



**Dear BRNET Members and Friends of BRNET:**

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

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

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**SAVE THE DATE—Notice the date change!**

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



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**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](mailto: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](mailto:bullyresearchnet@gmail.com)).

Thank you!

*Dr. Susan Swearer and Dr. Shelley Hymel*

**Co-Directors, Bullying Research Network**

*Ana Damme*

**BRNET Coordinator**

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### **Researcher Spotlight – Dr. Gijs Huitsing**

From September 2017 onwards, **Dr. Gijs Huitsing**, will occupy the position of Assistant Professor at the Department of Sociology at the University of Groningen and the ICS (Interuniversity Center for Social Science Theory and Methodology). He received his PhD in 2014 at the same university. His research over the last years concentrates on a theoretical and empirical elaboration of a social network approach to negative peer relations, in particular bullying, using novel models, methods, and software. He has used cross-sectional and longitudinal network data from Finland, the Netherlands, the United Kingdom, and Switzerland, spanning a broad age range (5- to 12-year-old children).

#### **Main contributions**

- He developed new model specifications for estimating the structural characteristics of negative peer relations (i.e., “general dislike”, bully-victim relationships: “Who bullies whom?”; Social Networks, 2012);
- He set the stage for investigating negative peer relations and their interplay with positive relations in children (i.e., the interplay of bullying with friendships and defending relations; Social Networks, 2012; Aggressive Behavior 2012).
- He provided an innovation in understanding multiple (participant) roles that children have in group-related bullying processes (Aggressive Behavior, 2012; Development and Psychopathology, 2014).

#### **Recent and current projects**

- Since 2011, Gijs Huitsing is the vice-coordinator of the implementation and evaluation of the KiVa anti-bullying program in the Netherlands together with René Veenstra ([www.kivaschool.nl](http://www.kivaschool.nl)). In the KiVa project, a large Randomized Controlled Trial was used (99 schools, >400 classrooms, >10.000 students) and the research team cooperated with 20 school-trainers. Findings from the two-year longitudinal study showed that victimization significantly decreased at KiVa-schools, and that KiVa-teachers had better anti-bullying attitudes, and showed more effort and efficacy in reducing bullying.
- Gijs Huitsing was involved in a project about improving parental involvement at schools to reduce bullying and victimization, in cooperation with Coby van Niejenhuis and René Veenstra. The results of the RCT (28 schools) showed that in intervention schools:
  - parents developed stronger anti-bullying attitudes (according to teachers);
  - teachers put greater effort in involving parents in anti-bullying work;
  - parents put greater effort in talking to their children about bullying;
  - teachers and parents were more positive about cooperating with each other.
- Gijs Huitsing is supervisor of the PhD project of Marianne Hooijsma (“Clashrooms: Interethnic peer relationships in classrooms in the Philippines and the Netherlands”) and Tessa Kaufman (“The position of chronic victims and the effectiveness of the support group in reducing bullying”).
- Recently, Gijs Huitsing received a grant to develop teacher training sessions for teachers in secondary education, to inform them about scientific insights into bullying processes.

## Meet at SRCD or World Anti-Bullying forum

- Meet Gijs Huitsing at the SRCD in Austin (April 6 to 8), where he will present on April 6 (16:00-17:30) about work he conducted with Claire Monks, and April 7 (10:15-11:45) where he will chair a symposium with Hannah Schacter about individual × contextual approaches to victimization.
  - Go to this website for a full overview of presentations from his lab group:  
<https://sites.google.com/rug.nl/walm/conferences>
- You can also meet Gijs Huitsing at the World Anti-Bullying Forum in Stockholm (May 7 to 9).

## Selected Recent Publications

Oldenburg, B., van Duijn, M., Sentse, M., **Huitsing, G.**, van der Ploeg, R., Salmivalli, C., & Veenstra, R. (2015). Teacher characteristics and peer victimization in elementary schools: A classroom-level perspective. *Journal of Abnormal Child Psychology*, 43, 33–44. <https://doi.org/10.1007/s10802-013-9847-4>

*This study investigated teachers' characteristics that are associated with peer victimization in elementary schools, using an exceptionally large dataset of 3,385 students and 139 of their teachers.*

**Huitsing, G.**, Snijders, T. A. B., Van Duijn, M. A. J., & Veenstra, R. (2014). Victims, bullies, and their defenders: A longitudinal study of the co-evolution of positive and negative networks. *Development and Psychopathology*, 26, 645-659. doi:10.1017/S0954579414000297

*This study can be seen as a starting point to unravel the relationship dynamics between bullying, victimization, and defending networks in schools.*

**Huitsing, G.**, & Veenstra, R. (2012). Bullying in classrooms: Participant roles from a social network perspective. *Aggressive Behavior*, 38, 494-509. doi:10.1002/ab.21438.

*This study, which is one of the ten most cited articles of Aggressive Behavior since 2011, employed a social network perspective to the group process of bullying, providing a major breakthrough in understanding multiple roles that children have in group-related processes, showing that victims as well as bullies are defended by in group members.*

**Huitsing, G.**, Van Duijn, M. A. J., Snijders, T. A. B., Wang, P., Sainio, M., Salmivalli, C., & Veenstra, R. (2012). Univariate and multivariate models of positive and negative networks: Liking, disliking, and bully-victim relationships. *Social Networks*, 34, 645- 657. doi:10.1016/j.socnet.2012.08.001.

*This is the first study that investigates negative networks (i.e., bullying, the network of rejection relations – “general dislike”) in relation to another network (i.e., the network of acceptance relations) using cross-sectional statistical social network models. It is one of the ten most cited articles of Social Networks since 2011.*

**Huitsing, G.**, Veenstra, R., Sainio, M. & Salmivalli, C. (2012). "It must be me" or "It could be them"? The impact of the social network position of bullies and victims on victims' adjustment. *Social Networks*, 34, 379-386. doi:10.1016/j.socnet.2010.07.002

*This study showed that the association between victimization and psychological adjustment (depression and self-esteem) is moderated by the classroom network position of bullies and victims; central victims had more psychological problems. It is one of the ten most cited articles of Social Networks since 2011.*

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## 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>.

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### **BRNET New Members!**

BRNET has a current total of 189 members! One new member joined in the past month! Welcome to the BRNET, **Dr. Samuel Y. Kim!**

Dr. Samuel Kim is an Assistant Professor of School Psychology at Western Kentucky University. His current research projects involve positive psychology and bullying victimization in the United States as well as South Korea. Additionally, he is investigating culture specific psychological variables, particularly those from Asian cultures.

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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](mailto:bullyresearchnet@gmail.com).

*If you have recently joined BRNET and have not yet provided your information, please send the following to [bullyresearchnet@gmail.com](mailto: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](mailto:bullyresearchnet@gmail.com) with the following information: name, title, address, and email address.

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### **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](mailto:bullyresearchnet@gmail.com) and we will post the information on our website.

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## **BRNET MEMBER ANNOUNCEMENTS**

### **(1) Doctoral Positions Available at the University of Padova in Italy**

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>.

### **(2) 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/>

### **(3) School Bullying: Teachers Helping Students Cope by Dr. Phillip Slee**

To effectively cope with school bullying, it is essential to understand the issues underpinning student peer group dynamics in the school, classroom, and community, and this view lies at the heart of the text. While the experience of bullying others or being victimized is identified with an individual or group the solution lies with the systems (e.g., community, school, classroom, family) of which the individual is a part. Particular emphasis is given to the role of prosocial behavior and a strengths-based perspective in addressing how students cope with school bullying within a systemic context.

The text is strongly informed by the author's experience in developing and conducting national and international school-based anti-bullying and mental health interventions. The book advocates a systems based approach to addressing school bullying as illustrated with a program developed and evaluated by the author called the 'P.E.A.C.E. Pack: A program for reducing bullying in schools'. This book translates research into practice with a strong evidence-based application drawing on an extensive data base. Each chapter contains practical information and research on school/classroom/community applications, trends and issues in the field and practical ideas for implementing anti-bullying measures.

The first two sections consider ways to promote positive peer relations in schools and the dynamics of peer groups. Consideration is then given to cyber bullying and to theories explaining violence, aggression and bullying. Later sections examine the nature and effects of bullying, from early childhood through to adolescence on vulnerable groups, including students with special educational needs and disabilities and LGBTQ young people. The book details information for schools and teachers on ways to collect data and information to inform the interventions and policies of their school. School and classroom based resources for teachers, counsellors and administrators are identified. Further resources can be found on the Flinders Centre for 'Student Well-being & Prevention of Violence (SWAPv)

<http://www.flinders.edu.au/ehl/swapv/>

The book is available at: <https://www.routledge.com/School-Bullying-Teachers-helping-students-cope/Slee/p/book/9781138911932>



#### (4) Strengthen the Evidence for Maternal and Child Health Programs

Researchers from the Women's and Children's Health Policy Center of Johns Hopkins University recently published an evidence review measured the national performance of bullying prevention and intervention. The purpose of the review was to identify evidence-informed strategies that combat bullying. Six key findings emerged from the review and researchers and practitioners should take notice.

A summary of the review is available:

[http://www.semch.org/uploads/3/4/9/4/34942022/npm\\_9\\_bullying\\_evidence\\_review\\_brief.pdf](http://www.semch.org/uploads/3/4/9/4/34942022/npm_9_bullying_evidence_review_brief.pdf).

You can also access the full report here:

[http://www.semch.org/uploads/3/4/9/4/34942022/npm\\_9\\_bullying\\_evidence\\_review.pdf](http://www.semch.org/uploads/3/4/9/4/34942022/npm_9_bullying_evidence_review.pdf).

#### (5) 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 report 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>.

#### (6) 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/>.

#### (7) 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](http://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. 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.

**(8) 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/>

**(9) 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](mailto: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)

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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](mailto: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



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