BRNET July 2013 Newsletter

Dear BRNET Members:

Thank you for being a part of the Bullying Research Network! Below you will find updates from our network. Be sure to check our website at http://brnet.unl.edu for more information as well.

2013 BRNET Think Tank

We had a great Think Tank meeting at UCSB! Thanks to everyone who made it out to Santa Barbara! We had a record number of international participants with BRNET members from Switzerland, Canada, South Korea, Nigeria, Norway, and Japan! It was exciting to hear about bullying prevention and intervention initiatives from across the globe. Below please find the notes from the meeting and the link to the 2013 BRNET Think Tank folder that includes some of the powerpoint presentations is here: http://cehs15.unl.edu/cms/index.php?s=2&p=356

Third Annual BRNET Think Tank
University of California – Santa Barbara
June 18-20, 2013
2013 Think Tank Notes

Tuesday June 18, 2013

Opening remarks: Shane Jimerson, UCSB

Welcome: Dean Gail Morrison, UCSB

Welcome/Thanks/History/Future Directions for BRNET: Susan Swearer, UNL and Shelley Hymel, UBC

JSV-BRNET partnership and recent special issues/Call for next editor of JSV: Mike Furlong, UCSB

Participant Introductions:

Marc Brackett – Director of the Yale Center for Emotional Intelligence, Senior Research Scientist in Psychology, and Faculty Fellow in the Edward Zigler Center in Child Development and Social Policy at Yale University. Marc is the developer of the RULER Approach to Social and Emotional Learning—a CASEL SELect program that has reached over 50,000 students in hundreds of schools throughout the world. Marc's grant-funded research focuses on (1) the role of emotions in learning, decision making, relationship quality, an mental health, (2) the measurement of emotional intelligence, and (3) experiments to demonstrate how emotional intelligence improves student and educator effectiveness, decreases bullying

behavior, and improves classroom and school climate. Currently, he is working with Facebook on two projects. The first is a large-scale study to both prevent and decrease bullying and the second is an online help center for children, families, and schools to better manage cyberbullying.

Amy Bellmore – University of Wisconsin - Madison, participated in last two think tanks. Working on twitter project with twitter data source over 2 years, get every tweet that includes "bully", worked with computer and educational scientists to develop this project. This fall will work with real teens who will give them access to their twitter data to do a comparison study. Paper on deletion procedures, anonymity, concept of "teasing" online, varying perceptions of those involved vs. outsiders

Dewey Cornell - is a forensic clinical psychologist and Professor of Education in the Curry School of Education at the University of Virginia. He joined the faculty at UVA in 1986 and has studied youth violence for nearly 30 years. As a researcher, Dewey has conducted studies of youth violence, psychopathology, giftedness, bullying, and school safety. He has published more than 120 articles in referred journals in psychology and education, as well as more than 30 book chapters and six books, including *Juvenile Homicide and School Violence: Fears versus Facts*. In 1999, he began a project to develop and validate threat assessment guidelines for school to use instead of zero tolerance policies. The Virginia Student Threat Assessment Guidelines is an empirically validated practice that is used in thousands of schools across the United States and Canada, and has served as a model for programs in several countries.

Sheri Bauman – University of Arizona; happy to have Mike Sulkowski as a new colleague to collaborate with; came to academia after 30 years as a counselor before getting her doctorate, so she has a long-standing connection to schools. Also has a private practice working with students. One client showed her something "cool" on My Space which got her interested in cyberbullying. Working with Noel Card on 3 year project on cyberbullying – in first year when trying to get schools to be part of the study, one principal questioned why start in grade 3, another verified that this starts very early on, before grade 3. Her research at the university level responding to Tyler Clemente suicide, examines victimization on a University campus. Collaborative by nature; stimulated by ideas from others hence this think tank.
Was at first year think tank; just gave keynote on bullying across lifespan.

Dorothy Espelage – University of Illinois, Urbana-Champaign. Studying youth violence since 1993; lots of projects going on…big picture: make sure researchers inform others via good science and hard evidence. So publish a lot. How do we as scientists hold on to integrity, and remain true to the science? Just did RCT on Second Step, four waves of data, and looking at data on teachers as well as social networks. Will be focusing on the conditions under which the program works or not. Developmental perspective, what works in grades 5/6 less effective in grade 8.
Ongoing CDC longitudinal cohort study looking at "web of violence," that is examining about 32 risk and protective factors. Also studying social networks to understand the extent to which students changing groups impacts their experiences. Partnering with Bureau of Indigenous education to work with native communities. Editing a book on bullying and suicide.

Erika Feliz – Research faculty in the Department of Counseling, Clinical, and School Psychology at the University of California, Santa Barbara. Ph.D. in clinical-community psychology; interest in cross-sex versus same sex victimization; helped to develop California bullying/victimization scale, working on safe school grants -> longitudinal data with kids. Also working with Dorothy Espelage and Melissa Holt and others at Boston University to look at how bullying impacts university experiences, collaborative study of four universities. Researches how people recover from traumatic events (i.e., disasters, wild fires, etc.). Has a private practice in Santa Barbara.

Karin Frey – University of Washington, lots of observational work on bullying and bystander behavior. Interested in all the measurement development, looking for change-sensitive measures…just completed paper on subtypes of observed aggression, indirect proactive aggressors, versus reactive aggressors, etc. in relation to victimization, bystander behavior, recent paper predicting changes in victimization as a function of kids engagement in different types of aggression (e.g. direct proactive aggression predicts reductions in victimization). Also working on paper on construct of retaliation within bullying literature, doing interviews with high school students on how they retaliate for themselves or on behalf of friends; and the narrative of how/why kids retaliate on behalf of friends as way of demonstrating how they care for their friends. Now planning to extend this research to indigenous and Mexican youth.

Michael Furlong – Editor of the *Journal of School Violence*; professor at UCSB; safe school/healthy students project just completed; lots of work with local schools and communities; tried to get funding for PAC Rim study of cyberbullying; personal interest wanting to look at positive outcomes of victimization, rather than depression, look at diminished positive capacity…how to assess this via positive psychology research. Has developed a 36 item survey that will identify kids who feel their life is going well. Working with schools to do screening for both positive and negative mental health (social and emotional health survey). Not all victimized kids fall apart right away; rather they fall apart gradually and their sense of quality of life diminishes.

Eveline Gutzwiller – from Switzerland ; University of Lucerne in teacher education. Has two lives: (1) professional life is in teacher education, with projects on teacher-student development especially socio-moral aspects (e.g., growing to be a healthy person and able to promote same in a group), (2) other life is research collaboration on bullying and aggression, working with Fran Alsaker and Sonja Perren, on witnessing bullying, particularly on moral disengagement. Developed measure to assess MD in a German-Swiss population, multi-method…scales +narrative, working with Tina Malti on happy victimizers, trying to tap into moral development / moral disengagement and aggression. Is moral disengagement really evident in children? How developed are kids' moral emotions? What moral responsibility do they feel? When do they actually have enough moral development to disengage? It's important to shed a critical light on these issue. Want to do pre/intervention research in more authentic settings. Still working on dissertation topic of development of perspective taking in kids as well as in teachers. Teachers need to be able to engage in higher-order perspective taking in order to work effectively with kids.

Aaron Haddock – SCPS; doctoral student at UCSB; works with Shane Jimerson at UCSB. Teacher before entering graduate school. As a 4th grade teacher interested in SEL curriculum, creating community in the classroom day to day. As a teacher was seeing profound impact on students…how can we capture that positive community in all classrooms? Has a background in intellectual history and moral philosophy and interested in studying moral development.

Laura Hanish – Associate professor at Arizona State University. Research focuses on how girls and boys can develop harmonious peer relationships that are free from aggression, bullying, bias, and harassment. Key themes include gender, peer relationships, and school-related contexts and outcomes. Has developed school- and peer-based interventions to enhance boys' and girls' relationships and methodological advances in the measurement of dyadic and small group peer relationships. Co-director of the Lives of Girls and Boys: Initiatives on Gender Development and Relationships and Executive Director of the Sanford Harmony Program.

Shelley Hymel - University of British Columbia; involved in both BRNET and PREVNet; Co-Director of BRNET. Studies moral disengagement among students and the relationship to bullying and peer victimization. Currently editing a *Merrill Palmer Quarterly* special issue on moral disengagement and bullying; editing an American Psychologist special issue on school bullying; evaluation of SAFETEEN,

school climate study; reducing bullying as part of social-emotional learning; development of preservice SEL cohort.

Shane Jimerson – Professor at UCSB. Research examines how to promote positive peer relationships, but also interested in bullying. Has implemented "Stories of Us" program in local schools and evaluating impact on 800 students; looking to collaborate with others across US who are also using this program. Developed BAM (bullying attitudes measure) and currently being evaluated, so can use as pre/post/follow-up measure; also researching defenders of bullying. Works with schools extensively; as editor of *School Psychology Quarterly*, welcome your articles.

Eui Kyung Kim – UCSB doctoral student from South Korea interested in personal strengths and emotional risks associated with victimization; interested in "witch hunting," a form of cyber bullying common in Korea, where people post pictures of someone doing something "wrong" and others respond negatively…often kids drop out school as a result or their family gets harassed as well.

Seung-Yeon Lee – from Korea, visiting scholar at UCSB…interested in school climate bullying but different from western bullying; incidents when whole school bullies particular children. Few studies to date about role of school climate in bullying among Korean students. When students perceive school as pro-bullying, defending behavior is lower, especially among girls. So perceptions of school norms important for bystanders. Also interested in promoting defender issues…developed program but effects not great so currently revamping program. With UCSB team want to look more at positive relationships.

Sabina Low – at Arizona State University. First BRNET meeting; takes a life span perspective on her work; rooted in work with Gottman and others on marital conflict, graduate work on romantic relationships, then met with Dorothy and expanded to focus on bullying. Now has a grant to do 4-year project on bullying in middle schools in Illinois and Kansas. Was also part of RCT of "Steps to Respect" program among 3rd -6th graders…recently published in *Prevention Science* on adoption and fidelity and engaging students in the curriculum. Looking at school climate data in these trials…underscoring importance of leadership in creating the community that provides for optimal relationships. Also working with Dorothy on basic research on teen dating violence and continuities and discontinuities in development. Working on "Project Yes" with University of Washington , looking at 24 schools in Arizona (predominantly Latino, poverty) multi-modal intervention with teachers on community building etc. but will have observational data on classroom dynamics and teacher behavior/reactions over the 4 year project. Already showing that intervention schools are gaining 7 hours of instructional time. With colleagues also doing work on the "family check-up." Ongoing interest on how we create healthy communities in classrooms and neighborhoods, issues of leadership, adoption, and sustainability.

Andrew Mogaji - School psychologist from Nigeria. First BRNET meeting. Cross cultural psychology and school psychology focus; involved in international school psychology. Interested in temperament ties between Nigerian and US kids, and paper on school psychology in Africa. Current interests in gender and ethnicity on child outcomes. New to BRNET but interested in school climate and bullying

Katherine (Kat) Raczynski – University of Georgia, works with Andy Horne and Pamela Orpinas, new faculty member at UG, one of largest colleges of education—interested in how are we preparing our preservice teachers to do both intervention and prevention work…has strong collaboration with local schools on this…lots of opportunities. Students take coursework in public school/immersed in education; also working on improving longitudinal data analyses –> developmental measurement models. Followed students from grades 6 to 12 on how they deal with conflict based on responses to vignettes, but vignettes not appropriate across ages, so want to be able to change the situations so are measuring same thing but not asking developmental inappropriate questions…interested in collaboration on understanding these developmental differences.

Phil Rodkin – Associate professor at University of Illinois at Urbana-Champaign. Work examines aggressive elementary school children who are well-accepted by their peers at school. Has four research projects: (1) classroom quality study funded by W.T. Grant and Spencer Foundations; looks at classroom peer ecologies and relations to youth aggression, achievement, and school relatedness; (2) popularity of bullying study examining peer, teacher, and self-reports of bullying and aggression, social status, and social relationships; (3) school friendship study looking at whether the status-aggression relationship changes as a function of development, and (4) status and aggression study looking at different techniques and methodologies for revealing the social structure of children's peer relationships at school.

Matthew Ruderman – Graduate student at UCSB, one goal for BRNET is "name recognition"…great to connect name with faces we cite…works with Shane Jimerson on promoting positive relationships, initial development of BAM measure; research interest more into positive psychology and protective factors. Looked at victimization bullying, Defenders and Outsiders to look at hope, etc. and got interested in what makes bystanders intervene or not.

Jenna Shapka – University of British Columbia, Associate Professor – research on technology/social media on adolescent development, but overlaps with cyber aggression and victimization; started looking at differences between traditional and cyberbullying but passionate about investigating links between cyberbullying and parent behaviour/efforts; contrasting adolescent need for autonomy and recommendations that parents pull in reins to protect teens. Parent control not linked to cyberbullying experiences, but demands for information linked to lowest levels of bullying. Now exploring parenting differences across ethnic groups. Recent special issue in *Journal of Adolescence* on cyberbullying co-edited with Kevin Runions, just out. Amanda Todd incident in Canada lead to current research on kids view of privacy issues regarding the computer…want to next do a beeper study examining when kids decide what to disclose online.

Jill Sharkey – faculty at UCSB, worked with Mike Furlong as a post doc; school psychology coordinator. Worked on a grant to develop California Bullying and Victimization measure, with goal of behavioural measure of bullying/victimization based on the 3 critical components and different forms of bullying, but responses did not discriminate those who reported that they were/were not bullied, leading to how/whether students accept versus reject victim status. Cross-sectionally, those who accept fare worse than those who deny; expect that interventions will differ across these two groups. Most of research in on school violence and how it impacts school policies and how to keep kids engaged in schools. Also works with kids on probation.

David Smith – University of Ottawa, participated in both previous Think Tanks and finds the meetings re-energizing; research (RCT) on evaluation of WITS program with Bonnie Leadbeater, one initial finding of interest is that parental involvement in school did not contribute to reductions in bullying; collaborative research with Shelley Hymel on school climate. Very interested in school climate and moral reasoning.

Ida Strom – from Norway working at UCSB for the year, Ph.D. student working with the Norwegian Center for Violence and Traumatic Stress Studies. Working on cumulative effects of all forms of victimization, including employment. Looking longitudinally at the impact of victimization. One example: survey in grade 9 and can track later employment through the Norwegian national database.

Michael Sulkowski – Assistant Professor at University of Arizona; research on peer victimization, bullying, cyber bullying, collaboration with Sheri Bauman, one project on providing Cyber BUDDY to help kids who are victims of cyberbullying; also working on data sets on role of bystanders (teachers, students) and student willingness to report threats of violence and effective ways to respond to violence.

Found that using humour is perhaps the most effective response. Wants to learn from leaders in the field and excited to be at the BRNET Think Tank!

Kanae Suzuki – professor from Japan, research on use of internet by youth; interested in types of bullying programs for high school students in Japan where vast majority of students have cell phones and lots of cyberbullying reported. Wants to develop game-based educational materials to prevent cyberbullying and bullying; interested in differences in bullying across countries. For example bullying happens more in groups than between individuals in Japan, so need to figure out how to develop materials that address group dynamics.

Susan Swearer – Professor of School Psychology at the University of Nebraska - Lincoln, bullying interest stemmed from dissertation research on the comorbidity of depression and conduct disorder. Working with students who bully others and developing alternatives to suspension, interested in different modalities for getting information "out there" via mixed methods research, looking at kids seeking support (mostly go to friends) with in-depth qualitative work starting in fall, based on work with Lady Gaga's Born Brave Bus Tour and the Paul Mitchell Schools of Cosmetology across the US, regarding information on bullying and victimization, have created a curriculum for these schools to teach SEL skills to students in higher education (i.e., over age 18). Currently working on a train-the-trainers model for the self-empowerment, self-enhancement, and anti-bullying curriculum for the Paul Mitchell Schools instructors; working on understanding the factors that lead to youth empowerment and positive engagement.

Michelle Ybarra – Center for Innovative Public Health research…focus on how technology affects health of youth and how this can be promoted. Started with internet aggression, training in public health so want to know what we can do about it…comparing on/off line behavior…longitudinal cohorts of LGBT youth and how they are experiencing bullying. Writing about variable rates, depending on measurement. Peer harassment as broader umbrella including bullying. Also interested in differential power and kids perceptions of whether they were equal or not in the incident. Also looking at suicidal ideation, finding that bullying has a negative impact on suicidal ideation….but great individual differences here…why do some experience suicidal ideation and others do not. Just did grant on teen dating violence and vulnerability to it, including school climate as an impact.

Possible working group foci for the Think Tank
1. Cyber bullying
2. Bullying impact re: reduced happiness/optimism
3. School climate
4. Measurement issues
5. Cross-national initiatives (Pacific-Rim and beyond)
6. Schools
7. SEL/Positive Psychology
8. Friendship/Defenders (positive and negative roles of friends/ retaliation)
9. Life Span Focus on bullying (Oxford University Press book?)
    a. Kindergarten/preschool
    b. Elementary school
    c. Secondary school
    d. Higher education (university/college)
    e. Adulthood
    f. Elders
    g. Workplace
10. International variations

Possible topics for future collaborative research
1. Link between bullying across modalities (different relationships, forms, developmental periods, etc.)
2. Verbal aggression and relational aggression and cyber aggression and kid communication
3. Public awareness… where does it take us? How can we sustain the momentum?
4. Bystanders, offenders and defenders, friendships
5. What is bullying vis-a-vis aggression (delinquency/criminology etc.)?
6. Knowledge translation – informed versus opinion
7. How to engage community partners in our work
8. Cyberbullying including measurement issues, medium changes overlaying developmental changes.
9. School climate and the dynamic nature of schools as it impacts sustainability and characteristics of the institution; teacher/staff/paraprofessional training
   how do we react/intervene with students who bully?
10. Quality of relationships in schools, not only teacher-student, but teacher-teacher and teacher-administrators, and administrators-students or parents-teachers and parents-administrators.
11. Moral dimensions of bullying
12. College student population and transition to adulthood

2pm: Public movie and panel discussion. Watch "SUBMIT: The Documentary" followed by a public panel discussion with the producer, Les Ottolenghi, Sheri Bauman, Dorothy Espelage, Shelley Hymel, and Susan Swearer.

5pm: Adjourn and dinner in Santa Barbara

Wednesday, June 19, 2013

Morning Presentations:

Marc Brackett (via Skype): "Emotionally Intelligent Bullying Prevention." Challenges with cyberbullying from Facebook's perspective is that they need to deal with intervention before they can think about prevention. Emotion science is critical to thinking about how to develop effective interventions. Empower youth to take positive, safe action both on- and off-line. A specific emotional experience (i.e, embarrassed) is driving behavior. 4 buckets: posted mean things to me or about me, won't leave me alone, is spreading rumors about me,
Few kids are stating that they want to help someone else.
Photos-embarrassment; posts-anger.
Facebook is developing a help center for parents, kids, and educators. Advice for parents about how to communicate about Facebook. Kids need specific help---writing scripts. Tips and advice is really generic. Creating scripts for different scenarios.

Dewey Cornell: "Bullying and school climate." Be the hero video that is on www.stopbullying.gov website. Linking parenting literature to school climate and classified schools according to authoritative, authoritarian, permissive, negligent. Schools with high structure and high support have the lowest levels of bullying (perceptions of bullying). Haven't drilled down to the frequency of events. In Virginia, black students are about twice as likely to be suspended than white students. School climate matters.
Bullying and teasing climate scale
Bullying is a problem in this school
Students here often get teased about their clothing or physical appearance
Students here often get put down because of their race or ethnicity
There is a lot of teasing about sexual topics at this school
Showed that the amount of bullying and teasing predicted drop-out rates; r = .25

Bullying and teasing is a powerful indicator of school conditions
Bullying and teasing are the broken windows of school climate
The Council of State Governments Justice Center: concerned about the high rates of suspension and expulsion; important to assess school climate.
Breaking schools' rules report
Texas data: linked school records and juvenile justice recorder
Negative effects of suspension practices: http://www.justicecenter.csg.org/resources/juveniles
School Climate Model:
1. School context influences school climate, but isn't part of school climate
    a. Community crime level
    b. Student poverty
    c. Racial composition
    d. School size
    e. Urbanicity
2. Climate efforts
    a. Structure: disciplinary practices; security practices
    b. Support: teacher/staff interaction; tiered prevention programs
3. Climate outcomes
    a. Increased student engagement
    b. Student experiences of safety, including bullying and peer aggression
    c. Teacher/staff experiences of safety
    d. Fewer school discipline infractions
4. Student benefits
    a. Increased attendance
    b. Decreased suspension/expulsion
    c. Increased academic performance
    d. Increased graduate rates
    e. Greater equity across student groups on a-d
Increase student support efforts
All VA schools have to have a threat assessment team
Schools: in loco parentis; (1) structure and (2) support
Lack of independence in our measurement systems
Latent class analysis
Fairness matters; consistency matters

Seung-Yeon Lee: "School violence in Korea." Data from the Youth Violence Prevention Foundation. 12/11-6/12: 6 suicides of victimized students. National mental health screening in all schools in Korea. Korean government issued a comprehensive plan for school violence. Provision of psychotherapy is mandated for all victimized students. All disciplinary actions are saved in the bully perpetrators files and can be viewed by colleges. SEL has been traditionally ignored. Research on bullying in Korea started in the late 1990s. "Wangtta" – exclusion by the group; not really used because it doesn't capture all aspects of bullying. Lack of direction for Korean schools. In 2010, bullying research became more complex in Korea. Most students in Korea have to follow what their parents say. Peer victimization may happen because students want autonomy and are acting against their parents. Increased number of bi-racial children in Korean schools.

Ida Strom: "Bullying situation in Norway." Memorandum of understanding in 2002; Olweus program and Zero program. 2006, 2009, 2011: memorandum of understanding re-issued. Stable rates of bullying over the past 5 years in Norway. Looking at long-term effects of being bullied. Despite graduating from high school, individuals who were bullied had greater likelihood of being unemployed. What are protective factors that help buffer the experience of being bullied?

Eveline Gutzwiller: "Bullying research in Switzerland." No nationwide studies. Francoise Alasker and Sonja Perren. The role of the political system: a federalist state. Each district has its own educational governance. There are not highly publicized cases of negative effects of bullying. Mentality is "the way I raise my kids is a private issue." Reluctant to report any negative behavior. Backlash effect to reporting anything. Scattered local programs (i.e., German adaptation of Second Step; Francoise's book; No-Blame approach; Olweus, etc.). Dearth of data on all possible levels. Need to have a national study in Switzerland. Teacher education curriculum isn't integrated—just touch on moral behavior; bullying; etc. Currently, working on curriculum reform. Bullying in kindergarten—first insight into bullying. Pathways study— looking at bullying in the German speaking area of Switzerland. 2010 study—follow-up to the Pathways kids. The moral side to bullying is really important and is one of Eve's areas. Longitudinal study on developmental pathways from early to middle childhood. Sonja Perren studying bullying and cyberbullying. Analyze interviews to assess for moral disengagement. Assessment of moral development, moral values, attributions, moral emotions, etc. Measure moral development and justifications for moral disengagement. Assessing contextual, situational factors in bullying. Interested in creating a moral radar--- not only for students but for teachers as well. Future focus on redefining teacher's understanding of bullying as a competency for teaching training programs. Important to develop a moral landscape at schools. Study with parents: the stress of the bullying toward their child contributed to sibling bullying and contributed to parental conflict and divorce. What does bullying in schools mean for teachers in their everyday life?

Dr. Kanae Suzuki: "Current state of cyberbullying and bullying and counter-measures in Japan: Development of educational materials and future research issues." NEXT program (Next Generation World-Leading Researchers): to examine cyberbullying in Japan and to develop a game-based educational material. Team from two universities in Japan. Definitional issues are a problem in defining bullying in Japan. Range of behaviors include interpersonal conflicts to interpersonal troubles and violation of the law. The problem with the Olweus definition is that it restricts the range of behaviors that can be included as bullying. Studied over 5,000 students. Questions about bullying and cyberbullying were asked (over the past month). Difficult to assert that bullying and cyberbullying occur independently. 44% of students reported being cyberbullied. Focus on bystanders. In the computer game the bullying happens in a group, and the player of the game sees the negative consequences that happen as a result of being bullied (i.e., harming oneself; getting fired from a job)? What is the difference between bullying and interpersonal troubles?

Working groups decided and met in the afternoon to plan future activities.
1. Cyberbullying
2. School climate
3. Knowledge translation for schools and teachers

5pm: Adjournment and dinner in Santa Barbara.

Thursday, June 20, 2013

Working groups met and reported back to the Think Tank participants. The working groups are:
1. Cyberbullying
    a. The cyberbullying workgroup is going to design a cross-national study with Dr. Suzuki, Amy Bellmore, and Sheri Bauman to examine tweets after the movie, "Submit: The Documentary" and compare with tweets in Japan. Another thought is to have participants take a survey before and after watching the movie. Participants will be in Japan and in the United States.
2. School climate

a. The school climate team will work together to create papers examining school climate, bullying, and benefits to students of a positive school climate, including co-vitality. Dorothy Espelage and Sabina Low will be guest editors on a special topic section in *School Psychology Quarterly* on school climate and bullying.

3. Knowledge translation for schools and teachers
   a. The research-to-practice team will write a book, "Preventing Bullying and Promoting Belonging: The Essential Teacher's Guide" that will be disseminated to all teacher training programs in the United States.

Wendy Craig/Debra Pepler (via Skype): Toronto, Canada. Link BRNET Think Tank to the PREVNet conference. 1st day is partner day; 2nd day public awareness; 3rd and ½ of the 4th day will be the BRNET Think Tank. Wendy will create a Doodle poll to determine which dates in September or October will work for the majority of BRNET members. The goal is produce a book from the PREVNet book: "Bullying: From cell to society." The focus will be on the lifespan perspective on bullying and on examining similar and dissimilar processes across the developmental context. The group feels this is important and is supportive of the idea. Timeline: 2013-2014 to develop chapters and then use the 2014 Think Tank for feedback on chapters. Put out the call for chapters now. At the end of the Think Tank we would have feedback. The book can be a knowledge mobilization tool and a white paper could be developed as well. Public day would include workshops around the various chapters. Call will go out in August.

12noon: 3rd annual Think Tank adjournment. Thanks, everyone, for a very productive and informative meeting! See you in Canada in 2014!

1pm: Santa Barbara Urban Wine Tour. Thanks, Mike, for coordinating!

Respectfully submitted,

Shelley Hymel and Susan Swearer
Co-Directors, BRNET

October 2014 BRNET Think Tank

For the advance planners in the group: We are pleased to announce that the 2014 BRNET Think Tank will held in Canada and jointly hosted by BRNET and PREVNet (http://www.prevnet.ca)!

A poll has been created so that BRNET members can share their preferences for October 2014 dates for the PREVNet/BRNET conference. Please visit the link below to provide feedback about potential dates.

The link to the poll is:
http://www.doodle.com/3h3az4crfufz43kt

Researcher Spotlight – Dr. Amy Bellmore

Amy Bellmore, Ph.D., is an Associate Professor in the Department of Educational Psychology at the University of Wisconsin-Madison. She received her Ph.D. in Developmental Psychology from the University of Connecticut. Following her graduate studies, she completed Postdoctoral Training in the Department of Education at UCLA funded by the NIMH, the American Psychological Association, and the Institute of Education Sciences.

Amy Bellmore's research interests focus on the significance of the social context to adolescents' bullying and peer victimization experiences. In her past and current work, she attends to multiple influential levels of the social context. These include different features of school and classroom contexts (e.g., ethnic composition and behavioral norms), and more proximal levels of the social context such as students' friendship groups and episode characteristics (i.e., features of specific real-life interactions).

Along with graduate and undergraduate student members of her research lab, Amy Bellmore is currently conducting two National Science Foundation projects that will shed further light on the significance of these settings to bullying. In collaboration with her co-PIs, Adrienne Nishina, Ph.D., at UC Davis and Melissa Witkow, Ph.D., at Willamette University, Amy Bellmore is conducting a multi-site project using a two-week daily diary study of early adolescents who come from a variety of ethnic backgrounds and whose ethnic representation within their schools and friendship groups varies. The proposed design draws from the goodness-of-fit framework in which the selection of coping responses to peer victimization, as well as the responses' association with well-being are expected to vary as a function of both the student's broader social context and the episode context.

In a separate project in collaboration with Jerry Zhu, Ph.D., an associate professor of Computer Science at the University of Wisconsin-Madison, Amy Bellmore is working to reconstruct the social context of bullying episodes using social media data. With this work, real-time, dynamic, large-scale reports of bullying for a huge network of people are collected via social media such as Twitter. Here the focus is on episode contexts and the fact that any social media user may post about a victimization episode. Early findings from this project demonstrate that it is feasible to identify and extract information on bullying episodes from such posts. Future work will improve the identification process and allow for establishing new information about social contextual influences on discrete bullying episodes that occur both online and offline.

Peer Relations in Schools Lab Website: http://website.education.wisc.edu/abellmore/

Understanding and Fighting Bullying with Machine Learning Website:
http://research.cs.wisc.edu/bullying/

Recent Publications:

Bellmore, A., & Chen, W., & Rischall, E. (2013). The reasons behind early
        adolescents' responses to peer victimization. *Journal of Youth and Adolescence, 42,* 275-284.

Bellmore, A., Ma, T., You, J., & Hughes, M. (2012). A two-method investigation of sixth
        graders' responses upon witnessing peer victimization at school. *Journal of Adolescence, 35,* 1265-1276.

Bellmore, A., Nishina, A., You, J., & Ma, T. (2012). School context protective factors
        against peer ethnic discrimination across the high school years. *American Journal of Community Psychology, 49,* 98-111.

BRNET Welcomes New Members!

BRNET had 6 new members join recently, resulting in a current total of <u>139 members</u>! BRNET would like to welcome Drs. Donna Cross, Wendy Hoglund, Luke Hyde, Tina Malti, Roberto Parada, & David Wolfe! Currently available biographies are included on the following page:

Dr. Wendy Hoglund– University of Alberta

Dr. Hoglund is an Assistant Professor of Developmental Science at the University of Alberta. In 2005 she received her Ph.D. in Life-Span Developmental Psychology from the University of Victoria. Wendy conducts basic and applied developmental research examining the developmental course of healthy and problematic peer relationships and social-emotional (aggression, depression, anxiety, social competence) and academic (engagement, achievement) adjustment among low-income, ethnically diverse children. Wendy's applied developmental research investigates how universal, school-wide prevention programming can promote children's healthy peer relationships and social-emotional and academic competencies. She has collaborated on long-term evaluations of school-wide peer victimization prevention (WITS; Hoglund, Hosan, & Leadbeater, 2012) and social-emotional and academic learning (4Rs; Jones, Brown, Hoglund, & Aber, 2010) programs. She also led the development and pilot evaluation of the PEERS Program (Hoglund et al., 2012; Hosan, Hoglund, & Richards, 2013). She is currently a lead investigator on a quasi-experimental evaluation of the Red Cross's Beyond the Hurt Bullying Prevention Program and a co-investigator on a randomized control trial of the PAX Good Behavior Game and Triple P Parenting Program across Alberta.

Dr. Luke Hyde– University of Michigan

Dr. Hyde is interested in understanding psychopathology and personality, particularly child psychopathology and antisocial behaviors, from a developmental psychopathology standpoint. His research focuses on mechanisms linking early risk to adolescent antisocial behavior. In particular, Dr. Hyde is interested in the role of cognitions, empathy (and callous/unemotional traits), genes (using candidate genes), and neural processes (using fMRI) as they are affected by and interact with harsh environments (e.g., rejecting parenting, dangerous neighborhoods) to increase risk for psychopathology.

Dr. Hyde's recent program of research has been merging imaging genetics techniques that aim to understand genetic and molecular contributions to neural reactivity with longitudinal developmental studies of at risk children in order to inform our understanding of the development of antisocial behavior, psychopathy, and psychopathology across the lifespan. Thus, he is interested in the role of the environment and biology as they interact overtime to shape behavior.

Dr. Roberto Parada– University of Western Sydney

Dr. Roberto Parada is currently a Lecturer in Adolescent Development, Behavior and Wellbeing, and Unit Coordinator for Positive Learning Environments at the University of Western Sydney, Australia. Roberto is a registered psychologist and has worked in Clinical Child and Adolescent Mental Health in private and government settings for well over a decade. He has had previous appointments at the Department of Child, Adolescent and Family Psychiatry Westmead Hospital (Australia) and University of Notre Dame – Australia as a lecturer in Counseling and Behavioral Science. His research interests include: The development of and evaluation of whole-school and student level bullying reduction programs; relationships between bullying and mental health; and measurement of bullying, victimization, bystander behaviors. His methodological focus is on factor analysis, structural equation modeling (SEM) and multilevel modeling.

Dr. David Wolfe– Centre for Addiction and Mental Health

Dr. Wolfe has broad research and clinical interests in abnormal child and adolescent psychology, with a special focus on child abuse, domestic violence, and developmental psychopathology. He has authored

numerous articles on these topics, especially in relation to the impact of early childhood trauma on later development in childhood, adolescence, and early adulthood. His interests in violence prevention have culminated into a comprehensive school-based initiative for reducing adolescent violence and related risk behaviors, known as the *Fourth R*. The Fourth R is currently used in over 2000 high schools throughout Canada. It was recently identified as a top evidence-based program for school-based violence prevention by the New Jersey-based Robert Wood Johnson Foundation, where it is being implemented in several US sites as part of their national violence-prevention initiative.

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.

Journal of School Violence

Interested in applying for the editorship position for the *Journal of School Violence*? Please click on this link: https://adobeformscentral.com/?f=cI5ScNx2IVUQt1SHhIYaXA

Alberti Center Early Career Award

The University at Buffalo Alberti Center Early Career Award for Distinguished Scholarly Contributions to Bullying Abuse Prevention applications are due July 15, 2013. Details about eligibility, application, and selection procedures for this $1,000 award can be found in the attached and at http://gse.buffalo.edu/alberticenter/awards. Please circulate this announcement widely to relevant distribution lists and eligible colleagues.

Alberti Center Annual Conference

The Alberti Center annual conference will be held on Thursday, October 10th, 2013 from 8:00 a.m. to 3:00 p.m. at the Millennium Hotel in Buffalo, NY. The morning sessions will feature BRNET member Dewey Cornell, Ph.D. speaking about "Student Threat Assessment and the Prevention of School Violence." In the afternoon, two rounds of breakout sessions will offer the following options for attendees: Avoiding Courtrooms and Headlines: Strategies to Protect Your District from Legal Challenges Regarding Bullying and DASA; Bullying and Students with Disabilities; Weight-Based Victimization: Are You Fueling the Fire?; Bullying and LGBTQ Youth; and, Creating an Anti Bullying Climate and Culture. Complete conference details are available at gse.buffalo.edu/alberticenterconference. The flyer can be found in the Appendix of this newsletter.

New Publications

Please see information regarding the release of two new publications below:

Espelage, D. L., Low, S., Rao, M. A., Hong, J. S., & Little, T. D. (2013). Family violence, bullying, fighting, and substance use among adolescents: A longitudinal mediational model. *Journal of Research on Adolescence.* doi: 10.1111/jora.12060

Abstract: Social interaction learning theory provides a framework for understanding the potential overlap among adolescent problem behaviors such as family violence, aggression, and substance use. The current

study assessed the longitudinal, reciprocal relations among family violence, bullying perpetration, fighting perpetration, and adolescent substance use using a sample of 1,232 students from four Midwestern middle schools. Students completed measures on family dynamics, bullying and fighting behaviors, and alcohol and drug use three times over 18 months. Structural equation modeling results indicated that bullying and fighting perpetration mediated the link between family violence and sub- stance use only for males, but not for females. For females, family violence at Wave 1 was related to greater substance use at Wave 3.

Tucker, C. J., Finkelhor, D., Turner, H., & Shattuck, A. (2013). Association of sibling aggression with child and adolescent mental health. *Pediatrics, 131*. doi: 10.1542/peds.2012-3801

Abstract: OBJECTIVE: Sibling aggression is common but often dismissed as benign. We examine whether being a victim of various forms of sibling aggression is associated with children's and adolescents' mental health distress. We also contrast the consequences of sibling versus peer aggression for children's and adolescents' mental health.

METHODS: We analyzed a national probability sample (n = 3599) that included telephone interviews about past year victimizations conducted with youth aged 10 to 17 or an adult caregiver concerning children aged 0 to 9.

RESULTS: Children ages 0 to 9 and youth ages 10 to 17 who experienced sibling aggression in the past year (i.e., psychological, property, mild or severe physical assault), reported greater mental health distress. Children ages 0 to 9 showed greater mental health distress than did youth aged 10 to 17 in the case of mild physical assault, but they did not differ for the other types of sibling aggression. Comparison of sibling versus peer aggression generally showed that sibling and peer aggression independently and uniquely predicted worsened mental health.

CONCLUSIONS: The possible importance of sibling aggression for children's and adolescents' mental health should not be dismissed. The mobilization to prevent and stop peer victimization and bullying should expand to encompass

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Member Announcements

Thank you to Dr. Ken Rigby for sharing the following announcement!

I wonder if this 'popular' article on Bullying Interventions, based primarily on English and Australian sources, would be of interest. I am trying to promote more attention to the problem of selecting appropriate intervention strategies in cases of school bullying. There seems to be little being done in this specific area – and (as far as I can see) no cross-national studies. Perhaps some members know of – or are undertaking- relevant inquiries?
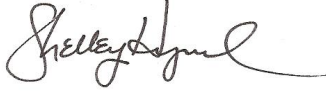
Article: www.teachingtimes.com/articles/bullyinginterventions.htm

Ken Rigby

University of South Australia

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

Most sincerely,

Dr. Shelley Hymel
University of British Columbia
BRNET Co-Director

Dr. Susan Swearer
University of Nebraska - Lincoln
BRNET Co-Director

Alberti Center for Bullying Abuse Prevention

2013 Annual Conference

October 10, 2013 | 8:00 a.m. to 3:00 p.m.

Millennium Hotel Buffalo | 2040 Walden Avenue | Cheektowaga, NY

Keynote Presentations:

"STUDENT THREAT ASSESSMENT AND THE PREVENTION OF SCHOOL VIOLENCE"

Dewey Cornell, Ph.D.
Professor of Education | Curry School of Education, University of Virginia

There is a widespread misconception that violence in schools cannot be prevented because it seems unpredictable. This has led many policy makers to focus on crisis response strategies (such as arming teachers) rather than true prevention methods. This presentation will describe evidence-based strategies for the prevention of violence in school settings, ranging from universal programs to reduce bullying to more focused threat assessment practices.

Afternoon Breakout Sessions:

Session 1

- Avoiding Courtrooms and Headlines: Strategies to Protect Your District from Legal Challenges Regarding Bullying and DASA

- Bullying and Students with Disabilities

- Weight-Based Victimization: Are You Fueling the Fire?

Session 2

- Avoiding Courtrooms and Headlines: Strategies to Protect Your District from Legal Challenges Regarding Bullying and DASA

- Bullying and LGBTQ Youth

- Creating an Anti Bullying Climate and Culture

REGISTRATION INFORMATION

Professionals: $75 per person | $550 per table of eight   Students: $35 per person

Register online by October 7th at gse.buffalo.edu/alberticenterconference

Questions? Contact Rebecca Ligman at **(716) 645-1532** or **alberticenter@buffalo.edu**

University at Buffalo *The State University of New York* | **REACHING OTHERS**