

DEAR BRNET MEMBERS AND AFFILIATES:

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.

BRNET MAY 2022

NEWSLETTER:

- 1 - Researcher Spotlight**
- 2 - BRNET Members and Affiliates**
- 3 - Grant/Funding Announcements**
- 4 - Other Announcements**

Featured Spotlight - Dr. Claire Garandeanu

Claire Garandeanu is Assistant Professor of Psychology in the INVEST Flagship at the University of Turku, Finland, where she received her Ph.D. in 2014. She also worked as Assistant Professor at Utrecht University in the Netherlands from 2014 to 2018. Her research has centered around three core areas. First, she has examined the role of classroom features (such as classroom status hierarchy, size, or proportion of victims) in the prevalence of bullying behavior, in the popularity of aggressive children and in the psychological adjustment of victims. Second, she has conducted several studies on the effectiveness of anti-bullying interventions, using data collected for the evaluation of the Finnish program KiVa. She has compared the effects of different approaches used by teachers to handle cases of bullying in school and has investigated moderators of the effects of the whole program on bullying and empathy. Third, she has been interested in the social cognitions and goals of bullying perpetrators, especially in relation to peer status.

Recently, she has collaborated with Drs Malamut, Laninga-Wijnen, Trach and Salmivalli on research examining the consequences of defending behavior in situations of bullying on the defenders themselves and on the defended victims. These studies suggest that overall defending others is not risky for defenders, but unfortunately, the benefits of being defended may be more limited than commonly assumed.

Dr. Garandean is currently the principal investigator of two projects:

- The STRIVE project aims to identify the exact cognitions that underlie the decision to instigate bullying against a peer. The current consensus is that bullies strive to be popular and dominant, and bullying rewards them with such popularity. This theoretical explanation fails to consider that, despite being perceived as popular, adolescent bullies are generally disliked. This project addresses the following question: If gains in perceived popularity is what motivates adolescents to bully, why do losses in likeability not deter them from bullying? It seeks to replicate and extend the findings obtained by Dr. Garandean and Dr Lansu in 2019 suggesting that bullying perpetrators believe that they have no likability to lose. It will use social network analyses to investigate perpetrators' awareness of their own status. The data collection will start this fall in 20 Finnish schools.
- The VICARIOUS project is about developing a virtual reality (VR) tool that places users in the shoes of someone being victimized by peers at school. The objective is to increase the empathy of young adolescents for peers who are targets of bullying. Many anti-bullying programs include empathy-raising components that attempt to let youth understand and feel what it is like to be victimized, but they can only do so in indirect ways. The VR technology - described as the "ultimate empathy machine" - allows users to viscerally experience aggression from another person's perspective, without being subjected to actual harm.

Dr. Garandean has recently been appointed as new Action Editor for the *International Journal of Behavioral Development* (2023-2026). She welcomes submissions on the topic of bullying and peer victimization. She is serving on the editorial boards of the *International Journal of Behavioral Development* and the *Journal of Early Adolescence*. She is happy to connect with other BRNET members. To learn more about her research, please see her profile on the University of Turku website, Google Scholar, or Researchgate.

Selected Recent Publications

Malamut, S., **Garandean, C. F.**, Duong, M. T., Badaly, D., & Schwartz, D. (2022). Is aggression associated with biased perceptions of one's acceptance and rejection in adolescence? *Developmental Psychology*. Advance online publication.

Laninga-Wijnen, L., Van den Berg, Y. H. M., **Garandean, C. F.**, Mulder, S., & Orobio De Castro, B. (2022). Does being defended relate to decreases in victimization and improved psychosocial adjustment among victims? *Journal of Educational Psychology*. Advance online publication.



- Garandeau, C. F.,** Laninga-Wijnen, L., & Salmivalli, C. (2021). Effects of the KiVa anti-bullying program on affective and cognitive empathy in children and adolescents. *Journal of Clinical Child and Adolescent Psychology*. Advance online publication.
- Salmivalli, C., Laninga-Wijnen, L., Malamut, S. T., & **Garandeau, C. F.** (2021). Bullying prevention in adolescence: Solutions and new challenges from the past decade. *Journal of Research on Adolescence*. Advance online publication.
- Johander, E., Turunen, T., **Garandeau, C. F.,** & Salmivalli, C. (2021). Different approaches to tackling bullying in KiVa schools: Adherence to guidelines, strategies implemented, and outcomes obtained. *Prevention Science*, 22, 299–310.
- Pan, B., Zhang, L., Ji, L., **Garandeau, C. F.,** Salmivalli, C., & Zhang, W. (2020). Classroom status hierarchy moderates the association between social dominance goals and bullying behavior in middle childhood and early adolescence. *Journal of Youth and Adolescence*, 49, 2285–2297.
- Garandeau, C. F.,** & Lansu, T. A. M. (2019). Why does decreased likeability not deter adolescent bullying perpetrators? *Aggressive Behavior*, 45, 348-359.
- Garandeau, C. F.,** & Salmivalli, C. (2019). Can healthier contexts be harmful? A new perspective on the plight of victims of bullying. *Child Development Perspectives*, 13, 147-152.
- Garandeau, C. F.,** Vermande, M. M., Reijntjes, A. H. A., & Aarts, E. (2019). Classroom bullying norms and peer status: Effects on victim-oriented and bully-oriented defending. *International Journal of Behavioral Development*. Advance online publication.
- Garandeau, C. F.,** Yanagida, T., Vermande, M. M., Strohmeier, D., & Salmivalli, C. (2019). Classroom size and the prevalence of bullying and victimization: Testing three explanations for the negative association. *Frontiers in Psychology*, 10, 2125.
- Levey, E. K. V., **Garandeau, C. F.,** Meeus, W., & Branje, S. J. T. (2019). The longitudinal role of self-concept clarity and best friend delinquency in adolescent delinquent behaviour. *Journal of Youth and Adolescence*, 48, 1068-1081.
- Laninga-Wijnen, L., Harakeh, Z., **Garandeau, C. F.,** Dijkstra, J. K., Veenstra, D. R., & Vollebergh, W. A. M. (2019). Classroom popularity hierarchy predicts prosocial and aggressive popularity norms across the school year. *Child Development*, 90, 637-643.

BRNET New Members!

BRNET has a current total of 264 members from 29 countries! Welcome **Dr. Baiden!**

New Affiliates of BRNET!

BRNET has a current total of 105 Affiliates from 18 countries! Welcome **Rekha Negi!**

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, Wendy Craig, or to 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.

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.

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 an Affiliate of BRNET or want to refer someone to Affiliates of BRNET, please email Catie Carney, 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 ANNOUNCEMENTS

(1) Call for Papers for Special Issue of *Psychology, Society, & Education*

Please see the attached document for information on the *Psychology, Society & Education* Special Issue entitled, “Social and moral development in peer relationships: a cultural approach.” Prospective authors are required to submit an abstract of up to 500 words to the editors (eva.romera@uco.es), by April 30th 2022, to check suitability for the Special Issue. Articles should be submitted by July 15th, 2022.

(2) Author Exchange - BRNET Member Publications

If you would like to share research articles or other publications to be highlighted in our monthly newsletters, please email Catie Carney at bullyresearchnet@gmail.com with the following information:

- *Your article citation (with a link to the DOI, if possible)*
- *Your article abstract*
- *Your email (so individuals who receive our newsletter can request further information, if desired)*

Dr. Schacter recently published a paper in *Development and Psychopathology*. Please see the attached PDF and citation below.

Schacter, H. L., Hoffman, A. J., Ehrhardt, A., & Bakth, F. (2022). Peer victimization, schooling format, and adolescent internalizing symptoms during the COVID-19 pandemic: Between-and within-person associations across ninth grade. *Development and Psychopathology*.
<https://doi.org/10.1017/S0954579422000074>



(3) *European Journal of Developmental Psychology (EJDP) Special Issue Call*

Please see the attached PDF for information on the *European Journal of Developmental Psychology* Special Issue entitled, “Identity-based Bullying and Harassment: Addressing Mechanisms and Outcomes for Possible Interventions.” Initial letters of intent, with an abstract of approximately 500 words, should be submitted electronically to Sevgi Bayram Özdemir (email: sevgi.bayram-ozdemir@oru.se) on or before July 30th 2022.

(4) Special Issue of *International Journal of Environmental Research and Public Health*

For information on the Special Issue of *International Journal of Environmental Research and Public Health*, entitled “LGBTQ+ Bullying and Negative Psychosocial Outcomes: Identifying Protective and Resilience Factors,” see the following link:

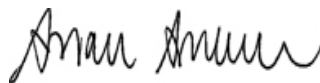
https://www.mdpi.com/journal/ijerph/special_issues/LGBTQ_bullying. The deadline for manuscript submissions is June 30, 2022.

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



Dr. Wendy Craig
Queen’s University
BRNET Co-Director

