BRNET February 2014 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. Patricia McDougall

As the Vice-Provost, Teaching and Learning and Associate Professor of Psychology at the University of Saskatchewan, **Patti McDougall** lives in multiple worlds including senior academic administration and the scholarship of discovery, teaching and application. She completed her undergraduate degree at Queen's University followed by a Master's of Applied Science at the University of Waterloo, and a Ph.D. in Human, Learning, Development and Instruction at the University of British Columbia.

Dr. McDougall is a champion of "team science" – a recent buzzword for the collaborative work that developmental and educational psychologists have been undertaking for many, many decades. She has been blessed with the opportunity to work alongside two of Canada's best developmental thinkers including Dr. Shelley Hymel (University of British Columbia) and Dr. Tracy Vaillancourt (University of Ottawa).

Dr. McDougall studies social relationships in childhood and adolescence including such topics as friendship and social status, with a particular focus on studying the long term impact of bullying and victimization. Of specific interest to Dr. McDougall are the mechanisms that build understanding of the multi-finality of victimization experiences that take place childhood and adolescence but result in differing outcome pathways. Her work in bullying has led to involvement in national organizations like PREVNet, which links researchers and youth-serving organizations in a common goal to stop bullying

and promote safe and healthy relationships. She has authored and co-authored articles in a variety of journals (e.g., *Merrill Palmer Quarterly, Social Development, International Journal of Behavioural Development, Journal of Experiemental Child Psychology, Journal of Research on Adolescence, Journal of School Violence, and Journal of Abnormal Child Psychology)*. Dr. McDougall has also co-written chapters for edited works such as *Bullying in North American Schools* (Espelage and Swearer) and *Handbook of bullying in schools: An international perspective* (Jimerson, Swearer, and Espelage).

Recent Projects

Dr. McDougall is a co-investigator, together with Dr. Vaillancourt (principal) on a Canadian Institutes of Health Research (CIHR) grant designed to examine the impact of bullying and victimization on mental health and academic outcomes in childhood and adolescence. Previously supported by a grant from the Social Sciences and Humanities Research Council of Canada (SSHRC), six waves (years) of data have been collected in this longitudinal project, following participants from grade 5 to grade 12, collecting rich information from multiple sources.

In Saskatchewan, Aboriginal people represent a significant and growing minority yet we know little about what the experience of victimization looks like for Aboriginal students. Together with Dr. Brigette Krieg (Social Work, University of Regina, principal) and Dr. Stephanie Martin (Educational Psychology, University of Saskatchewan), Dr. McDougall has recently applied for a grant to support the exploration of peer victimization from the perspective/understanding of Aboriginal and non-Aboriginal girls aged 10 to 14, alongside their parents, teachers, school administrators and community members. In addition to quantitative methods, the later phase of this project will use novel qualitative approaches including digital stories and photovoice techniques to create educational tools for school programming.

Together with Dr. Carie Buchanan (Psychology, St. Thomas More College, principal) and with support of an institutional grant, Dr. McDougall is examining how cyber peer victimization relates to other forms of peer victimization experienced and perpetrated by young people within various social contexts (i.e., offline and online) during their first year of university. The project also explores associations between experiences of peer victimization and adjustment to university.

BRNET New Members!

BRNET has a current total of <u>147 members</u>! One new member has joined this past month. Welcome to BRNET, Dr. Caroline Hunt! Please see below for a brief biography of Dr. Hunt and her work.

Caroline Hunt is Associate Professor and Associate Head (Clinical) with the School of Psychology at the University of Sydney. Caroline's research interests in the area of bullying focus on helping young children develop skills to reduce their risk of being bullied over time. The 'Confident Kids' program has been run in Australian schools and is currently being construct as a web-based intervention. She has also published a measure of the experience of being bullied, the Personal Experiences Questionnaire. Her other research areas include the nature and treatment of anxiety disorders, particularly in young people.

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.

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.

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.

Special Issue of *Journal of School Violence* (Call for Papers)

Special Issue of the Journal of School Violence:
New Directions in Cyberbullying Research

The *Journal of School Violence* invites proposals for empirical papers that contribute to our understanding of cyberbullying by pushing the current conceptual and methodological boundaries of this area via the examination of new ideas, critical evaluations of untested theoretical assumptions, and the use of innovative methods. Papers should clearly extend the existing knowledge-base about cyberbullying in school age-youth.

Interested authors should submit a 400-word abstract proposal for review to Sheri Bauman (sherib@email.arizona.edu) or Amy Bellmore (abellmore@wisc.edu) by February 28, 2014. After a review of the abstracts, selected authors will be invited to submit a full manuscript by May 1, 2014.

Special Issue Editors:
Sheri Bauman and Amy Bellmore

Timeline:
Abstract proposal submission deadline: February 28, 2014
Authors of abstracts receive decisions: March 30, 2014
Invited paper submission deadline: May 1, 2014

Extended 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.*

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*

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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Dear Colleagues,

Happy New Year and best wishes for a wonderful 2014 to all!

Below (and attached) is a CALL FOR PAPERS for an upcoming special section of the School Psychology Quarterly journal - with guest editors Dr. Stephen P. Kilgus and Dr. Wendy M. Reinke - the submission deadline is March 15th, 2014 (see attached / below).

In addition to this special section, we welcome manuscripts featuring empirical research advancing science, practice, and policy relevant to school psychology. http://www.apa.org/pubs/journals/spq/

SPQ is committed to providing HIGH QUALITY and TIMELY reviews of all submissions, the average duration from submission to high feedback/decision correspondence is currently 22 days, thus, your scholarship will be promptly and carefully reviewed.

Please forward to any individuals or groups (across the nation and internationally) you believe may be interested in submitting manuscripts.

For those who are interested, you may subscribe to the SPQ RSS feed at http://content.apa.org/journals/spq.rss and contents of all previous volumes are always available at http://psycnet.apa.org/index.cfm?fa=browsePA.volumes&jcode=spq

Best Regards,
Shane R. Jimerson
Editor, School Psychology Quarterly

School Psychology Quarterly
http://www.apa.org/pubs/journals/spq/

Open Call for Papers for Special Section:
Mental Health Service Delivery within a Multi-Tiered Problem-Solving Framework

Submission deadline March 15th, 2014

About the Special Section

The goal of this special topic section is to feature research regarding practices that will support mental health service delivery within a school-based multi-tiered framework, including contemporary methodological and analytical strategies. Papers should focus on the evaluation of a universal, targeted, or intensive intervention addressing mental health concerns, or an assessment tool intended for use in screening, progress monitoring, or problem identification. Featured intervention and assessment practices should be suitable for use within a service delivery model that prioritizes ecological theory, data-based decision making, and problem solving logic. To this end, it is suggested that each paper should include the following components: (1) a conceptual model indicative of how the intervention/assessment of interest fits into a multi-tiered framework, (2) a demonstration of the problem solving steps as applied to the intervention/assessment, and (3) a discussion of the feasibility (e.g., time, effort, resources) and limitations associated with implementation of the intervention/assessment. In addition, clear articulation of the methods, analyses, results, and implications for practice will be essential.

Federal and state legislation (e.g., Individuals with Disabilities Education Improvement Act, 2004), calls from professional organizations (National Association of School Psychologists, 2000), and emerging lines of scholarly work have resulted in increasing attention toward multi-tiered frameworks of service delivery (e.g., response to intervention [RtI] and positive behavior interventions and supports [PBIS]). Research has yielded numerous strategies and tools that form the foundation of each service delivery tier, including universal intervention strategies, targeted and intensive interventions, and assessment methods suitable for use in screening, progress monitoring, or problem identification. Each intervention and assessment is supported by an evidence base within a prescribed role. Each also possesses characteristics that permit its application within a prevention-oriented multi-tiered service delivery model founded upon ecological theory, problem solving logic, and data-based decision making.

Decades of research have generated support for multi-tiered frameworks as comprehensive models of service delivery across two primary domains: academics and social behavior (Bradshaw, Reinke, Brown, Bevans, & Leaf, 2008; VanDerHeyden, Witt, & Gilbertson, 2007). In contrast, research is notably lacking in the related but distinct area of mental health (McConaughy & Skiba, 1993; McIntosh, Ty, & Miller, 2013). Although treatment of mental health problems has historically been considered beyond the school's purview and the domain of outside professionals (Chafouleas, Kilgus, & Wallach, 2010), repeated calls have been made for schools to participate in the prevention, early intervention, and early identification of mental health problems (National Research Council and Institute of Medicine, 2009; The White House, Office of the Press Secretary, 2013). Some have considered PBIS as a potential means through which to support these concerns (Lane, Wehby, Robertson, & Rogers, 2007). Though research indicates PBIS is well suited to address social behavior concerns (e.g., externalizing problems, attention difficulties), evidence is limited and equivocal with regard to its effect on mental health concerns, or those related to internalizing problems associated with disturbances in emotion and mood (e.g., depression, anxiety; McIntosh et al., 2013). Research is therefore necessary to develop and evaluate practices that will allow for mental health needs to be addressed within a multi-tiered framework.

Submission deadline is March 15, 2014. All manuscripts submitted to School Psychology Quarterly will be subject to the typical peer-review process. Additional information about the journal, guidance for authors, and links to the electronic submissions webpage are available at http://www.apa.org/pubs/journals/spq/ The Action Editors for this Special Section are Dr. Stephen P. Kilgus <kilguss@ecu.edu> and Dr. Wendy M. Reinke <reinkew@missouri.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). School Psychology Quarterly 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 and brief article describing the contemporary emphases of SPQ http://www.apa.org/pubs/journals/features/spq-28-1-1.pdf). 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).

Job Announcements

New Director Position Open at Committee for Children!

We are doing an exciting bit of expansion at Committee for Children! We are adding another department to our organizational structure, focused on advocacy, grant development, and public relations. We have a director level position newly established for this and we are now in active recruitment.

If you know of someone who'd make a good candidate, I'd very much appreciate your help spreading the word, using the link below.

http://www.cfchildren.org/advocacy/about-us/contact-us/job-opportunities/director-of-advocacy-development.aspx

Joan Cole Duffell

Executive Director

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