



## BRNET March 2021 Newsletter

### Dear BRNET Members and Affiliates of BRNET:

Thank you for being a part of the Bullying Research Network! In our March 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. Tim Cavell

**Dr. Tim Cavell** is a clinical child/family psychologist and Professor in the [Department Psychological Science](#) at the University of Arkansas. His work has been funded by National Institute on Drug Abuse and the Institute of Education Science. His [team](#) focuses mainly on developing and evaluating selective prevention programs for elementary school students who are chronically bullied. As part of this effort, his team has explored ways to efficiently identify children who are stably victimized and at risk of negative outcomes, including use of the Olweus Bully Victim Questionnaire and its recommended cutoffs for estimating prevalence of victimization.

Much of the work by Cavell and his team centers on the school lunchroom, a high-risk/high-reward context for children's social development (Craig et al., 2015). His team found that peer acceptance in the lunchroom predicts children's level of peer victimization even when controlling for social preference scores derived from traditional classroom-based sociometric instruments. His team has also found preliminary support for school-based, lunchtime mentoring as a form of selective prevention for victims of school bullying. This intervention is informed by research conceptualizing peer victimization as collective action maintained by peer group norms and a socially constructed narrative that functions to stigmatize and exclude vulnerable children (Juvonen & Galván, 2009; Thornberg, 2015). Lunch Buddy mentors are trained to counter this narrative by promoting more positive peer interactions for and more benign attitudes about their mentee. This type of focused intervention is a potential complement to established universal programs designed to reduce overall levels of bullying and victimization but fail to adequately address the needs of chronic victims.

## Selected Recent Publications

- Gregus, J. T., Craig, J.T., & Cavell, T. A. (2020). Toward evidence-based interventions for chronically bullied children: Candidate mechanisms and potential strategies. *Evidence-Based Practice in Child & Adolescent Mental Health*, 5, 83-101. doi.org/10.1080/23794925.2020.1727796
- Mapes, A. R., Sourk, M. M., Mutignani, L. M., Hernandez-Rodriguez, J., Pastrana, F., Gregus, S. J., Craig, J. T., & Cavell, T. A. (2020). Liked by peers or liked by teachers: Differential patterns of bullying over time. *Journal of School Violence*. 1-15.
- Hernandez Rodriguez, J., Gregus, S. J., Craig, J. T., Pastrana, F. A., & Cavell, T. A. (2019). Anxiety sensitivity: Predictor of children's internalizing problems and peer victimization? *Child Psychiatry & Human Development*, 50, 1-13.
- Pastrana, F. A., Craig, J. T., Gregus, J. T., Hernandez Rodriguez, J., Bridges, A. J., & Cavell, T. A. (2018). Identifying children stably victimized by peers: In search for an accurate and practical screener. *Journal of School Violence*, 18(2), 259-271.
- Gregus, J. T., Hernandez Rodriguez, J., Pastrana, F. A., Craig, J.T., McQuillin, S. D., & Cavell, T. A. (2017). Teacher self-efficacy moderates the relation between recommended practices and class-wide levels of peer victimization. *School Psychology Review*, 46, 304-319.
- Elledge, L. C., Elledge, A. R., Newgent, R. A., & Cavell, T. A. (2016). Social risk and peer victimization in elementary school children: The protective role of teacher-student relationships. *Journal of Abnormal Child Psychology*, 44(4), 691-703.
- Craig, J. T., Gregus, S. J., Elledge, L. C., Pastrana, F. A., & Cavell, T. A. (2016). Preliminary investigation of the relation between lunchroom peer acceptance and peer victimization. *Journal of Applied Developmental Psychology*, 43, 101-111.
- Gregus, S. J., Craig, J. T., Hernandez Rodriguez, J., Pastrana, F. A., & Cavell, T. A. (2015). Lunch Buddy mentoring for children victimized by peers: Two open trials. *Journal of Applied School Psychology*, 31, 167-197.

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### **BRNET New Members!**

BRNET has a current total of 248 members from 25 countries! Welcome to the BRNET, **Dr. Llorent & Dr. Chen!**

### **New Affiliates of BRNET!**

BRNET has a current total of 88 Affiliates (formerly known as 'Friends of BRNET') 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). 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](mailto: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.

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### **Affiliates of BRNET**

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 a Affiliate of BRNET or want to refer someone to Affiliates 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) Tenth International Conference of Psychology and Education—June 2021**

Please read the following message from BRNET Member and President of the Conference of Psychology and Education, Dr. Eva Romera:

It gives us great pleasure to invite you to the 10th International Conference of Psychology and Education to be held in Cordoba in June 2021. After the resounding success of previous Conferences, the Scientific Association of Psychology and Education (ACIPE, in Spanish) has promoted this new opportunity for an academic and professional meeting to exchange views, ideas, experiences and advances from the latest research in the fields of Psychology and Education.

The slogan of this Conference: "From Neural to Social Networks: Wellbeing and Convivencia", takes as its starting point the neuro-psychological viewpoint which emerged from the 2018 Logroño Conference and aims to delve deeper in the broad domain of the social, emotional and moral world of the complex human network, which is at the core of school and family convivencia, on which the process of education

and socializing is based. The support provided by the academic and professional community for ACIPE in its last few Conferences and its consolidation as a scientific society have allowed us to build up a sizeable Scientific Support Network to back up this Conference. The Scientific Committee is presided by Rosario Ortega Ruiz, and is made up of a team of leading national and international researchers. We have organised an attractive program featuring prestigious guest speakers and a wide range of scientific activities including conferences, panels of experts, invited symposia, oral communications and posters. The six thematic areas are aimed at offering a response to current issues being discussed by researchers in Educational Psychology: (1) *Neuropsychology. Cognition and socialization*; (2) *Educational Psychology. Guidance, intervention and assessment*; (3) *Affective factors and social life in the classroom: convivencia in schools*; (4) *Cyberbehaviour: from e-learning to social networks*; (5) *Gender, sexuality and violence*; and (6) *Family, education and society*. Through these topics, we would be delighted to receive the scientific and professional community members who aim to advance knowledge in psychology and education through their contributions to the Conference in Córdoba.

Please visit <https://www.cipe2020.com/index.php/en/> for further information.

## **(2) World Anti-Bullying Forum—Abstract Submissions Welcome for Consideration**

The World Anti-Bullying Forum is an international and multidisciplinary forum whose purpose is to broaden our understanding of bullying, harassment, discrimination, ostracism, and other forms of violence among and against children and youth. The forum is a setting for multidisciplinary and cross-level dialogues, panels and meetings aimed at improving our understanding of bullying in all settings where children spend time and the efforts to stop and prevent it. The World Anti-Bullying Forum invites perspectives from different disciplines and areas such as (but not limited to) developmental and social psychology, sociology, social anthropology, education, gender studies, media studies, social work, health sciences, public health, childhood studies, political science, philosophy, and criminology. The World Anti-Bullying Forum also provides a platform for researchers and practitioners to present and discuss bullying in relation to societal and educational issues such as equality and equity, social emotional learning, rights and responsibilities, school climate, inclusion, exclusion, identity-based discrimination, etc.

If research-based knowledge is shared among those who work with and for children, and those who influence children's living conditions, we have a better chance of effective bullying prevention. Therefore, the World Anti-Bullying Forum is a place for dialogue among researchers, practitioners, stakeholders and decision makers.

- Call for Abstracts Opens: February 8, 2021
- Abstract Submission Deadline: April 11, 2021
- Notification of Abstract Review Outcome: Mid May, 2021
- Opening of registration: April 1, 2021
- Deadline for accepted authors to register: June 14, 2021
- Forum dates: November 1-3, 2021

In the light of the continued uncertainty surrounding the Covid-19 situation we are planning to host a hybrid (physical and digital) conference. We are closely following the development. The safety and wellbeing of all conference participants is our topmost priority. All authors of accepted abstracts will be contacted regarding physical or digital participation. Please see attached PDF for further information.

### (3) Special Issue of the International Journal of Environmental Research and Public Health

The Special Issue in the International Journal of Environmental Research and Public Health (IJERPH) will focus on cyberbullying from a lifespan perspective. The Guest Editors (Dr. Peter Smith, Professor Jorge Varela, and Dr. Christopher Barlett) welcome contributions on internet aggression generally – that is, they are not too concerned about distinctions between cyberbullying, cyber aggression, internet abuse, etc., although it is important that any empirical study make it very clear what exactly is being measured.

They are seeking to have a clear developmental perspective in this Special Issue. Contributions might be with populations outside of the school age range, for example, in colleges, workplaces, clubs, or other adult venues. Alternatively, they might be in school-aged populations, but only if developmental changes are a major part of the analysis and discussion. We will not be looking for articles on cyberbullying in school-aged children that do not have a strong developmental perspective.

Please see attached PDF for more information.

### (4) Author Exchange—BRNET Member Publications

Drs. Peguero & Hong recently published a book titled “School Bullying: Youth Vulnerability, Marginalization, and Victimization.” Please see citation below. Additionally, visit the following [link](#) or contact Dr. Peguero ([anthony.peguero@vt.edu](mailto:anthony.peguero@vt.edu)) for further information.

Peguero, A. A., & Hong, J. S. (2020). School Bullying: Youth Vulnerability, Marginalization, and Victimization. *Springer*.

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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