



Dear BRNET Members and Friends of BRNET:

Thank you for being a part of the Bullying Research Network! In our July 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. Dorte Marie Søndergaard

Dorte Marie Søndergaard (DPhil.) is a Professor of Social Psychology (since 2002) at the Danish School of Education, Aarhus University in Denmark. She received her dr.philos degree from Oslo University in 1996. Søndergaard conducts research in bullying among children and young people in school in addition to research on gender and diversity. Currently, she works with bullying and sexualized digital practices among young people, with a special focus on abusive and non-consensual image-sharing, on accelerated dynamics built into digital shaming and identity formation, and the negotiations of normativity running across digital and analogue social practices.

Theoretically-informed analyses of qualitative data has been the basis for Søndergaard's suggestion of a number of central conceptualizations addressing an understanding of bullying as a social phenomenon. She argues that the fear of social exclusion is a strong and common driver for bullying behavior. In her article, *Bullying and Social Exclusion Anxiety in Schools* (2012) (re-published in an edited version in Schott and Søndergaard (Eds.), 2014), she invites researchers and practitioners to turn their attention from mainly seeking out individualized deficits in children as causes of bullying behavior, to looking into the intricate social mechanisms that form the relational patterns and behaviors in groups. Her concept of social exclusion anxiety is founded in a social psychological understanding of humans as existentially dependent on social embeddedness. When this belonging is jeopardised, exclusion anxiety is heightened. Social embeddedness may come under pressure in any number of ways and when it happens, uneasiness circulates around the group. The unpleasant emotion of anxiety seeks assuagement and one effective alleviation strategy is the production of contempt for something or someone else. Contempt production offers short-term relief through focusing on – and preferably distancing oneself from and gaining some control over – the anxiety-producing threat. It often implicates extreme exclusion and abjection, bullying, as part of the alleviation of anxiety and of formation of group identity. While this perspective on bullying is a very complex social phenomenon, Søndergaard also suggests that standardized intervention strategies

should be replaced by more dynamic and context sensitive strategies of handling and navigating social relating and group interaction in schools.

Søndergaard was the Director of the research project, *eXbus. Exploring Bullying in School*. eXbus was run by an interdisciplinary research team funded by the Danish foundation, TrygFonden, and The Independent Research Fund Denmark. The team involved researchers across psychology, philosophy, law, mathematical statistics, minority studies and communication. Methods included ethnographic interviews with children and young people, parents, and educational professionals; together with surveys, document analyses, and a number of other approaches to the field of bullying. The theories on bullying and social dynamics among children and young people in school developed by eXbus have been implemented in the Danish Ministry of Education's policy on bullying in schools.

Selected Publications

Søndergaard, D. M. (2012). Bullying and social exclusion anxiety in schools. *British Journal of Sociology of Education*, 33(3), 355-391. Online: <http://www.tandfonline.com/doi/abs/10.1080/01425692.2012.662824>

Schott, R. M. & Søndergaard, D. M. (2014). *School Bullying: New Theories in Context*. Cambridge, MA: Cambridge University Press.

Søndergaard, D. M. (2014). From standardized interventions to analytically informed, multi-perspective intervention strategies. In Schott, Robin May & Dorte Marie Søndergaard (Eds.) *School Bullying: New Theories in Context*. Cambridge, MA: Cambridge University Press.

Søndergaard, D. M. (2015) The Dilemmas of Victim Positioning. *Confero*, 3(2), 36-79.

Søndergaard, D. M. (2016) New materialist analyses of virtual gaming, distributed violence and relational aggression. *Cultural Studies<->Critical Methodologies*, 16(2), 162–172.

Søndergaard, Dorte Marie (2017) The thrill of bullying. Bullying, humor and the making of community. *Journal for the Theory of Social Behavior*, 48(1), 48-65. doi: 10.1111/jtsb.12153

Søndergaard, Dorte Marie and Helle Rabøl Hansen (2018). Bullying, social exclusion anxiety and longing for belonging. *Nordic Studies in Education*, 38(4), 319–336.

World Anti-Bullying Forum Highlights

The 2nd World Anti-Bullying Forum was held in Dublin, Ireland on June 4-6, 2019 and it was an incredible event! You can find out more by following #WABF2019 and @wabforum on Twitter. Special guests included: Charlotte Petei Groninski Deputy Director of UNICEF, Anna Corrazza Bildt EU Parliament Coordinator for Children's Rights, Lord Mayor of Dublin, and Mary Mitchell O'Connor, Minister of State for Higher Education in Ireland.

#WABF2019 by the numbers:

- 900+ participants including youth ambassadors, VIP guests, volunteers, and delegates
- Over 400 presentations, papers, workshops and posters
- Two industry sessions, with Facebook and Vodafone
- Three thematic sessions sponsored by UNESCO

- Plenary presentation by UNESCO on their International Bullying Report from 144 countries (*Behind the numbers: Ending school violence and bullying*)
- 8 UNESCO sponsored scholars from the Global South
- 4500 cups of coffee
- 104 tweets per hour
- 600 pints of Guinness

The Forum brought together researchers, practitioners, and students from across the world. It was inspirational to see the diversity of bullying research world-wide! A HUGE thanks to Professor James O'Higgins Norman, UNESCO Chair on Tackling Bullying in Schools and Cyberspace and the Chair of WABF2019 Organising Committee for a significant event!!!!

BRNET New Members!

BRNET has a current total of 217 members! Welcome to the BRNET, **Drs. Holfeld & Edling!**

New Friends of BRNET!

BRNET has a current total of 77 'Friends!' Welcome, **Richard Moberly!**

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

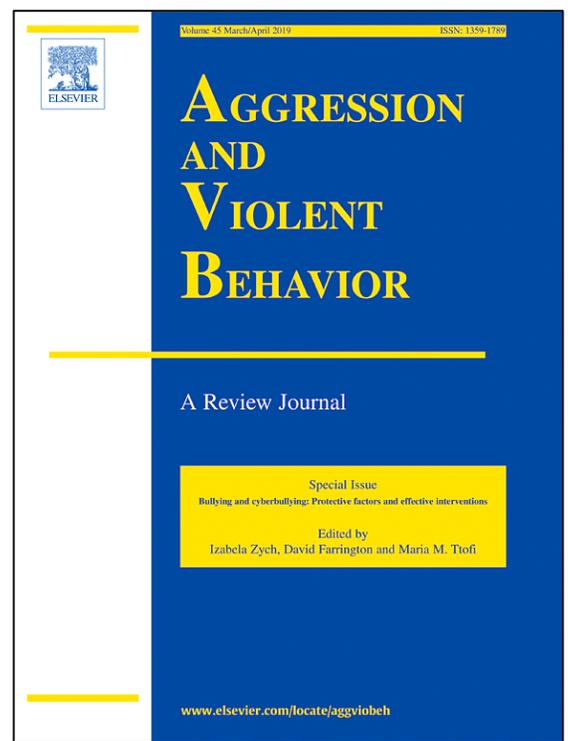
(1) Post-Doctoral Research Position

Please refer to the attached PDF for information on a post-doctoral research position with Disability & Psychoeducational Studies in the College of Education at the University of Arizona. This research associate will assist in managing a 3-year project funded by a grant from the National Science Foundation. Dr. Jina Yoon is the primary investigator on this study and will serve as the supervisor. This project will examine the complex ways in which teachers' characteristics, practices, and actions affect (1) students' beliefs and attitudes, (2) the classroom ecology, and (3) victimization and defending behaviors. The postdoc will be involved in all the research aspects of the projects. The position calls for a creative and self-motivated postdoctoral fellow interested in conducting cutting edge research, capable of developing research projects independently, but also capable of working effectively as a team member. Critical and independent thinking is very important for this position, as well as having the ability to analyze data, write manuscripts and proposal grant writing. Postdoc will interact with and supervise graduate and undergraduate students under the direction and supervision of Drs. Jina Yoon, Sheri Bauman, and Russell Toomey.

(2) Special Issue of Aggression and Violent Behavior

We have a pleasure to present a Special Issue of Aggression and Violent Behavior titled "Bullying and cyberbullying: Protective factors and effective interventions" guest edited by Izabela Zych, David P. Farrington and Maria M. Ttofi. This Special Issue includes a series of narrative and systematic reviews focused on protective factors against bullying and cyberbullying, together with reviews of intervention programmes. Bullying and cyberbullying are harmful aggressive behaviours with serious short and long-term consequences. This Special Issue brings together some of the leading researchers in the field to fill some pressing gaps in knowledge and to provide a global vision about what is known, what needs to be discovered next, and what can be done to decrease bullying and cyberbullying. The table of contents is included below.

1. Editorial: Zych, I., Farrington, D.P., & Ttofi, M.M. (2019). Bullying and cyberbullying: Protective factors and effective interventions. *Aggression and Violent Behavior*, 45, 1–3.
2. Zych, I., Farrington, D. P., & Ttofi, M. M. (2019). Protective factors against bullying and cyberbullying: A systematic review of meta-analyses. *Aggression and Violent Behavior*, 45, 4-19.



3. Kowalski, R. M., Limber, S. P., & McCord, A. (2018). A developmental approach to cyberbullying: Prevalence and protective factors. *Aggression and Violent Behavior, 45*, 20-32.
4. Smith, P. K., López-Castro, L., Robinson, S., & Görzig, A. (2019). Consistency of gender differences in bullying in cross-cultural surveys. *Aggression and Violent Behavior, 45*, 33-40.
5. Nocentini, A., Fiorentini, G., Di Paola, L., & Menesini, E. (2019). Parents, family characteristics and bullying behavior: A systematic review. *Aggression and Violent Behavior, 45*, 41-50.
6. Lambe, L. J., Della Cioppa, V., Hong, I. K., & Craig, W. M. (2019). Standing up to bullying: A social ecological review of peer defending in offline and online contexts. *Aggression and Violent Behavior, 45*, 51-74.
7. Romera, E. M., Casas, J. A., Gómez-Ortiz, O., & Ortega-Ruiz, R. (2019). Moral domain as a risk and protective factor against bullying. An integrating perspective review on the complexity of morality. *Aggression and Violent Behavior, 45*, 75-82.
8. Zych, I., Baldry, A. C., Farrington, D. P., & Llorent, V. J. (2019). Are children involved in cyberbullying low on empathy? A systematic review and meta-analysis of research on empathy versus different cyberbullying roles. *Aggression and Violent Behavior, 45*, 83-97.
9. Espelage, D. L., Valido, A., Hatchel, T., Ingram, K. M., Huang, Y., & Torgal, C. (2019). A literature review of protective factors associated with homophobic bullying and its consequences among children & adolescents. *Aggression and Violent Behavior, 45*, 98-110.
10. Gaffney, H., Ttofi, M. M., & Farrington, D. P. (2019). Evaluating the effectiveness of school-bullying prevention programs: An updated meta-analytical review. *Aggression and Violent Behavior, 45*, 111-133.
11. Gaffney, H., Farrington, D. P., Espelage, D. L., & Ttofi, M. M. (2019). Are cyberbullying intervention and prevention programs effective? A systematic and meta-analytical review. *Aggression and Violent Behavior, 45*, 134-153.
12. Sivaraman, B., Nye, E., & Bowes, L. (2019). School-based anti-bullying interventions for adolescents in low-and middle-income countries: A systematic review. *Aggression and Violent Behavior, 45*, 154-162.
13. Blaya, C. (2019). Cyberhate: A review and content analysis of intervention strategies. *Aggression and Violent Behavior, 45*, 163-172.

Full texts of the articles can be accessed at:

<https://www.sciencedirect.com/journal/aggression-and-violent-behavior/vol/45/suppl/C>

Feel free to contact Izabela Zych (izych@uco.es), David P. Farrington (dpfl@cam.ac.uk), or Maria M. Ttofi (mt394@cam.ac.uk) for requests, questions and comments regarding this Special Issue.

(3) Research Positions Available—University at Buffalo

Two new research positions for a NIH grant titled, “Peer and family adversity, neuroendocrine regulation and school readiness across the transition to kindergarten,” are available. The Principal Investigator is BRNET member, Dr. Jamie Ostrov. Please share these postings with anyone who might be interested:

Research Support Specialist (“Project Coordinator”):

<http://www.ubjobs.buffalo.edu/postings/19820>

(4) Project of Interest—Bullying Awareness Project in Turkey

Please see the attached research summary from researchers in Turkey, including BRNET member, Dr. Tanrikulu. This bullying prevention awareness project was carried out by Kurtuluş Primary School in Gaziantep-Turkey on May 2019, under the supervision of İbrahim Tanrikulu, PhD (Gaziantep University-Turkey). They would like to inform researchers by sharing photos to ignite innovative ideas to prevent bullying all over the world. For more information about the project details and the findings, please contact İbrahim Tanrikulu, PhD by sending an e-mail to ibrahimtanrikulu@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 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