DEAR BRNET MEMBERS AND AFFILIATES:

Thank you for being a part of the Bullying Research Network! In our November 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 NOVEMBER 2022 NEWSLETTER:

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Featured Spotlight - Dr. Gianluca Gini

Gianluca Gini is professor of Developmental Psychology at the University of Padua, in Italy, where he received his Ph.D. in developmental psychology and socialization processes in 2004. Currently, he is Coordinator of a Bachelor's Degree in Psychological sciences and techniques. He is also member of the Editorial Board of the *Journal of School Psychology*.

Prof. Gini has devoted his career to the study of the development of peer relationships in children and adolescents with a contextualist approach. Over the last 15 years, his research has primarily focused on peer aggression and school bullying. Current projects are aimed to analyze the interplay of individual factors (mainly moral cognition and emotion) and social processes (friendship networks, normative peer pressure, classroom climate) in school bullying and how these factors can explain students' involvement in bullying with different roles (i.e., bullying others, defending the victim, passive bystanding). Another research line relates to the health and psychosocial consequences of peer victimization in both the offline and online contexts. In his research work, Prof. Gini adopts multiple methods, including structural equation modeling, multilevel modeling, and meta-analysis.

More recently, Prof. Gini has expanded the scope of his research program by analyzing peer relationships, and friendship in particular, in the social media context. Research questions of this line of research are aimed to understand how social media features and adolescents' behavior on social media can help satisfying youth's psychological needs and enhancing friendship quality.

Selected Recent Publications

Publications on school bullying

Rambaran, J. A., Pozzoli, T., Gini, G. (2022). Socio-cognitive processes and peer-network influences in defending and bystanding. *Journal of Youth and Adolescence, 51*, 2077-2091.

Gini, G., Pozzoli, T., Angelini, F., Thornberg, R., Demaray, K. M. (2022). Longitudinal associations of social-cognitive and moral correlates with defending in bullying. *Journal of School Psychology, 91,* 146-159.

Gini, G., Thornberg, R., Bussey, K., Angelini, F., Pozzoli, T., (2022). Longitudinal links of individual and collective morality with adolescents' peer aggression. *Journal of Youth and Adolescence, 51,* 524-539.

Bjärehed, M., Thornberg, R., Wänström, L., Gini, G. (2021). Moral disengagement and verbal bullying in early adolescence: A three-year longitudinal study. *Journal of School Psychology, 84*, 63-73.

Gini, G., Holt, M., Pozzoli, T., & Marino, C. (2020). Peer victimization and somatic problems: The role of class victimization levels. *Journal of School Health, 90*, 39-46.

Gini, G., Thornberg, R., Pozzoli, T. (2020). Individual moral disengagement and bystander behavior in bullying: The role of moral distress and collective moral disengagement. *Psychology of Violence, 10,* 38–47.

Gini, G., Marino, C., Spada M. M. (2019). The role of metacognitions and thinking styles in the negative outcomes of adolescents' peer victimization. *Violence and Victims, 34*, 752-769.

Gini, G., Card, N. A., Pozzoli, T. (2018). A meta-analysis of the differential relations of traditional and cyber-victimization with internalizing problems. *Aggressive Behavior, 44,* 185-198.

Gini, G., Marino, C., Pozzoli, T., & Holt, M. (2018). Associations between peer victimization, perceived teacher unfairness, and adolescents' adjustment and well-being. *Journal of School Psychology, 67,* 56-68.

Publications on social media

Angelini, F., Marino, C., Gini, G. (2022). Friendship quality in adolescence: the role of social media features, online social support and e-motions. *Current Psychology*, online early.

Marino, C., Gini, G., Angelini, F., Vieno, A., Spada, M. (2020). Social norms and e-motions in problematic social media use among adolescents. *Addictive Behaviors Reports, 11,* 100250.

Marino, C., Gini, G., Vieno, A., Spada M. M. (2018). Associations between problematic Facebook use and psychological distress and well-being among adolescents and young adults: A systematic review and meta-analysis. *Journal of Affective Disorders, 226,* 274-281.

Marino, C., Gini, G., Vieno, A., Spada M. M. (2018). A comprehensive meta-analysis on problematic Facebook use. *Computers in Human Behavior, 83,* 262-277.

BRNET New Members!

BRNET has a current total of <u>268 members</u> from 29 countries! **Welcome Dr. Thomas Gumpel!**

New Affiliates of BRNET!

BRNET has a current total of <u>108 Affiliates</u> from 18 countries! **Welcome Katelynn Wilson & Emma Gustafson!**

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) Job Opening: Sibling Aggression and Abuse Research and Advocacy Initiative

The Crimes Against Children Research Center at the University of New Hampshire has established a new Sibling Aggression and Abuse Research and Advocacy Initiative (SAARA). This first-of-its-kind initiative, led by Drs. Corinna Jenkins Tucker and David Finkelhor, will aim to increase awareness of sibling aggression and abuse, including physical, psychological, property, and sexual, and provide guidance for how to prevent and reduce their occurrences. Some of SAARA's activities will include disseminating research, creating a website and infographics for easy access to information, evaluating existing parent and family violence education, training and programs for sibling content, and developing archives of webinars and virtual talks on different clinical and research topics related to sibling aggression and abuse. User-friendly information and tools for the public and professionals will be found on the SAARA website and at future conferences and community educational forms.

Some of the core audiences for this initiative include: the media and general public, adult survivors of sibling abuse seeking understanding and help, parents looking for prevention and help, parent educators and clinical professionals looking to improve their effectiveness, and education, medical and mental health

professionals. The initiative will also help to highlight the experiences of sibling abuse survivors and assist in their advocacy efforts.

The position is full-time and begins December 1, 2022. Exact starting date is negotiable. This appointment will initially be for five years based on satisfactory performance and availability of funding. Remote work is possible, but location will need to be validated before an offer can be extended. At least 2 annual in-person visits to Durham, NH campus are required

For more information see the SAARA website or email SAARA at: https://jobs.usnh.edu/postings/52132 or UNH.SAARA@unh.edu

(2) Definitions of School Bullying and Cyberbullying Survey

Dear Members of BRNET,

We would like to kindly ask you to participate in a survey on the definition of school bullying and cyberbullying. The survey is very short, it literally takes **5 to 10 minutes** to complete it!

In this project, we are interested in creating a definition of **school bullying** and **cyberbullying** that represents our scientific community. This survey should only be filled in by **researchers** who focus on school bullying and cyberbullying and have published at least one research paper on the topic.

In this survey, we will ask you to write down your definitions of bullying and cyberbullying, and identify the most important elements of these definitions. We will not collect any sensitive personal information and you will have the opportunity to include your name optionally or remain anonymous.

You can enter the survey here: https://izabelazych.limesurvey.net/281412?lang=en

Please forward this email to all your **colleagues** who conduct research on bullying and cyberbullying. Do not hesitate to reach out to us if you have any questions or concerns. Thank you in advance for filling in this survey!

Best regards,
Izabela Zych (University of Cordoba, Spain)
David P. Farrington (University of Cambridge, UK)

(3) 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)*

BRNET affiliate, **Emma Wilson**, recently published the following paper in the *Journal of Adolescence*. Please see the citation below.

Wilson, E., Crudgington, H., Morgan, C., Hirsch, C., Prina, M., & Gayer-Anderson, C. (2022). The longitudinal course of childhood bullying victimisation and associations with self-injurious thoughts and behaviors in children and young people: A systematic review of the literature. *Journal of Adolescence*, 1– 29. https://doi.org/10.1002/jad.12097

Dr. Parada recently published the following chapter and paper. Please see the citations and abstracts below.

Parada, R. H. (2022). Bullying prevention and prosocial skill development in school settings. In K. Barker, S. Poed, & P. Whitefield (Eds.), *School-Wide Positive Behaviour Support: The Australian Handbook* (1 ed., pp. 170-188). Routledge.

Bullying is one of the most prevalent forms of violence against young people. Whereas aggression may involve a 'one-off' or single event set of actions, bullying is characterised by experiencing repeated acts of aggression or intimidation, such as name calling, physical threats, social exclusion, and verbal/physical assault. These acts can occur between individuals or groups of individuals, and are in the context of an imbalance of power between the bully and their victim. A substantial body of Australian and international research indicates that bullying has significant negative implications. Despite numerous worldwide efforts, bullying in schools has either remained steady or is on the rise. School-wide Positive Behaviour Support (SWPBS) focuses on teaching and acknowledging positive behaviour and highlighting environmental conditions that reduce problem behaviours. This has included specific recommendations on its use to reduce bullying and increase prosocial behaviours. The author highlights how SWPBS systematic strategies such as whole-school expectation setting, a multi-tiered approach to intervention, and continuous, positive, and active supervision are utilised in anti-bullying intervention. A social-ecological systems lens is applied in reviewing the SWPBS approach to bullying intervention. In conjunction, these models have as their premise that students need access to preventative supports which encourage prosocial

development while intervention strategies at multiple levels (e.g., students, parents, and school culture) should be simultaneously targeted. Specific examples of creating a school environment that encourages prosocial behaviour through an SWPBS approach are provided, as well as advice for evaluating intervention efforts.

Marsh, H. W., Reeve, J., Guo, J., Pekrun, R., Parada, R. H., Parker, P. D., Basarkod, G., Craven, R., Jang, H.-R., Dicke, T., Ciarrochi, J., Sahdra, B. K., Devine, E. K., & Cheon, S. H. (2022). Overcoming Limitations in Peer-Victimization Research That Impede Successful Intervention: Challenges and New Directions. *Perspectives on Psychological Science*, 17456916221112919. https://doi.org/10.1177/17456916221112919

Peer victimization at school is a worldwide problem with profound implications for victims, bullies, and whole-school communities. Yet the 50-year quest to solve the problem has produced mostly disappointing results. A critical examination of current research reveals both pivotal limitations and potential solutions. Solutions include introducing psychometrically sound measures to assess the parallel components of bullying and victimization, analyzing cross-national data sets, and embracing a social-ecological perspective emphasizing the motivation of bullies, importance of bystanders, pro-defending and antibullying attitudes, classroom climate, and a multilevel perspective. These solutions have been integrated into a series of recent interventions. Teachers can be professionally trained to create a highly supportive climate that allows student-bystanders to overcome their otherwise normative tendency to reinforce bullies. Once established, this intervention-enabled classroom climate impedes bully-victim episodes. The take-home message is to work with teachers on how to develop an interpersonally supportive classroom climate at the beginning of the school year to catalyze student-bystanders? volitional internalization of pro-defending and antibullying attitudes and social norms. Recommendations for future research include studying bullying and victimization simultaneously, testing multilevel models, targeting classroom climate and bystander roles as critical intervention outcomes, and integrating school-wide and individual student interventions only after improving social norms and the school climate.

Dr. Lapidot-Lefler recently published the following paper in the *International Journal of Bullying Prevention*. Please see the citation and abstract below.

Lapidot-Lefler, N. (2022). The Role of Sociocultural Context in Cyberbullying in Israeli Society: Comparing Arab and Jewish Parents' Perceived Knowledge of Their Adolescent Children's Involvement in Cyberbullying. *International Journal of Bullying Prevention*, 1-12. https://doi.org/10.1007/s42380-022-00136-8

This paper examines the relationship between parental monitoring and control, parents' perceived knowledge of their adolescent's online activities, and parents' perceived knowledge of their adolescent's involvement in cyberbullying, among Israeli Jewish and Arab parents of adolescents. The 407 participants consisted of two groups: Jewish (n = 194) and Arab (n = 213) parents of adolescents in Israel, who were recruited via online social networks and completed an online survey. The self-report questionnaire included the Stattin and Kerr Parental Control and Parental Monitoring Questionnaire (Stattin & Kerr in Developmental Psychology 36:366, 2000), as well as parental knowledge of child online activities and witnessing and experiencing cyberbullying. Parental monitoring and control were perceived as higher by Jewish than Arab parents, while no group differences were found for perceived child disclosure or parental knowledge of adolescent online activity. Parental knowledge of the adolescent witnessing cyberbullying was higher among Arab than Jewish parents, while the opposite was found for parental knowledge of the adolescent experiencing cyberbullying. Parental knowledge of the adolescent both witnessing and experiencing cyberbullying was related to group affiliation, lower parental education, and higher parental perceived knowledge of the adolescent's online activities. Parents' perceived knowledge of the adolescent witnessing cyberbullying was further related to higher perceived adolescent disclosure. The study increases our understanding of perceived parental involvement and its relationship with parents' perceived knowledge of the adolescent's involvement in cyberbullying in a diverse and multicultural society.

(4) World Anti-Bullying Forum Call for Abstracts and Reviewers

The World Anti-Bullying Forum (WABF) 2023 will take place October 25 – 27, 2023 in Raleigh, North Carolina. 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 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 policy-makers.
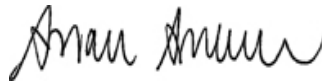
Abstract submissions open <u>October 1, 2022</u> and are due <u>December 1, 2022</u>. Please see the attached PDF for more information. Additionally, if you are interested in being a reviewer for WABF, please contact wabf2023@mosaixgroup.com.

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

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