



Dear BRNET Members and Friends of BRNET:

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

SAVE THE DATE

The **Committee for Children** and the **University of Washington** are co-hosting the 7th Annual Bullying Research Network Think Tank on **July 27th and 28th, 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.

Please register at the link below:

Registration for the event is open: <http://www.cfchildren.org/brnet-think-tank>.

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. Tiziana Pozzoli

Tiziana Pozzoli is an assistant professor of Developmental Psychology at the University of Padua, Italy, where she received her Ph.D. in developmental psychology and socialization processes in 2010. In 2014, she obtained a post-degree specialization in constructivist psychotherapy. Her research interests include individual and contextual variables associated with students' behavior during bullying episodes. In particular, her scientific attention has focused on bystanders' behavior (e.g., defending and passive bystanding) in the attempt of understanding cognitive, moral, and emotional correlates of students' different behavior during bullying episodes.

Dr. Pozzoli is currently the principal investigator of a three-year (2017-2019) research project financed by Fondazione Cassa di Risparmio di Padova e Rovigo, Italy, entitled, "Open a window on bystanders' emotions: How do implicit and explicit emotional dimensions help explain bystanders' behavior in bullying." This project aims at providing data about the different associations between bystanders' behavior and different emotion-related variables, through the study of a broad spectrum of emotional abilities, behavior, and dispositions, from more basic to more complex ones. This general goal will be reached by investigating both implicit and explicit emotional skills and dispositions through a multi-method and multi-informant approach. In addition to their theoretical importance, these findings may have relevant psycho-educational implications for anti-bullying programs, for example, by highlighting which emotional abilities (beyond empathy, that has been extensively studied in the past) enhance students' proneness to defend victimized peers. Dr. Pozzoli would be glad to share thoughts and ideas about the link between emotional variables and students' behavior with all the BRNET members interested in this topic.

Dr. Pozzoli's interests in the interaction between explicit and implicit variables in explaining behavior in bullying has also involved moral dimensions. For example, in a recent study conducted with Dr. Gianluca Gini and Dr. Robert Thornburg (Bullying and defending behavior: The role of explicit and implicit moral cognition. *Journal of School Psychology*, 59, 67-81, 2016) she investigated the association between bullying and defending, on one hand, and both explicit (moral disengagement, self-importance of moral values) and implicit (immediate affect toward moral stimuli) moral components, on the other hand, in a sample of young adolescents. Results showed that, as expected, explicit and implicit moral dimensions interact in predicting bullying and defending behaviors. Dr. Tiziana Pozzoli dedicates efforts to disseminate knowledge about school bullying and evidence-based programs among the population. Recently, together with Dr. Gianluca Gini, she offered a distance-learning course in English ("Bullying and cyberbullying: Understanding and preventing them") that involved hundreds of teachers. A second edition is expected to start in 2018.

Selected Recent Publications

Pozzoli, T., Gini, G., & Thornberg, R. (2016). Bullying and defending behavior: The role of explicit and implicit moral cognition. *Journal of School Psychology*, 59, 67-81.

Thornberg, R., **Pozzoli, T.**, Gini, G., & Jungert, T. (2015). Unique and interactive effects of moral emotions and moral disengagement on bullying and defending among school children. *Elementary School Journal, 116*, 322- 337.

Gini, G., **Pozzoli, T.**, & Bussey, K. (2015). The role of individual and collective moral disengagement in peer aggression and bystanding: A multilevel analysis. *Journal of Abnormal Child Psychology, 43*, 441-452.

Gini, G., **Pozzoli, T.**, Hymel, S. (2014). Moral disengagement among children and youth: A meta-analytic review of links to aggressive behavior. *Aggressive Behavior, 40*, 56-68.

Pozzoli, T., & Gini, G. (2013). Why do bystanders of bullying help or not? A multidimensional model. *Journal of Early Adolescence, 33*, 315-340.

Pozzoli, T., Gini, G., & Vieno, A. (2012). The role of individual correlates and class norms in defending and passive bystanding behavior in bullying: A multilevel analysis. *Child Development, 83*, 1917-1931.

Pozzoli, T., Gini, G., & Vieno, A. (2012). Individual and class moral disengagement in bullying among elementary school children. *Aggressive Behavior, 38*, 378-388.

BRNET New Members!

BRNET has a current total of 194 members! Two new members joined in the past month! Welcome to the BRNET, **Dr. Izabela Zych** and **Dr. Elizabeth Englander**.

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 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) Parenting Matters: A National Symposium

The Buffett Early Childhood Institute, the American Educational Research Association, and the National Academies of Sciences, Engineering, and Medicine are collaborating to host a one-day conference to address critical issues raised by the report, *Parenting Matters: Supporting Parents of Children Ages 0-8*. The conference is **Tuesday, June 6, 2017 from 8:00 a.m. to 4:00 p.m.** with breakfast and lunch provided. For more information and to register, visit this website: <http://buffettinstitute.nebraska.edu/news-and-events/events/parenting-matters-a-national-symposium>.

(2) Cyber Bullying: A Critical Overview by Dr. Dan Olweus

Dr. Olweus has a new book chapter (position paper), *Cyber Bullying: A Critical Overview*, that you might be interested in reading. A shortened version of the paper with Dr. Sue Limber as co-author is in press in *Current Opinions in Psychology*. The following aspects are highlighted in the book chapter:

- research on cyberbullying is plagued by inconsistent findings and exaggerate claims;
- a consensual definition is important to build a coherent body of knowledge;
- cyberbullying greatly overlaps with traditional bullying;
- it is important to measure cyberbullying in a bullying context, and;
- cyberbullying should (tentatively) be regarded as a subcategory of bullying.

If you are interested in getting a copy of the book chapter, you can send an email to olweus@uni.no.

(3) Promoting Mental Wellness in Schools

Our mental health deserves as much attention as our physical health. When students and teachers prioritize their mental health, we can live more healthy and productive lives. Keep reading to learn more about how you can promote mental health inside and out of the classroom: <https://inspired.fb.com>. inspirEd features a student blog, Mental Health Week activities, and a survey to learn more about how teachers feel in the classroom.

(4) National Initiative for Transforming Student and Learning Supports in 2017

The Center for Mental Health in Schools at UCLA has developed two new major resources to aid school improvement planning for addressing barriers to learning and teaching and for re-engaging disconnected students. They are called, *Addressing Barriers to Learning: In the Classroom and Schoolwide* and *Transforming Student and Learning Supports: Developing a Unified, Comprehensive, and Equitable System*. To access these resources as well as other **free** resources, visit this website: <http://smhp.psych.ucla.edu/>.

(5) Call for Excellent Researchers and Doctoral Positions at the University of Padova, Italy

The University of Padova, Italy, has a new call for the Marie Skłodowska-Curie Individual Fellowship that was launched in April 2017. They are seeking outstanding researchers from all over the world whom wish to apply for the H2020-MSCA-IF-2017 call funded by EC Framework program H2020 and choose the University of Padova as Host Institution. The application deadline is September 14, 2017. See the attached flyer or visit the website for more information: <http://www.unipd.it/en/research/marie-skłodowska-curie-actions/msca-individual-fellowships>.

Also, the School of Psychology at the University of Padova offers Ph.D. positions, all of which are supported by a fellowship. Fellowships through funding from the CARIPARO Foundation are available for foreign students. Foreign students can apply to the program in Psychological Sciences (June 2017 tentative deadline). Further information can be found on the University of Padova website: <http://www.unipd.it/en/node/1053> and on the Psychological Sciences Program website: <http://dottorato.psy.unipd.it/en>.

(6) Research Scientist Position Available at Committee for Children (CFC)

Committee for Children (CFC) is a nonprofit working globally to prevent bullying, violence, and child abuse. They developed research-based social-emotional learning programs that are used in more than 25,000 schools in 70 countries around the world. CFC is looking for a **research scientist** to join their team in Seattle! Visit this website to learn more about the ideal candidate, primary responsibilities, qualifications, and how to apply. <http://www.cfchildren.org/about-us/contact-us/job-opportunities/research-scientist>.

(7) Alberti Center Early Career Award

The Alberti Center for Bullying Abuse Prevention at the University of Buffalo, State University of New York is pleased to announce an early career award competition in support of its mission to reduce bullying abuse in schools and in the community by contributing knowledge and providing evidence-based tools to effectively change the language, attitudes, and behaviors of educators, parents, students, and society. This award will recognize an individual who has made exemplary scholarly contributions to the field of bullying abuse prevention and conducted research that has the potential to influence practice and policy. The application deadline is **July 14, 2017 at 11:59 p.m. ET**. For more information, visit the following website: <http://gse.buffalo.edu/alberticenter/awards>.

(8) Cyberbullying and Traditional Bullying: The Experiences of Poly-Victimization Among Diverse Youth by Myers, Swearer, Martin, & Palacios

This study sought to advance the authors' understanding of the relationship between traditional bullying (i.e., verbal and physical) and cyberbullying. Data were collected from 1,182 participants, ages 13 to 25 ($M = 19.66$; $SD = 3.03$) from 75 different countries via an on-line, world-wide survey. Results found that participants experienced both in-person bullying and cyberbullying (i.e., poly-victimization). Additionally, bisexual, pansexual, or queer participants reported more frequent cyberbullying victimization when compared to both heterosexual and gay or lesbian participants. Sexual minority participants also reported victimization through significantly more electronic sources. Specifically, gay and lesbian, bisexual, pansexual, and queer participants reported higher numbers of victimization modalities when compared to heterosexual participants. Results from this study expand the authors' awareness of the poly-victimization experiences of youth and young adults and fill in important gaps in understanding these experiences for diverse sexual orientations and gender identities.

(9) Protecting Children Against Bullying and Its Consequences by Zych, Farrington, Llorent, & Ttofi

This book focuses on factors that protect children from bullying and its consequences. This specific analysis of strengths, rather than weaknesses, builds on the current literature with a new positive focus. Throughout its chapters, the book synthesizes the newest research on the topic in a brief and reader-friendly format. Meta-analyses and research syntheses are reviewed, together with empirical findings, to provide a global vision on what is being done and what can be done to protect children from bullying. Findings from the more common cross-sectional studies are included together with the results from newer prospective longitudinal studies that are uncovering causal relationships.

We hope that this book provides a comprehensive and global vision of research related to the protection of children from bullying and its consequences. It is also hoped that having these studies reviewed and gathered in a single book will encourage further development of anti-bullying policies and practices. This book shows that decreasing bullying is possible and should be attempted. If these findings are applied, many children can be protected, saved, and hopefully brought up in healthier communities and societies.

For more information about *Protecting Children Against Bullying and Its Consequences*, please visit this website <http://www.springer.com/gp/book/9783319530277> or see the attached flyer.

(10) BPS Bullying in Schools Seminar at Keele University—Wednesday, July 19th

We are excited to announce that the programme for the second Bullying in Schools seminar has now been finalised (please see details attached). Please follow this link, <https://tinyurl.com/z4phjxs>, to register your attendance. The £10 registration fee enables us to cover refreshments and lunch for all attendees and open up the event to a wider audience. Places are limited to 50, so early booking is advisable. Those registered for the events will be contacted directly. Please feel free to circulate this announcement to other interested parties. Any queries please contact Claire Fox at c.fox@keele.ac.uk.

(11) Cyber Bullying Study—STEP UP

Dr. Caroline Hunt and her doctoral student, Karoline Prinz, of the University of Sydney in Australia have developed an online program to help young people aged 16 to 19 years old develop skills to combat cyberbullying. The program includes psychoeducation and takes a CBT approach. They are running a research study to assess its effectiveness. They have ethics approval from the University of Sydney to recruit from Australia, New Zealand, North America, and the United Kingdom. For more information about the study, please visit the following website and Facebook page:

<http://www.step-up.co/>

<https://www.facebook.com/CyberBullyingProgramStepUp/about/>

(12) How to Prevent and Tackle Bullying and School Violence

The European Commission just recently published the report *How to Prevent and Tackle Bullying and School Violence*. In the report, you will find a review bullying practices and strategies from European and international research. The reported is aimed at policy-makers and practitioners to provide a review of the most effective bullying prevention and intervention strategies. A free download of the report can be found at: <https://bookshop.europa.eu/en/how-to-prevent-and-tackle-bullying-and-school-violence-pbNC0415454>.

(13) Web resource from DrugRehab.com

DrugRehab.com provides information, resources, and treatment for people battling addiction and related conditions. Their mission is “to equip patients and families with the best information, resources, and tools to overcome addiction and pursue lifelong recovery.” A link is provided to an educational guide about that provides information about adolescent bullying, addiction, and mental health issues:

<https://www.drugrehab.com/guides/bullying/>

(14) Invitation to write a chapter for the forthcoming book, *Best Practices in Bullying Continuum of Care: Prevention, Intervention, and Recovery*

Colleagues:

By any measure bullying has been documented as a major social problem in the Global Community. Here in the U.S. bullying is having a negative impact on our schools and communities. The academic community, practitioners, and policy makers are grappling with problems associated with bullying. The purpose of this book is to contribute to the theory and practice on bullying by documenting what works. It focuses on evaluation research findings that are based on empirical data. Research findings that are promising in moving toward "best practices" will be considered. An abstract of 250 words is due by April 30, 2017. Your manuscript should not exceed 30 pages, double-spaced. Please use the APA style for references and documentation. **The deadline for submission of the completed manuscript has been extended to June 30, 2017.** The working title of the book is: *Best Practices in Bullying Continuum of Care: Prevention, Intervention, and Recovery*. The book is scheduled for publication in late 2017. Publishing details will be forthcoming. Please submit your contributions by email to Dr. Jacob U. Gordon at: jgordon07@gmail.com.

Thank you.

Dr. Jacob U. Gordon
Professor Emeritus, University of Kansas
Member of the Board of Directors,
International Bullying Prevention Association (IBPA)

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