

DEAR BRNET MEMBERS AND AFFILIATES:

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.

BRNET JUNE 2022

NEWSLETTER:

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Featured Spotlight - Dr. Brett Holfeld

Brett Holfeld is an Assistant Professor in the Psychology Program at Grenfell Campus, Memorial University of Newfoundland in Canada. He received his M.Sc. in Forensic Psychology and Ph.D. in Social Psychology from the University of North Dakota before completing a three-year postdoctoral fellowship that was funded by a Banting Postdoctoral Fellowship in Lifespan Development Psychology at the University of Victoria.

Brett uses his multidisciplinary training to address the role of digital technology in the social and emotional development of children, adolescents, and young adults. He is particularly interested in the concurrent and longitudinal effects of risk and protective factors (e.g., social support, school climate) on cyber bullying and victimization, and on behavioral and mental health problems. He has gained national and international reputation as a leading scholar in the field publishing twelve articles in peer-reviewed journals/book chapters on the topic. Brett has also delivered numerous presentations at peer-reviewed conferences, schools, and organizations, as well as has created professional development workshops for parents, educators, and administrators. Together, these knowledge translation activities will be used to inform school-based prevention and intervention efforts aimed at reducing cyber bullying and victimization among children and adolescents by promoting healthy relationships in online and offline environments.

Currently, Brett is the principal investigator on a Social Sciences and Humanities Research Council (SSHRC) Insight Development Grant (2021-2023) research project entitled, “*An examination of the protective effects of resilience in children’s early experiences of cyber victimization.*” The project aims to better understand the impact of the COVID-19 pandemic on children’s ability to manage online adversity such as cyber victimization. Specifically, the longitudinal research examines the protective effects of resilience on both internalizing symptoms and externalizing problems associated with experiences of cyber victimization among elementary school children. The findings may change the way we approach technology use among children and place an emphasis on developing healthy online habits that reduce the need for later intervention.

He has collaborated with several partners from the Promoting Relationships and Eliminating Violence Network ([PREVNet](#)) on a project entitled, “*Supporting educators’ capacity to prevent dating violence and promote healthy relationships through a gender-based lens*” that was funded by the Public Health Agency of Canada (PHAC). Although the project was significantly altered due to the COVID-19 pandemic, numerous manuscripts are currently being written up for publication in peer-reviewed journals. More recently, he has teamed up with Dr. Faye Mishna and other [PREVNet](#) partners on a SSHRC Insight Grant to examine patterns in consensual and non-consensual sexting to differentiate what might be considered healthy vs. unhealthy sexting.

Brett is always open to discuss his research and potential collaborations with BRNET members who are interested in these topics.

Selected Recent Publications

Martin-Storey, A., Dirks, M., **Holfeld, B.**, Dryburgh, N., & Craig, W. (2021). Family relationship quality during the COVID-19 pandemic: The value of adolescent perceptions of change. *Journal of Adolescence*, 93, 190-201. <https://doi.org/10.1016/j.adolescence.2021.11.005>

Holfeld, B., & Mishna, F. (2021). The development of post-traumatic stress symptoms among adolescents who experience cyber and traditional victimization over time. *Journal of Youth and Adolescence Special Issue: Youth Exposure to Online Risks: Theory, Predictors, and Consequences*, 50(12), 2339-2350. <https://doi.org/10.1007/s10964-021-01394-3>

Holfeld, B., & Baitz, R. (2020). The mediating and moderating effects of social support and school climate on the association between cyber victimization and internalizing symptoms. *Journal of Youth and Adolescence*, 49(11), 2214-2228. <https://doi.org/10.1007/s10964-020-01292-0>



- Holfeld, B.,** Stoesz, B., & Montgomery, J. (2019). Traditional and cyber bullying and victimization among youth with autism spectrum disorders: An Investigation of the frequency, characteristics, and psychosocial correlates. *Journal on Developmental Disabilities, 24*(2), 61-76.
- Holfeld, B.,** & Mishna, F. (2019). Internalizing symptoms and externalizing problems: Risk factors for or consequences of cyber victimization? *Journal of Youth and Adolescence, 48*(3), 567-580. doi: 10.1007/s10964-018-0974-7
- Holfeld, B.,** & Leadbeater, B. J. (2018). The inter-related effects of traditional and cyber victimization on the development of internalizing symptoms and aggressive behaviors in elementary school. *Merrill-Palmer Quarterly, 64*(2), 220-247.
- Holfeld, B.,** & Mishna, F. (2018). Longitudinal associations in children's involvement as victimized, bullying, or witnessing cyber bullying. *Cyberpsychology, Behavior, and Social Networking, 21*(4), 234-239. <https://doi.org/10.1089/cyber.2017.0369>
- Holfeld, B.,** & Leadbeater, B. J. (2017). Concurrent and longitudinal associations between early adolescents' experiences of school climate and cyber victimization. *Computers in Human Behavior, 76*, 321-328. <https://doi.org/10.1016/j.chb.2017.07.037>
- Holfeld, B.,** & Sukhawathanakul, P. (2017). Associations between internet attachment, cyber victimization, and internalizing symptoms among adolescents. *Cyberpsychology, Behavior, and Social Networking, 20*(2), 91-96.
- Holfeld, B.,** & Leadbeater, B. J. (2015). The nature and frequency of cyber bullying behaviors and victimization experiences among young Canadian children. *Canadian Journal of School Psychology, 30*(2), 116-135. doi: 10.1177/0829573514556853
- Holfeld, B.** (2014). Perceptions and attributions of bystanders to cyber bullying. *Computers in Human Behavior, 38*, 1-7. <http://dx.doi.org/10.1016/j.chb.2014.05.012>

BRNET New Members!

BRNET has a current total of 265 members from 29 countries! Welcome **Dr. Loes Pouwels!**

New Affiliates of BRNET!

BRNET has a current total of 105 Affiliates from 18 countries!

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) Alberti Center Early Career Award

It is that time of year when we at the Alberti Center for Bullying Abuse Prevention open our call for applications for the Distinguished Scholarly Contributions to Bullying Abuse Prevention. The Alberti Center Distinguished Scholarly Contributions to Bullying Abuse Prevention Award, presented annually, recognizes 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. Please see the attached document for the application and the following website link for more information: <https://ed.buffalo.edu/alberti/research/early-career-award.html>. Applications are due July 15, 2022.

(2) Job Opportunity – Committee for Children Senior Research Scientist

Committee for Children is looking for a Senior Research Scientist on School Victimization/Bullying to join their team. As the Senior Research Scientist, you will provide research expertise for product development projects. This person will use their expertise in SEL, education, and intervention to inform product development, carry out field tests and research studies on products, take on organization-level commitments and research responsibilities, and contribute to internal and external thought leadership. The successful candidate will apply a diversity, equity, and inclusion lens to all aspects of their work. Please see the attached PDF for more information. For additional information or to apply, please contact Aaron Schmidt (President, Insight Executive Search) at aaron.schmidt@insightexecutivesearch.com.



(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)

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

Kaufman, T., Laninga-Wijnen, L., & Lodder, G. (2022). Are victims of bullying primarily social outcasts? Person-group dissimilarities in relational, socio-behavioral, and physical characteristics as predictors of victimization. *Child Development*, 10.1111/cdev.13772. Advance online publication. <https://doi.org/10.1111/cdev.13772>

Dr. Van Ryzin recently published a paper in the *Journal of Prevention and Health Promotion*. Please see the citation below. Additionally, interested researchers may contact Dr. Van Ryzin at markv@ori.org to request the article.

Van Ryzin, M. J., & Roseth, C. J. (2022). The longitudinal relationship between peer relations and empathy and their joint contribution to reducing bullying in middle school: Findings from a randomized trial of cooperative learning. *Journal of Prevention and Health Promotion*, 1-19. <https://doi.org/10.1177%2F26320770221094032>

BRNET affiliate, **Ms. Rekha Negi**, published a paper in the *International Journal of Bullying Prevention*. Please see the citation and abstract below. Additionally, interested researchers may contact Rekha at rekhajsnegi@yahoo.com for more information or to request the article.

Negi, R. (2021). Cognitive processes of victims of bullying. *International Journal of Bullying Prevention*. <https://doi.org/10.1007/s42380-021-00110-w>

The research assessed the cognitive processes of victims of bullying through their drawings of school bullying. The participants included sixty victims of school bullying in the age group of 11–12 years. The victims of school bullying were identified by the Illinois Victimization scale. The study required victims to draw their cognitive processes while being bullied by peers. Each victim of school bullying was involved in a semi-structured interview to collect more information about their drawings. The obtained drawings and interview were analyzed by a qualitative method called framework analytical method. Results revealed that the victims of school bullying depicted their cognitive processes involved during victimization experience as (1) attributions, (2) executive functioning, and (3) social information



processing. The study links the importance of involving cognitive domains of attributions, executive functioning, and social information processing in designing intervention for school bullying.

(4) 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.” Articles should be submitted by July 15th, 2022.

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

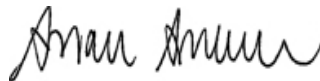
Please see the attached PDF for information on the *European Journal of Developmental Psychology* Special Issue entitled, “Identity-based Bullying and Harassment: Addressing Mechanisms and Outcomes for Possible Interventions.” Initial letters of intent, with an abstract of approximately 500 words, should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

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