



Dear BRNET Members and Friends of BRNET:

Thank you for being a part of the Bullying Research Network! In our May 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. Dan Olweus

Dan Olweus (Ph.D.), who was born in Sweden, took his doctoral degree in 1969 at the University of Umeå, Sweden. From 1970 up to 2010, he was professor of psychology and research professor at the University of Bergen, Norway. He is still quite active as researcher and professor emeritus, affiliated with the Department for Health Promotion and Development, University of Bergen.

Dr. Olweus has been involved in research and intervention work in the area of school bullying for almost fifty years and he is often presented as the founding father of research on bully/victim problems. In the early 1970's, he conducted what is generally regarded as the first scientific study in the world of these problems. In the 1980's, he carried out the first systematic school-based intervention study against bullying in Bergen, Norway. This study documented a number of positive effects of what later became known as the Olweus Bullying Prevention Program, or OBPP. In 2001, the Norwegian government decided to offer the OBPP to all comprehensive schools in Norway and more than 600 schools implemented the program during the 10-year period with partial governmental funding. Scientific evaluations of the program have mostly focused on students in grades 4-7 (10-13 years) and, in particular, on the first six cohorts of schools that implemented the program, comprising more than 300 schools and some 55 000 students. Results from the various school cohorts have generally been quite consistent (Olweus & Limber, 2010, in press), representing important independent replications of the positive program effects (cf. the Hunter 2001 article: *The desperate need for replications*). The majority of these evaluation studies have used the "extended age cohort design" as developed by Dr. Olweus (e.g., Olweus & Limber, 2010) in which schools serve as their own controls. Results have typically been analyzed with multi-level techniques which correspond very well with the basic structure of the OBPP, working with measures and strategies at three or four levels: the individual, the class/group, the school, and, in the U.S. in particular, the community.

Dr. Olweus has been involved in many different aspects of bullying research, including the definition and measurement of bullying. The Olweus definition is operationalized in the Olweus Bullying Questionnaire, OBQ (Olweus, 1996), which is available free of charge for research purposes at olweus@uib.no. In recent years, Dr. Olweus has also focused on cyber bullying research (Olweus, 2012, 2017; Olweus & Limber, 2018) emphasizing the importance of making distinctions between cyber bullying and cyber harassment, in parallel with the corresponding difference between (traditional) bullying and general aggression. Recent studies have further dealt with important long-term school-level effects of the OBPP (Olweus et al., online 2018) and a large-scale evaluation of the OBPP in Pennsylvania (Limber et al. 2018; Olweus et al., 2019). For many years, all intervention work with OBPP and research in the U.S. have been conducted in close and productive collaboration with Dr. Susan Limber and her colleagues at the Institute on Family and Neighborhood Life, Clemson University. It is estimated that the OBPP has been implemented in more than 9000 U.S. schools. The program has also been successfully implemented in several other countries including Lithuania, Iceland, Sweden, and Germany. Pilot projects in several other countries are underway.

Dr. Olweus has received a number of awards and recognitions for his research and intervention work, including two awards for Distinguished Contributions by the APA (in 2011 and 2012), and IBPA's first Lifetime Achievement Award (2014). Dr. Olweus is the internationally most cited researcher in psychology and education in the Nordic countries, and his book *Bullying at school: What we know and what we can do* (1993) has been translated into 25 languages.

Selected Publications

Olweus, D., & Limber, S. (in press). The Olweus Bullying Prevention Program (OBPP): New Evaluations and Current Status, In P.K. Smith (Ed.), *Ways to reduce offline and online bullying in schools: Interventions that work*. New York: Routledge.

Olweus, D., Limber, S., & Breivik, K. (2019). Addressing different forms of bullying: A Large-Scale Evaluation of the Olweus Bullying Prevention Program. *International Bullying Prevention Journal*, 1, 70-84.

Limber, S. P., Olweus, D., Wang, W., Masiello, M., & Breivik, K. (2018). Evaluation of the Olweus Bullying Prevention Program: A large-scale study of U.S. students in grades 3-11. *Journal of School Psychology*, 69, 56-72.

Olweus, D., Solberg, M., & Breivik, K. (online 2018). Long-term school-level effects of the Olweus Bullying Prevention Program (OBPP). *Scandinavian Journal of Psychology*.

Olweus, D., & Limber, S. (2018). Some problems with cyber bullying research. *Current Opinion in Psychology*, 19, 139-143.

Olweus, D. (2017). Cyber bullying: A critical overview. In B. Bushman (Ed.), *Aggression and violence. A social psychological perspective* (pp. 225-240). New York. Routledge.

Olweus, D. & Limber, S. P. (2016). Five key components in a global strategy against bullying. In Office of the Special Representative of the Secretary-General on Violence against Children (Ed.), *Ending the torment: tackling bullying from the schoolyard to cyberspace* (pp. 67-73). New York: United Nations Press.

Breivik, K., & Olweus, D. (2014). An Item Response Theory Analysis of the Olweus Bullying Scale. *Aggressive Behavior*, 41, 1-13.

Olweus, D. (2013). School bullying: Development and some important challenges. *Annual Review of Clinical Psychology*, 9, 751-780.

Olweus, D. (2012). Invited discussion paper. Cyber bullying: An overrated phenomenon. *European Journal of Developmental Psychology*, 9, 520-538.

Olweus, D. & Limber, S.P. (2010). The Olweus Bullying Prevention Program: Implementation and evaluation over two decades. In S. R. Jimerson, S. M. Swearer, & D. L. Espelage (Eds.), *Handbook of bullying in schools: An international perspective* (pp. 377-401). New York: Routledge.

Hunter, J.E. (2001). The desperate need for replications. *Journal of Consumer Research*, 28, 149 -158.

Olweus, D. (1996). The Olweus Bully/Victim Questionnaire. Revised version. Mimeo. Bergen, Norway: Research Center for Health Promotion (HEMIL), University of Bergen. (Free of charge for research purposes from olweus@uib.no).

BRNET New Members!

BRNET has a current total of 215 members! Welcome to the BRNET, **Dr. Cho!**

New Friends of BRNET!

BRNET has a current total of 72 'Friends!' Welcome, **Romi Paldi & Meytal Grimland!**

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.

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) Request—Cyberbullying Prevention & Intervention Programs

Dear Colleague,

I am a principal investigator on a cyberbullying/cybervictimization project with Directions Evidence and Policy Research Group. We have been engaged by Public Safety Canada to compile an inventory of prevention and intervention programs that address cyberbullying and cybervictimization. I am writing to enlist your help in identifying such programs in Canada and internationally.

I would be grateful if you would identify any program or programs that are known to you and provide contact information for the person most knowledgeable about the program. If you have a link to a site where the program is described, we would appreciate receiving that as well. Please respond to cyberbullying-programs@directions-eprg.ca.

We are aware that your time is precious and requests such as this one take some of that valuable time. I hope that you will agree that the harm caused by cyberbullying/cybervictimization is worth the time needed to respond to our request.

Many thanks,

Charles Ungerleider

(2) Job Opportunity—Post-doctoral position at Linköping University

Linköping University in Sweden advertises a postdoc position at Dr. Thornberg's school bullying research lab at the Department of Behavioral Sciences and Learning. The actual Postdoc position is focused on bullying among children and adolescents. At the department, there is a research group on school bullying that uses theories and research methods from various disciplines and traditions, including developmental psychology, educational psychology, social psychology, sociology and social anthropology. The research group is involved in national and international networks and collaborations. The postdoctoral researcher is expected to conduct research in collaboration with researchers within the research group at the department. The position requires a doctorate degree. The postdoc is in Education. However, in Sweden, Education is a multidisciplinary field, which means that the applicants can have a doctorate degree in various disciplines such as Education, Psychology, Sociology, Social Work etc. The doctorate shall have been obtained no longer than three years before the expiration date of the

application. Scientific merits, publications in international peer-review journals in particular, that are relevant to the research field of bullying among children and adolescents or adjacent research fields about children's and adolescent's social development, social relationships, peer victimization, violence, aggression, or peer groups will be particularly taken into account when recruiting. Experiences of participation in national and international research projects/collaborations is desirable. The application must be received at latest 13th of June 2019 (Swedish time).

For more information, see: <https://liu.se/en/work-at-liu/vacancies?rmpage=job&rmjob=10832&rmlang=UK>

(3) Papers of interest from Dr. Tanrikulu

Recent publications authored by BRNET member, Dr. Tanrikulu, examining (SOMETHING) may be of interest. You can find the PDFs attached to this email. The article citations are as follows:

Tanrikulu, I., & Erdur-Baker, Ö. (2019). Motives behind cyberbullying perpetration: a test of uses and gratifications theory. *Journal of interpersonal violence*, 0886260518819882.

Tanrikulu, I. (2019). How do school children learn cyberbullying perpetration? *Journal of theoretical educational science*, 12(1), 16-27.

Tanrikulu, I. (2018). Cyberbullying prevention and intervention programs in schools: A systematic review. *School psychology international*, 39(1), 74-91.

Tanrikulu, I. (2018). Teacher reports on early childhood bullying: how often, who, what, when and where. *Early Child Development and Care*, 1-13.

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

The second World Anti-Bullying Forum will take place in Dublin, Ireland on June 4-6th 2019. Please refer to the following link to read about accommodations: <https://wabf2019.com/accommodation-2/>. Registration is still open: <https://wabf2019.com/registration/>. 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