



BRNET December 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.

Save the Date! 2014 BRNET-PREVNet Think Tank

Save the date for the next BRNET Think Tank, June 24 and 25, 2014 at the University of British Columbia in Vancouver, BC, hosted by BRNET and PREVNet (www.prevnet.ca), a Canadian national organization that addresses bullying.

Researcher Spotlight – Dr. Wendy Troop-Gordon

Wendy Troop-Gordon, Ph.D., is an Associate Professor in the Department of Psychology at North Dakota State University (NDSU). She received her Ph.D. in Educational Psychology from the University of Illinois at Urbana-Champaign in 2002. She is a faculty member in the Center for Visual and Cognitive Neuroscience at NDSU and is an adjunct faculty member in the Department of Human Development and Family Sciences at NDSU.

Dr. Troop-Gordon's primary research interests focus on the link between peer victimization and later psychopathology and school maladjustment, including the long-term consequences of bullying on health and well-being, the mechanisms linking peer harassment to maladjustment, and the individual and contextual factors that can buffer or exacerbate the risk posed by negative peer treatment. From 2005-2007, she conducted a two-year, four-wave, longitudinal study of children's peer relationships and social-emotional well-being funded by North Dakota's EPSCoR program. Much of this work has highlighted the importance of the support of adults, such as parents and teachers, in the lives of peer victimized children and the developmental trajectories of popular-aggressive preadolescents. Dr. Troop-Gordon also is involved in a number of collaborations to examine the long-term impact of peer victimization on mental health including those with Dr. Karen Rudolph (University of Illinois at Urbana-Champaign) and Dr. Tracy Vaillancourt (University of Ottawa). She is most recently collaborating with Dr. Kathryn Gordon (NDSU) to study the implications of childhood peer victimization on weight-related concerns and behaviors in early adulthood.

Dr. Troop-Gordon has also initiated a program of research funded by the National Institute of General Medical Sciences through the CVCN examining how individual differences in visual attention to scenes of bullying can account for multifinality in the link between peer victimization and internalizing and externalizing programs. This research uses eye tracking to assess visual attention patterns to bullies,

victims, defenders, and reinforcers in scenes of aggression acted out by child actors and actresses. In addition, pupillometry is being employed to examine at a neurological level how increased or dampened cognitive and emotional processing of social cues within scenes of bullying is related to behavioral and emotional problems. Findings from this work will elucidate how differences in sensitivity to, and processing of, social information may modulate the risk posed by peer victimization.

Dr. Troop-Gordon also works to disseminate information on bullying and related topics to educational communities locally and internationally. She presents in-service workshops at local schools and through the North Dakota Education Association and recently spoke as part of the Friendly Schools Global Forum.

Recent publications include:

Troop-Gordon, W., & Kuntz, K. J. (2013). The unique and interactive contributions of peer victimization and teacher-child relationships to children's school adjustment, *Journal of Abnormal Child Psychology*, *41*, 1191-1202.

Gordon, K. H., Holm-Denoma, J. M., Troop-Gordon, W., & Sand, E. (2012). Rumination and body dissatisfaction interact to predict binge eating. *Body Image*, *9*, 352-357.

Troop-Gordon, W., & Gerardy, H. (2012). Parents' beliefs about peer victimization and children's social and emotional development. *Journal of Applied Developmental Psychology*, *33*, 40-52.

Troop-Gordon, W., & Kopp, J. (2011). Teacher-child relationship quality and children's peer victimization and aggressive behavior in late childhood. *Social Development*, *20*, 536-561.

Rudolph, K. R., Troop-Gordon, W., Hessel, E., & Schmidt, J. (2011). A latent growth curve analysis of early and emerging peer victimization as predictors of mental health across elementary school. *Journal of Clinical Child & Adolescent Psychology*, *40*, 111-122.

Troop-Gordon, W., Visconti, K. J., & Kuntz, K. J. (2011). Perceived popularity during early adolescence: Links to declining school adjustment among aggressive youth. *Journal of Early Adolescence*, *31*, 125-151.

BRNET New Members!

BRNET has a current total of 146 members! Two new members have joined recently. Welcome to BRNET, Professors Donna Cross and Lana Wells!

Donna Cross – Edith Cowan University

Donna Cross is a Professor of Child and Adolescent Health at Edith Cowan University, Western Australia, and Scientific Director of the Child Health Promotion Research Centre, based within the School of Exercise and Health Sciences. She has conducted extensive research in the areas of mental health promotion, injury prevention, drug use control and obesity prevention among children and adolescents. In particular, Prof Cross has an international reputation for developing school-based interventions to prevent and reduce bullying and aggression among young people. Thirteen years of rigorous research has culminated in the release of the *Friendly Schools PLUS* program, which uses a whole-school approach to enhance young people's social and emotional skills, and prevent peer aggression. Prof Cross is a non-European executive member of the European COST (Cooperation of

Scientific and Technical Research) coalition of 28 countries assembled to address innovative ways to reduce the harm from cyberbullying. She was named West Australian of the Year in 2011, and is also an Ambassador for Children and Young People, appointed by the Western Australian Commissioner for Children and Young People.

Lana Wells – University of Calgary

Before being appointed The Brenda Strafford Chair in the Prevention of Domestic Violence at the Faculty of Social Work, University of Calgary, Lana Wells was a member of the senior leadership team at the United Way of Calgary and Area where she led the community investments and collaborations division and the public policy and government relations portfolio. Lana has worked for numerous non-profit organizations and with all three levels of government as a researcher, planner, policy analyst, change manager, project manager, strategic and business planner, evaluator, facilitator and trainer. Her areas of expertise include family violence, women's issues, children and youth services, social justice and social change, organizational change and the not for profit sector. Lana volunteers widely, sits on several boards of directors and is currently the President of The Alex, and past president of the Alberta Council of Women's Shelters (2000-2002). In 2012, Lana became a fellow at the School of Public Policy, University of Calgary where she is teaching on social policy in Canada. Currently, Lana is leading *Shift: The Project to End Domestic Violence*. The name Shift represents the spirit of this innovative project designed to create transformational change using a primary prevention approach to stop first-time victimization and perpetration of domestic violence. The purpose of Shift is to enhance the capacity of policy makers, systems leaders, clinicians, service providers and the community at large, to significantly reduce the rates of domestic violence in Alberta.

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,
- 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.

Also, 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.

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.

Call for Editorship applications for the *Journal of School Violence*

Routledge Journals invites nominations and applications for the position of Editor for the rapidly growing scholarly journal *Journal of School Violence*.

Deadline for nominations or applications is November 1, 2013. Please send replies to Routledge staff at: Barton.Dudlick@TaylorandFrancis.com

TO APPLY

A complete application package will include:

- A curriculum vitae of the candidate
- Statement of interest in the position stating a vision for continued expansion of the publication
- Upon nomination as Editor, a letter of support from the candidates' home institution to act as Editor of *Journal of School Violence*

Applicants will be reviewed by current leaders in the field, with selection of an Editor expected by December 1, 2013. The term of the named Editor will partially begin in 2014, with full leadership in 2015. The editorship includes an honorarium.

TO NOMINATE A COLLEAGUE

If you would like to nominate someone to be considered for the editorship of *Journal of School Violence*, please send the name of the person you are nominating, his or her email address, and brief description of qualifications to Routledge Journals staff at: Barton.Dudlick@TaylorandFrancis.com

ABOUT THE JOURNAL

The *Journal of School Violence* offers tested information on such urgent matters as threat assessment, hostage situations, stalking behavior, and teacher safety. For longer-range strategic planning, it features articles on social policy, staff training, and international and cross-cultural studies. This peer-reviewed journal helps administrators and policymakers plan effectively to ensure school security by considering issues of administration, assessment, and funding. Drawing on the expertise of eminent researchers and educational leaders worldwide, the *Journal of School Violence* features information derived from a variety of academic disciplines, including psychology, sociology, criminology, theology, education, political science, and the arts.

For more information on the journal, visit the journal webpage at: www.tandfonline.com/WJSV.

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***School Psychology Quarterly* Call for Papers – Submission Deadline Extended**

Dear Colleagues,

Below is a CALL FOR PAPERS for an upcoming special section of the *School Psychology Quarterly* journal - with guest editors Dr. Dorothy Espelage and Dr. Sabina Low - due to holidays, **the submission deadline has been extended to December 16th, 2013** (see below).

Thank you to Dr. Shane Jimerson for sharing this announcement!

School Psychology Quarterly

<http://www.apa.org/pubs/journals/spq/>

Open Call for Papers for Special Section:

School Climate, Aggression, Peer Victimization, and Bully Perpetration

About the Special Section

This special issue invites manuscripts that investigate school or classroom climate/environment as it relates to school-based aggression, bullying, and peer victimization (and correlated behaviors). Manuscripts should include rigorous measurement studies (e.g., multiple reporters or innovative sampling methods), multilevel modeling, and/or longitudinal designs so as to capture both conceptual and methodological advances in the field.

Research findings from largely cross-sectional investigations suggest that classroom practices, teacher attitudes, and school environment play a critical role in understanding the rates of student reports of aggression, bullying, and victimization. At a basic level, discrepancies have been noted between how teachers and staff perceive bullying rates in comparison to their students. Many teachers are unaware of how serious and extensive the bullying is within their schools, and are often ineffective in being able to identify bullying incidents (Bradshaw, Sawyer, & O'Brennan, 2007; Kochenderfer-Ladd & Pelletier, 2008). Divergence between staff and student estimates of the rates of bullying are seen in elementary, middle and high school, with staff consistently underestimating the frequency of these events (Bradshaw et al., 2007). Passive or dismissive attitudes towards bullying or a lack of immediate intervention effectively serves to reinforce bullying behaviors because the perpetrator receives no negative consequences (Yoon & Kerber, 2003). However, studies of the impact of teacher attitudes and students' experiences with aggression and victimization are limited and do not generally employ longitudinal or multi-level designs, which are necessary to account for shared variance and nested data.

An exception in the literature is the few studies that have employed social network analysis to examine classroom structure and its impact on aggression that find when classrooms have rigid hierarchical social structures, victimization becomes more stable because there are few opportunities to maneuver into different roles or social positions (Schäfer et al., 2005). On the other hand, when classrooms are more democratic and the social power is more evenly distributed, a less hostile environment for students is created (Ahn, Garandau, & Rodkin, 2010). When there are clear levels of power amongst students, victimized children may not have the resources or support to retaliate against bullies and bully behavior

remains unchallenged. These are examples of the type of studies this special issue would like to attract. Increasingly, more studies are being conducted on the school climate, culture, and environment on the rates of bully perpetration and victimization. Findings suggest that when schools have a “culture of bullying” this can serve as a catalyst to allow youth who bully to continue to behave aggressively without fear of sanction while also encouraging passivity of bystanders (Bandyopadhyay et al., 2009). Further, in schools where bullying is more prevalent, students are less likely to seek help from teachers and staff (Bandyopadhyay et al., 2009).

This issue will emphasize a departure from a focus on student attitudes and behaviors, to a social-contextual approach that appreciates how much features of the school environment can mitigate or perpetuate aggression. Despite this, many questions remain in the field. Given that school climate is a multi-dimensional construct, it is important to unpack the most salient aspects of a school culture that are associated with peer aggression and victimization. This requires the use of multi-level statistical approaches that model the nested nature of students in classrooms and schools. Only then can we parse out those aspects that are to be targeted in professional development training and school-wide prevention efforts. Also, in light of the plethora of prevention programming around bullying and violence, it is important to understand how the school environment both affects, and is shaped by bullying prevention efforts. Thus, we welcome articles that address school climate or environment as moderators or mediators of program efficacy.

Submission deadline is December 1st, 2013. All manuscripts submitted to *School Psychology Quarterly* go through the normal peer-review process. Additional information about the journal, guidance for authors, and links to our electronic submissions webpage are available at <http://www.apa.org/pubs/journals/spq/>. The Action Editors for this Special Section are Dr. Dorothy Espelage <espelage@illinois.edu> and Dr. Sabina Low <sabina.low@asu.edu>.

About the Journal

School Psychology Quarterly is edited by Dr. Shane Jimerson and is published by the American Psychological Association and is the official journal of the APA Division 16 (School Psychology). SPQ is part of Thomson Reuters’ Web of Science and has an ISI impact factor of 1.209, ranking 21st out of 50 journals in “Psychology—Education” category. Every article published in SPQ is included in PsycINFO, PsycARTICLES, and MEDLINE, the world’s most comprehensive and widely used psychological databases.

School Psychology Quarterly publishes empirical studies and literature reviews of the psychology of education and services for children in school settings, encompassing a full range of methodologies and orientations, including educational, cognitive, social, cognitive behavioral, preventive, cross-cultural, and developmental perspectives. Focusing primarily on children, youth, and the adults who serve them, *School Psychology Quarterly* publishes international research advancing science, practice, and policy pertaining to the education of populations across the life span. (see recent brief article about SPQ in APA Monitor <http://www.apa.org/monitor/2012/01/journal-spq.aspx>). If you would like to propose a special topic section to be featured in *School Psychology Quarterly* please e-mail Dr. Jimerson (Jimerson@education.ucsb.edu).

Korean Journal of Educational Policy on Promoting Students' SEL, Character Development, and Preventing Bullying

A Special Issue of the KJEP has been published that is devoted to SEL, Character Development, and Bullying Prevention, with a focus on educational policy implications. Anyone can download the articles

(PDF versions) and view previous publications, which reflect work done worldwide as well as in the United States, at the below webpage.

All articles and the Special Issue are available at KEDI's webpage:

<http://eng.kedi.re.kr/khome/eng/kjep/pubList.do>

Job Announcements

Pennsylvania State University (Penn State) is in the process of becoming a leader in what they are calling Child Maltreatment. It has a broad scope and they are seeking multiple positions across the university in different departments with the plan for developing cross discipline collaborations. One of those focuses on school settings. Here is the website on all of the positions including a specific description for the one for our Department. <https://chroniclevitae.com/jobs/0000798472-01>

The Department of Educational Psychology, Counseling, and Special Education (EPCSE, <http://www.ed.psu.edu/educ/epcse>) in the College of Education at The Pennsylvania State University invites applications for an open rank tenure-track faculty position. The position is part of the cluster hire associated with Penn States Network for Child Protection and Well-Being and will be co-funded by the Social Science Research Institute. We are interested in hiring a colleague whose research program engages school-based personnel (e.g., teachers, school psychologists, counselors, nurses) to screen, detect, and intervene effectively when confronted with signs of potential child maltreatment in school settings, including sexual abuse, violence, and other forms of maltreatment. We are particularly interested in hiring a colleague whose research focuses on the detection and reporting of maltreatment for children with or at risk for disabilities. Applicants should demonstrate a funded program of original research and a publication record commensurate with their experience. Responsibilities include teaching both undergraduate and graduate level courses as well as directing theses/dissertations. An earned doctorate in Rehabilitation, School Psychology, Special Education, Counselor Education or a closely related field and the promise of outstanding scholarly accomplishments are required. The successful candidate will have access to research facilities including the departments Educational Risk Initiative. Opportunities for collaboration also exist across the College and University with multiple academic units (e.g., Curriculum and Instruction, Human Development and Family Studies, Psychology, School of Nursing, Hershey Medical Center) and centers within the Network on Child Protection and Well-Being (e.g., Prevention Research Center, Child Study Center, Center for the Protection of Children, and the Center for Children and the Law). To apply, send a cover letter describing research and teaching interests and experiences, curriculum vitae, names of three professional references, and supporting materials (e.g. reprints, preprints) to: Ms. Bobbi Robison, The Pennsylvania State University, 125 CEDAR Building, University Park, PA 16802; bjb9@psu.edu. Please indicate Cluster-Protection and Well-Being Search in the subject line of email correspondence. For inquiries about this position, email Kathleen J. Bieschke, Search Chair at kxb11@psu.edu. - See more at: <https://chroniclevitae.com/jobs/0000798472-01#sthash.p8BIm31g.dpuf>

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Research Center, Child Study Center, Center for the Protection of Children, and the Center for Children and the Law). To apply, send a cover letter describing research and teaching interests and experiences, curriculum vitae, names of three professional references, and supporting materials (e.g. reprints, preprints) to: Ms. Bobbi Robison, The Pennsylvania State University, 125 CEDAR Building, University Park, PA 16802; bjb9@psu.edu. Please indicate Cluster-Protection and Well-Being Search in the subject line of email correspondence. For inquiries about this position, email Kathleen J. Bieschke, Search Chair at kxb11@psu.edu. - See more at: <https://chroniclevitae.com/jobs/0000798472-01#sthash.p8BIm31g.dpuf>

Member Announcements

International Cyberbullying Conference

There will be an international cyberbullying conference in Gothenburg, Sweden on May 11-12, 2014. See the link below for information about the conference, speakers, program, and registration:

<http://www.cyberbullying.se/eng/>

Thank you to Dr. Robert Thornberg for sharing this announcement!

Research Request

I am interested in published/presented research that examines educational leaders'/school principals' thoughts, opinions, openness to school-wide assessments of bullying. If anyone is conducting research in this area that they would be willing to share for citation purposes can you please email me at jjblake@tamu.edu. Thank you.

Thank you to Dr. Jamilia Blake for sharing this announcement!

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