



BRNET February 2019 Newsletter

Dear BRNET Members and Friends of BRNET:

Thank you for being a part of the Bullying Research Network! In our February 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.

Featured Spotlight—Dr. Cixin Wang

Cixin Wang (Ph.D.) is an Assistant Professor in School Psychology in the Department of Counseling, Higher Education, and Special Education and faculty affiliate in the Asian American Studies program at the University of Maryland, College Park. She received her Ph.D. from the University of Nebraska-Lincoln in 2011, and completed a postdoctoral fellowship at the John's Hopkins University/ Kennedy Krieger Institute in 2013. Dr. Wang has published about 40 peer reviewed journal articles and 10 book chapters on topics related to youth bullying/problem behavior and mental health.

Dr. Wang's research seeks to (1) better understand different factors contributing to bullying/ victimization and mental health difficulties, including individual, family, school, and cultural factors; (2) develop effective prevention and intervention techniques to decrease bullying at school; and (3) develop school-wide prevention models to promote mental health among students, especially among culturally and linguistically diverse (CLD) students.

Dr. Wang's recent research focuses on bullying among Asian American students. For example, she and her former student (Atwal & Wang, 2018) published the first empirical article examining peer victimization among Sikh American adolescents at school. They found that wearing a religious head covering is related to Sikh American adolescents' self-report of being perceived as a foreigner, which then relates to more victimization and adjustment difficulties. They argued that bullying victimization is a social justice issue for Asian American students. This research among Sikh American youth is important because victimization and hate crimes against Sikh Americans (majority Asian Indian ancestry) have increased significantly after the terrorist attacks on September 11, 2001. Recently, Dr. Wang has also identified different moderators on the relationship between victimization and youth mental health, including coping strategies, parental engagement, and school climate.

In addition, Dr. Wang is committed to developing and evaluating evidence based prevention and intervention for bullying. She has developed the Bullying Literature Project, a class-wide intervention that uses children's storybooks (i.e., *Bullying B.E.A.N.S., Just Kidding*) to encourage awareness about bullying, teach appropriate problem solving and social skills, and encourage bystander intervention for bullying among elementary school students. This work is important because effective intervention and prevention programs for bullying that can be easily integrated into the language arts instruction are very limited. The Bullying Literature Project can fill this gap in research and practice because elementary school teachers can meet the common core standards while supporting students' social and emotional needs when implementing this program. Research has shown that this intervention has benefited youth by reducing student-reported moral disengagement and victimization, promoting peer friendships (Wang & Goldberg, 2017) and increasing teacher-reported prosocial behavior among students (Wang, Couch, Rodriguez, & Lee, 2015).

Selected Recent Publications:

Do, K. A., Wang, C., & Atwal, K. (In press). Peer victimization and the perpetual foreigner stereotype on Sikh American adolescents' mental health outcomes: The moderating effects of coping and behavior enculturation. *Asian American Journal of Psychology*. doi: 10.1037/aap0000132

Atwal, K., & Wang, C. (2018). Religious head covering, being perceived as foreigners, victimization, and adjustment among Sikh American adolescents. *School Psychology Quarterly*. doi:10.1037/spq0000301. Advance online publication.

Wang, C., La Salle, T., Do, K. A., Wu, C., & Sullivan K. E. (2018). Does parental involvement matter for students' mental health difficulties and suicide thoughts and behaviors in middle school? *School Psychology Quarterly*. doi: 10.1037/spq0000300. Advanced online publication.

Wang, C., La Salle, T., Wu, C., Do, K. A. †, & Sullivan K. E. (2018). School climate and parental involvement buffer the risk of victimization on suicidal thoughts and behavior among Asian American middle school students. *Asian American Journal of Psychology*, 9(4), 296-307. doi: 10.1037/aap0000138

Wang, C., Boyanton, D., Ross, A. M., Liu, J., Sullivan, K. E., Do, K. A. (2018). School climate, victimization, and mental health outcomes among elementary school students in China. *School Psychology International*, 39(6) 587–605. doi:10.1177/0143034318805517

Ryoo, J. H., Wang, C., Swearer, S. M., & Park, S. (2017). Investigation of transitions in bullying/victimization statuses of gifted and general education students. *Exceptional Children*, 83, 396-411. doi: 10.1177/0014402917698500 (Impact factor: 2.296; 5-year impact factor: 3.374)

Wang, C., & Goldberg, T. S. (2017). Using children's literature to decrease moral disengagement and victimization among elementary school students. *Psychology in the Schools*, 54, 918-931. doi:10.1002/pits.22042 (Impact factor: 1.190; 5-year impact factor: 1.588)

Wang, C., Ryoo, J. H., Swearer, S. M., Turner, R., & Goldberg, T. S. (2017). Longitudinal relationships of bullying and moral disengagement among adolescents. *Journal of Youth and Adolescence*, 46, 1304-1317. doi: 10.1007/s10964-016-0577-0. 2015. (Impact factor: 3.284; 5-year impact factor: 3.957)

BRNET New Members!

BRNET has a current total of 209 members! Welcome to the BRNET, **Drs. De Pedro, Farrell, & Williford!**

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.

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.
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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 with the following information: name, title, address, and email address.

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) Papers of interest from Drs. Huitsing & Veenstra and colleagues

Papers about bullying and school involvement in intervention were recently published and you might find them interesting. You can find their PDFs attached to this email. The article citations are:

Van der Ploeg, R., Steglich, C., & Veenstra, R. (2019). The way bullying works: How new ties facilitate the mutual reinforcement of status and bullying in elementary schools. *Social Networks*, doi: 10.1016/j.socnet.2018.12.006.

Huitsing, G., Van Duijn, M.A.J., Snijders, T.A.B., Alsaker, F.D., Perren, S., & Veenstra, R. (2019). Self, peer, and teacher reports of victim-aggressor networks in kindergartens. *Aggressive Behavior*, doi: 10.1002/ab.21817.

(2) World Anti-Bullying Forum in Dublin, Ireland

The second World Anti-Bullying Forum will take place in Dublin, Ireland on June 4-6th 2019. Abstract notifications were sent this month. All accepted authors are asked to follow the steps in their acceptance email and register for the Forum in order to confirm their participation by February 12th. **Early Bird Registration ends February 28th 2019.** See the website of the conference: <http://wabf2019.com>. BRNET co-founders, Dr. Susan Swearer and Dr. Shelley Hymel, are among the keynote speakers.

REGISTRATION OPEN



**World
Anti-Bullying
Forum** DUBLIN
JUNE 4 - 6, 2019
The Helix, DCU

www.wabf2019.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 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