. & Hymel, S. (2020). Bystanders’ affect toward bully and victim as predictors of helping and non-helping behaviour. *Scandinavian Journal of Psychology*, *61*, 30-37.

Trach, J., Lee, M. & Hymel, S. (2018). A social-ecological approach to addressing emotional and behavioural problems in schools: Focusing on group processes and social dynamics. *Journal of Emotional and Behavioral Disorders*, *26(1)*, 11-20.

Trach, J., Ramanujan, K., Saron, C., & Chatterjee Singh, N. (2020). Humans are social and emotional beings. In N. Chatterjee Singh & A. Duraiappah (Eds.), *Rethinking Learning: A Review of Social and Emotional Learning for Education Systems* (pp. 11-28). United Nations Educational, Scientific and Cultural Organization, Mahatma Gandhi Institute of Education for Peace and Sustainable Development (UNESCO MGIEP).

Trach, J., Hymel, S., Waterhouse, T. & Neale, K. (2010). Bystander responses to school bullying: a cross-sectional investigation of grade and sex differences. *Canadian Journal of School Psychology*, *25*, 114-130.



BRNET New Members

BRNET has a current total of 278 members from 30 countries.

New Affiliates of BRNET

BRNET has a current total of 115 affiliates from 19 countries. **Welcome Malika Achingale & Yoonsun Pyun!**

Please send recommendations for potential **BRNET members** (i.e., faculty, researchers, and clinicians who are conducting research on bullying or related topics) to Drs. Wendy Craig, Susan Swearer, or to bullyresearchnet@gmail.com. Additionally, you may direct potential BRNET members toward our website for further information: <https://cehs.unl.edu/BRNET/become-member-or-affiliate/>.

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 that can be posted on the website;*
- 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) or curriculum vitae that can be posted on the website;*
- 5. relevant web-based links you would like to share.*

Affiliates of BRNET (formerly known as ‘Friends of BRNET’) is a group of graduate students, administrators, parents, and individuals who are interested in learning more about the Bullying Research Network. Affiliates of BRNET receive our monthly e-newsletter. If you are interested in becoming an Affiliate of BRNET or want to refer someone to Affiliates of BRNET, please email Catie Carney, the BRNET Coordinator, at bullyresearchnet@gmail.com with the following information: name, title, address, and email address.



Author Exchange - Member and Affiliate Publications

If you would like to share research articles or other publications to be highlighted in our monthly newsletters, please email Catie Carney at bullyresearchnet@gmail.com with the following information:

- Your article citation (with a link to the DOI, if possible)
- Your article abstract
- Your email (so individuals who receive our newsletter can request further information, if desired)

Dr. Nassem recently published the following paper in *Pastoral Care in Education*. Please see the citation below. The full-text article can be accessed at the doi link below.

Nassem, E. M. (2023). The application of a Foucauldian approach to analyse school bullying: A critique. *Pastoral Care in Education*, 1-19. <https://doi.org/10.1080/02643944.2023.2271473>

Announcements

For Students

(1) Brock Research on Aggression and Victimization Experiences (BRAVE)

The Brock Research on Aggression and Victimization Experiences (BRAVE) group at Brock University is accepting graduate students pursuing an MA or PhD. Application deadlines are in December and January. For more information, please see the attached PDF and the following website:

<https://brocku.ca/brave/about-us/>

Call for Papers

(1) Special Issue of *Behavioral Science & Law*

Please see the link below for information on the *Behavioral Science & Law* Special Issue entitled, “School Violence and Bullying, Cyberbullying, and Cyber Deviance: The International and Interdisciplinary Perspectives.” Manuscripts should be submitted by March 1, 2024. Link to Special Issue: [Behavioral Sciences & the Law - Call for Papers - Special Issue on School Violence and Bullying, Cyberbullying, and Cyber Deviance: The International and Interdisciplinary Perspectives \(wiley.com\)](#). See the attached PDF for more information.



Member Activities

(1) Bullying Interventions Research Consortium

Dear fellow anti-bullying intervention researchers,

In 2022, we launched the BIR-Consortium with the aim to investigate what works for whom in school-based anti-bullying interventions. We conducted an Individual Participant Data Meta-Analysis in which we pooled international datasets and conducted moderator analyses on a subset of 39,793 children and adolescents (Hensums et al., 2022). Currently, we are looking for new trials, published between January 2019-present, that assessed the effectiveness of anti-bullying interventions in school settings, to expand our consortium and conduct even more relevant analyses. We will soon get in touch with authors of eligible trials that we identified through our systematic search, but please feel free to contact us directly should you wish to receive more information about joining our consortium (m.hensums@uva.nl). We look forward to collaborating with you in the (near) future!

All best,

The BIRC (Bullying Interventions Research Consortium)

Hensums, M., De Mooij, B., Kuijper, S. C., Fekkes, M., & Overbeek, G. (2022). What works for whom in school-based anti-bullying interventions? An individual participant data meta-analysis. *Prevention Science*, 1-12. <https://doi.org/10.1007/s11121-022-01387-z>

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

Dr. Wendy Craig
Queen’s University
BRNET Co-Director