



BRNET December 2016 Newsletter

Dear BRNET Members and Friends of BRNET:

Thank you for being a part of the Bullying Research Network! In our December newsletter you will find updates from our network.

Be sure to check out our **NEW** website at <http://cehs.unl.edu/BRNET/> for additional resources.

SAVE THE DATE

The **Committee for Children** is hosting the 7th Annual Bullying Research Network Think Tank on June 15th and 16th, 2017 in Seattle, WA. The focus of the Think Tank will be on middle and high school-aged students and **Translational Research in Cyberbullying: What We Know and What We Need to DO**. Rooms have been reserved at Mayflower Park Hotel.

More information to come!

Committee for Children website: <http://www.cfchildren.org/>

Mayflower Park Hotel website: <http://www.mayflowerpark.com/>



BRNET Membership Website - Update

Dear BRNET Members,

We're in the process of updating our Bullying Research Network website and need your most current CV and a brief biography. If you have not already done so, please email the following information to bullyresearchnet@gmail.com:

1. contact information that can be posted on the BRNET website,
2. a brief biography of you and your research,
3. a list of your current/ongoing projects in bullying prevention and intervention,
4. an annotated bibliography of your work in this area (i.e., full reference plus a few sentences about the work),
5. relevant web-based links you would like to share, and
6. an updated version of your Curriculum Vitae.

Please send your information to Ana Damme, BRNET Coordinator (bullyresearchnet@gmail.com).

Thank you!

Dr. Susan Swearer and Dr. Shelley Hymel
Co-Directors, Bullying Research Network

Ana Damme
BRNET Coordinator

Researcher Spotlight – Dr. Eric Buhs

Eric Buhs, Ph.D. is an associate professor in Educational Psychology at the University of Nebraska-Lincoln. He received his Ph.D. from the University of Illinois in 2002 at Urbana-Champaign under Dr. Gary Ladd. He has extensive training and experience working with a range of large-sample longitudinal designs and analytic tools applied to social development and peer relations research. His main focus has been conducting and publishing work on the longitudinal effects of peer relationships, victimization, and other school social interactions on psychosocial and school adjustment across age ranges from early childhood (Buhs et al., 2010, 2015; Griese & Buhs, 2014) through adolescence (Buhs et al., 2006) and into early adulthood (Zumbrunn et al., 2014), including examinations of the relative effects of children's friendships and peer acceptance (Ladd et al., 1999) and long-term effects of peer relationships on school engagement and internalizing problems. He has also published detailed examinations of the psychometric properties of a peer victimization instrument's psychometrics across European-American and Latino early adolescents, including measurement invariance (Buhs et al., 2010).

He has recently collaborated with Dr. Kathy Rudasill, a professor in Educational Psychology at UNL, on several studies/publications examining effects of early temperament on school social relationships and adjustment. This includes an upcoming publication that uncovered early temperament effects on middle school engagement, where school/classroom peer and teacher-child relationships functioned as key mediating processes that supported (or stressed) later emotional engagement in early adolescence. Some of Dr. Buhs's work in progress will also look at the potential effects of personal narrative development in adolescence on peer relations and academic engagement via an intervention that fosters youth storytelling/interviews with peers, parents and grandparents.

Selected Recent Publications

[waiting on selected publications from Eric Buhs]

Annotated Reading List on Authority and Marginalization of Youth in Schools and Education

In October 2015, following a violent incident against a young female student at Spring Valley High School in Columbia, South Carolina, Prudence Carter, Jacks Family Professor of Education and Faculty Director of the John W. Gardner Center for Youth and Their Communities at Stanford University, put out a call to educational researchers and other social scientists "to make informative research more widely known to educators, parents, students, activists, community-based organizations and many others, as they continue to eradicate disparate treatment in discipline, suspensions, and expulsions in schools." We are pleased to release the resulting collective effort of many around the nation--an annotated reading list on authority and the marginalization of youth in schools and education--and encourage you to share it broadly. Here's the link to the #EdResearch4SpringValley Bibliography: <https://goo.gl/dEvg4B>.

BRNET New Member!

BRNET has a current total of 182 members! One new member joined in the past month! Welcome to the BRNET, **Dr. Mirnasab Mirmahmoud!**

Several invitations will be going out this month, so we look forward to introducing more new members in the upcoming months!

Please send recommendations for potential BRNET members (i.e., faculty, researchers, and clinicians who are conducting research on bullying or related topics) to Dr. Shelley Hymel, Dr. 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 Ana Damme, 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) Mental Health and Well-being Through Schools: The Way Forward

This book, edited by Professors Rosalyn Shute and Phillip Slee of Flinders University, was launched by Professor Carmel Cefai in Adelaide, South Australia, at the recent Student Wellbeing and Prevention of Violence conference. <http://www.flinders.edu.au/ehl/swapv/swapv-conference-2016/>

This solutions-focused book brings together contributions from a range of experts from Australia, Europe, the Middle East, Japan and North America to address current challenges for school-based mental health programs in the broad areas of: organisational and leadership issues such as dealing with 'wicked' or 'hard-to-tame' (complex and resistant) problems and adopting a broad public health approach; teacher-related issues, such as how to integrate programs successfully into schools, including teacher skills and professional learning; the challenges and opportunities of new technologies, including cyberbullying and the use of online, multimedia and mobile resources for both student and teacher learning and support; and the need for a greater focus on targeted interventions for at-risk students, such as those with disabilities, and for addressing 'hard-to-tame' problems such as bullying, youth suicide and depression. Finally, lessons are drawn from experiences in monitoring SEL in schools in California and Israel, and the editors reflect on emerging themes such as the need to embrace complexity and lift barriers to teacher 'buy-in' to programs, and identify 'missing' themes including gender and the voices of young people. Publisher's website: <http://www.tandfebooks.com/doi/book/10.4324/9781315764696>

(2) Bully Scars by Dr. Ellen deLara

Vincenza, age 27, experienced bullying in the 8th grade. Students wrote on her locker, threw garbage and gum at her, and verbally attacked her at every opportunity. Eventually, Vincenza couldn't take the abuse anymore and transferred to a new school where she went on to make friends, excel academically, and even saw a clinical social worker to deal with the trauma of bullying. Even so, as an adult Vincenza still has trouble trusting people and allows only one or two close friends and family members in her life.

BULLYING SCARS: The Impact on Adult Life and Relationships (Oxford – June 2016) by Ellen W. deLara is the first book that addresses the lasting consequences of childhood bullying in adulthood. It explores how bullying has affected lives years later, from the vantage point of those victims, bullies, and bystanders who are now adults. For more information about this book, please see the attached release or <https://global.oup.com/academic/product/bullying-scars-9780190233679?q=bullying%20scars&lang=en&cc=us>.

(3) World Anti-Bullying Forum Conference

Mark your calendars for the forthcoming conference, World Anti-Bullying Forum, which will take place on May 7th – 9th, 2017 in Stockholm, Sweden. The aim of this international and multidisciplinary conference is to broaden our understanding of bullying, harassment, discrimination, ostracism and other forms of degrading treatment and violence among children and youth by sharing knowledge, exploring new perspectives and acknowledging that bullying and other forms of degrading treatment have to be understood as a complex interplay between individual, interpersonal and contextual factors. The conference invites perspectives from different disciplines and areas such as (but not limited to) psychology, social psychology, sociology, social anthropology, education, gender studies, social work, health sciences, childhood studies, political science, philosophy, and criminology. The intention of the conference is to create multidisciplinary and cross-level dialogues, panels and meetings to improve the understanding of bullying and the work to stop and prevent it. **The deadline for abstract submission has passed.** Here is a link to the conference website: <http://www.wabf2017.com/>. Information about the conference has also been posted to the BRNET website: <http://cehs.unl.edu/BRNET/conferences/>.

(4) How Emotions Are Made by Dr. Lisa Feldman Barrett

Emotions feel automatic to us; that's why scientists have long assumed that emotions are hardwired in the body or the brain. Today, however, the science of emotion is in the midst of a revolution on par with the discovery of relativity in physics and natural selection in biology. This paradigm shift has far-reaching implications not only for psychology but also for medicine, the legal system, airport security, child-rearing, and even meditation. Leading the charge is psychologist and neuroscientist Lisa Feldman Barrett,

whose theory of emotion is driving a deeper understanding of the mind and brain, and what it means to be human. Her research overturns the widely held belief that emotions are housed in different parts of the brain, and are universally expressed and recognized. Instead, emotion is constructed in the moment by core systems interacting across the whole brain, aided by a lifetime of learning. Are emotions more than automatic reactions? Does rational thought really control emotion? How does emotion affect disease? How can you make your children more emotionally intelligent? How Emotions Are Made reveals the latest research and intriguing practical applications of the new science of emotion, mind, and brain. For more information, please see the attached press release.

About Lisa Feldman Barrett:

LISA FELDMAN BARRETT, PhD, is a University Distinguished Professor of Psychology at Northeastern University, with appointments at Harvard Medical School and Massachusetts General Hospital in Psychiatry and Radiology. She received a NIH Director's Pioneer Award for her research on emotion in the brain. She lives in Boston, Massachusetts.

(5) Social-Emotional Learning Resource Finder

As research continues to underscore the importance of social-emotional learning (SEL) and mental health for academic and life success, it becomes important to recognize the many different ways to promote SEL and to create safe, respectful, and supportive learning environments that maximize potential and optimize well-being in children and youth. The SEL Resource Finder was developed as a “one-stop” website for educators and anyone who works with children and youth to learn about how to foster social-emotional learning (SEL) and mental well-being in any educational setting.



Developed at the University of British Columbia under the direction of Dr. Shelley Hymel, the site (www.selresources.com) currently provides brief descriptions and links to over 400 resources (programs, lessons, books, videos, etc.) aimed at promoting SEL and positive mental health in educational settings, including resources that address bullying and school violence. Visitors are encouraged to participate in the project by providing comments and ratings of resources. To date, most of the resources included are from North America, but our hope is to expand the site to feature efforts to promote resources from around the globe. To this end, we invite members of BRNET to contribute to the collection by suggesting other resources that can be featured (<http://www.selresources.com/submit-a-resource/>). Priority is given to evidence-based resources, but we welcome your suggestions for programs, projects, activities, lessons, curricula, books, videos or other resources that promote SEL and/or mental well-being to be included on the site, with all suggestions reviewed before being added to the collection. We look forward to your suggestions. This site was made possible by contributions from several foundations, and most notably the Edith Lando Charitable Foundation, and we are grateful for their continued support.

(6) Looking for Research Masters Students

Dear colleagues,

First, we are looking for new Research Master students. See attached the brochure. So, if you have students that want to learn about social network analysis, please recommend our program.

Second, please find attached two social networks new papers:

Rambaran, J.A., Hopmeyer, A., Schwartz, D., Steglich, C., Badaly, D., & Veenstra, R. (2016). Academic functioning and peer influences: A short-term longitudinal study of network-behavior dynamics in middle adolescence. *Child Development*.

This study showed that friendships were formed and maintained when adolescents had low levels of achievement or high levels of truancy. Particularly, it was found that individuals who had high levels of truancy were relatively more negatively assessed by peers through receiving fewer friendship nominations from peers who had low levels of truancy. Considering that truant adolescents extended more friendship nominations to these peers themselves, this can be seen as a form of peer rejection, which puts them in a disadvantaged and potentially isolating social position. Similarity in academic functioning was also explained by peer influence. It was found that adolescents influenced one another to increase rather than decrease achievement as well as truancy. Moreover, it was found that individuals that occupied central positions in the network exerted more influence in mutual friendships than other peers. If norm-breaking behavior related to poor academic functioning such as truancy is valued by popular youth, other individuals may be more motivated to conform to these behaviors and attitudes to enter or remain part of the popular group.

Van Rijsewijk, L.G.M., Dijkstra, J.K., Pattiselanno, K.L., Steglich, C.E.G. & Veenstra, R. (2016). Who helps whom? Investigating the development of adolescent prosocial relationships. *Developmental Psychology*.

This study investigates adolescent prosocial relations by examining social networks based on the question “Who helps you”. The effects of individual characteristics (academic achievement, symptoms of depressive mood, and peer status) on receiving help and giving help were examined, and the contribution of (dis)similarity between adolescents to the development of prosocial relations was investigated. Results from longitudinal social network analyses (RSiena) revealed tendencies towards reciprocation of help and exchange of help within helping groups. Furthermore, boys were less often mentioned as helpers, particularly by girls. Depressed adolescents were less often mentioned as helpers, especially by low-depressed peers. Moreover, lower academic achievers indicated that they received help from their higher achieving peers. Rejected adolescents received help more often, but they less often helped low-rejected peers. Lastly, low- and high-popular adolescents less often helped each other, and also high-popular adolescents less often helped each other. These findings show that (dis)similarity in these characteristics is an important driving factor underlying the emergence and development of prosocial relations in the peer context, and that prosocial behavior should be defined in terms of benefitting particular others.

If you have related manuscripts (in press or submitted), please let us know.

Best wishes,
René Veenstra, Ashwin Rambaran, Loes Van Rijsewijk, and others

(7) School Action Web Link

BRNET member, Dr. Ken Rigby has sent a link to a new report which gives some data from a selection of school in Australia: <http://www.kenrigby.net/School-Action>.

Thank you, Dr. Rigby!

(8) Graduate Student Researcher Request

As a post-graduate student reading for an MSc. In Evidence Based Social Intervention at the University of Oxford, I am currently conducting a systematic review of the effectiveness of school-based interventions

for prevention and reduction of bullying among adolescents in Low and Middle Income Countries for my thesis.

I am asking if you know about any studies (published or not) that might fit this description or if you could direct me to researchers who you know work in this area. Kindly feel free to contact me should you have any thoughts or queries. Thank you very much for any assistance you can provide.

Warm regards,

Bhagya Sivaraman

(bhagya.sivaraman@gtc.ox.ac.uk)

(9) Web Link to New Book, *Marginalisation and Aggression from Bullying to Genocide: Critical Educational and Psychological Perspectives*

BRNET member, Dr. Stephen Minton, sent a link to a new book in which the author proposes the existence of a continuum of aggressive marginalization phenomena: <http://tinyurl.com/j9umb4c>. Also, a flyer with more information about the book is attached.

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