



Dear BRNET Members and Friends of BRNET:

Thank you for being a part of the Bullying Research Network! In our April newsletter you will find updates from our network. Be sure to check our website at <http://brnet.unl.edu> for additional resources.

SAVE THE DATE! 2016 BRNET THINK TANK!!!!



The 6th Annual Bullying Research Network Think Tank will be June 14th and 15th, 2016 at the University of Nebraska – Lincoln (UNL). The theme of this year’s Think Tank is: **Bullying Prevention and Early Childhood**. On Monday, June 13th a public conference, “Bullying Prevention: Identifying and Intervening in Early Childhood” will be co-hosted by the College of Education and Human Sciences and the Buffett Early Childhood Institute. Confirmed keynote presenters for the public conference include: Dr. Dan Olweus, Dr. Marjorie Kostelnik, and Cynthia Germanotta. The Think Tank will be held at the Buffett Early Childhood Institute Collaboratorium at UNL and the public conference will be held at Nebraska’s

Innovation Campus. BRNET researchers interested in participating in the 2016 Think Tank will need to register at <http://cyfs.unl.edu/conference/2016/ThinkTank/> by **June 1st**.

Researcher Spotlight – Dr. Becky Ladd

Dr. Becky Kochenderfer-Ladd is a Professor in the T. Denny Sanford School of Social and Family Dynamics at Arizona State University and Editor-in-Chief of *the Journal of Applied Developmental Psychology*. Dr. Ladd earned her PhD at the University of Illinois, Urbana-Champaign in Educational Psychology. She has been studying children’s social development and peer relationships for almost 20 years. Her research is based on the premise that social relationships play a critical role in children’s social, emotional, and moral development as well as influence youths’ psychosocial and school adjustment.

Although she studies multiple forms of relationships, including parent-child and teacher-student relationships, her research primarily focuses on the types and quality of the relationships children form with peers in the school context (i.e., peer group acceptance or rejection, friendships, peer victimization). In particular, the predominance of her research has focused on the short- and long-term consequences of being victimized by ones’ peers—and the personal and environmental factors which may mediate or moderate the links between victimization and maladjustment. Her research on peer victimization has been supported by the National Science Foundation (NSF) and the National Institute of Health (NIH). Specifically, she was the sole PI on a 4-year NSF grant to study victimized children’s emotional, cognitive and behavioral responses to peer aggression. Results from this line of inquiry resulted in a better understanding of the complexity of the bullying phenomenon in terms of various social, emotional, cognitive, behavioral and moral processes which underlie children’s risk for victimization as well as subsequent adjustment.

Moreover, she has been the CO-PI on NIH-funded projects, and along with her collaborators (e.g., Gary Ladd, Karen Rudolph), studies diverse risk and protective factors that influence children’s psychosocial and school adjustment trajectories. Further, with support from the Institute of Education Sciences (IES), she is currently working on developing a program, *4R SUCCESS*, to help children acquire the social and academic competencies they need to work well together and succeed socially and academically. Thus, while continuing to investigate the effects of relationships on school adjustment, her interests also include the development of classroom-based programs to help children develop scholastic and social-emotional skills they need to be successful in multiple school and social contexts.

In her role as Editor-in-Chief of the *Journal of Applied Developmental Psychology*, she invites BRNET members to submit their manuscripts for consideration! JADP publishes studies on a wide range of topics and social issues related to human development. Research studies with clear application for improving life outcomes through policy making or within social, educational, or clinical settings are especially welcome! She would also like to hear from scholars who may be interested in guest editing a special issue in an area of their expertise. If you are interested, she may be contacted at Becky.Ladd@asu.edu.

Annotated Reading List on Authority and Marginalization of Youth in Schools and Education

In October 2015, following a violent incident against a young female student at Spring Valley High School in Columbia, South Carolina, Prudence Carter, Jacks Family Professor of Education and Faculty Director of the John W. Gardner Center for Youth and Their Communities at Stanford University, put out a call to educational researchers and other social scientists “to make informative research more widely

known to educators, parents, students, activists, community-based organizations and many others, as they continue to eradicate disparate treatment in discipline, suspensions, and expulsions in schools.” We are pleased to release the resulting collective effort of many around the nation--an annotated reading list on authority and the marginalization of youth in schools and education--and encourage you to share it broadly.

Here's the link to the #EdResearch4SpringValley Bibliography: <https://goo.gl/dEvg4B>.

BRNET New Members!

BRNET has a current total of 166 members! One new member has joined this past month. Welcome to the BRNET, **Dr. Dan Olweus!** Please see below for his brief biography:

For more than 45 years, **Dan Olweus** has been involved in research and intervention work in the area of bully/victim problems among school children and youth. In 1970, he started in his native country Sweden a large-scale project that is now generally regarded as the first scientific study of bully/victim problems in the world. This study was published as a book in Scandinavia in 1973 and in the United States in 1978 under the title *Aggression in the Schools: Bullies and Whipping Boys*. In preparation of the text for an English-speaking readership and later, Olweus replaced the word “mobbing” - which was a key term in the original book and in the Swedish debate at that time - with “bullying” and “bully/victim problems”. These are the terms (or their natural substitutes) that are now in focus in a number of countries all over the world.

Olweus is generally recognized as a pioneer and founding father of the field of bully/victim research and intervention. His 1993 book *Bullying at School: What We Know and What We Can Do* has been published in 25 different languages. The international position of Olweus is documented by the fact that he is, and has been a number of years, the most internationally cited Norwegian/Nordic researcher in psychology and education according to several independent analyses of citation frequency. Olweus’ research and intervention work has played a key role in the dramatic changes that have occurred in many countries all over the world over the past 15-year period: from viewing exposure to bullying as a natural part of school life and growing up to seeing it as a pressing social issue that must be taken seriously and be systematically addressed by the schools or school authorities and society at large.

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.

Friends of BRNET

Friends of BRNET is a group of graduate students, administrators, parents, and individuals who are interested in learning more about the Bullying Research Network. Friends of BRNET receive our monthly e-newsletter. If you are interested in becoming a Friend of BRNET or to refer someone to Friends of BRNET, please click on this link: <http://cehs15.unl.edu/cms/index.php?s=2&p=711>

BRNET Member Grant/Funding Announcements

Receipt of funding facilitates the BRNET mission to conduct interdisciplinary research related to bullying and aggression, with particular attention being paid to the link between basic and applied research. Thus, the BRNET directors are excited to offer members a new opportunity to share grants (and other sources of funding) they have received for their research projects.

Funding varies across countries and is not limited to federal grants. If you are interested in sharing your grants or funding with other BRNET members, please send an abstract of the research funding along with the funding source to bullyresearchnet@gmail.com and we will post the information on our website.

BRNET MEMBER ANNOUNCEMENTS

(1) Looking for Research Masters Students

Dear colleagues,

First, we are looking for new Research Master students. See attached the brochure. So, if you have students that want to learn about social network analysis, please recommend our program.

Second, please find attached two social networks new papers:

Rambaran, J.A., Hopmeyer, A., Schwartz, D., Steglich, C., Badaly, D., & Veenstra, R. (2016). Academic functioning and peer influences: A short-term longitudinal study of network-behavior dynamics in middle adolescence. *Child Development*.

This study showed that friendships were formed and maintained when adolescents had low levels of achievement or high levels of truancy. Particularly, it was found that individuals who had high levels of truancy were relatively more negatively assessed by peers through receiving fewer friendship nominations from peers who had low levels of truancy. Considering that truant adolescents extended more friendship nominations to these peers themselves, this can be seen as a form of peer rejection, which puts them in a disadvantaged and potentially isolating social position. Similarity in academic functioning was also explained by peer influence. It was found that adolescents influenced one another to increase rather than decrease achievement as well as truancy. Moreover, it was found that individuals that occupied central positions in the network exerted more influence in mutual friendships than other peers. If norm-breaking behavior related to poor academic functioning such as truancy is valued by popular youth, other individuals may be more motivated to conform to these behaviors and attitudes to enter or remain part of the popular group.

Van Rijsewijk, L.G.M., Dijkstra, J.K., Pattiselanno, K.L., Steglich, C.E.G. & Veenstra, R. (2016). Who helps whom? Investigating the development of adolescent prosocial relationships. *Developmental Psychology*.

This study investigates adolescent prosocial relations by examining social networks based on the question “Who helps you”. The effects of individual characteristics (academic achievement, symptoms of depressive mood, and peer status) on receiving help and giving help were examined, and the contribution of (dis)similarity between adolescents to the development of prosocial relations was investigated. Results from longitudinal social network analyses (RSiena) revealed tendencies towards reciprocation of help and exchange of help within helping groups. Furthermore, boys were less often mentioned as helpers, particularly by girls. Depressed adolescents were less often mentioned as helpers, especially by low-depressed peers. Moreover, lower academic achievers indicated that they received help from their higher achieving peers. Rejected adolescents received help more often, but they less often helped low-rejected peers. Lastly, low- and high-popular adolescents less often helped each other, and also high-popular adolescents less often helped each other. These findings show that (dis)similarity in these characteristics is an important driving factor underlying the emergence and development of prosocial relations in the peer context, and that prosocial behavior should be defined in terms of benefitting particular others.

If you have related manuscripts (in press or submitted), please let us know.

Best wishes,
René Veenstra, Ashwin Rambaran, Loes Van Rijsewijk, and others

Thank you Drs. Veenstra, Rambara, Van Rijsewijk!

(2) New Book on Bullying by BRNET Member, Dr. Ellen deLara

Bullying Scars: The impact on adult life and relationships by Ellen deLara, PhD, MSW, discusses the continuing consequences of childhood bullying into adulthood. It relies on trauma theory, systems theory, and attachment theory. The book is based on original research using data collected from over 800 adults across the U.S. with some international participants: 30% minority. The research found that several aspects of adult life are altered by childhood victimization at the hands of peers, siblings, parents, or educators. Data analysis revealed ongoing problems in adult friendships and intimate relationships, adult decision-making, and of importance, substantiated some positive effects. The stories offered by participants and the prescriptions provided are useful for adults who struggle with the aftermath of this form of childhood trauma. *Bullying Scars* will be published in June 2016 by Oxford University Press.

Thank you, Dr. deLara!

(3) School Action Web Link

BRNET member, Dr. Ken Rigby has sent a link to a new report which gives some data from a selection of school in Australia: <http://www.kenrigby.net/School-Action>

Thank you, Dr. Rigby!

(4) Research Opportunity

BRNET members are invited to complete a 10-minute survey seeking feedback on a competency-based framework to guide elementary teachers' efforts to help children who are repeatedly bullied.

This study has been approved by the Institutional Review Board (#15-12-410) at the University of Arkansas.

The first 25 participants will receive a \$10 e-gift card to Amazon.com.

The link to the survey is: <https://www.surveymonkey.com/r/BRNET>

Thank you for your consideration,

Samantha Gregus, M.A.
Doctoral Candidate in Clinical Psychology
University of Arkansas
Department of Psychological Sciences

(5) International Society for Research on Aggression (ISRA)

This announcement is to invite you to participate in the XXII biennial meeting of the International Society for Research on Aggression (ISRA) in Sydney, Australia, July 19-23, 2016 and to let you know about two opportunities we offer to young investigators at the meeting.

ISRA is a professional society of academic researchers whose members have helped shape our current understanding of conflict and aggression in the broadest contexts. We encourage graduate students, postdoctoral fellows and junior faculty to pursue the study of aggression thru two opportunities at our meetings. One is the Lagerspetz Awards, which are given for excellence of presentation. These awards honor Kirsti Lagerspetz, ISRA co-founder and contributor to aggression research. No application necessary: Submit an abstract, show up and do your best!

The second opportunity is the ISRA Young Investigators (YI) Program, We provide a special pre-meeting workshop for applicants accepted into the program, arrange interactions with senior mentors, and cover some meeting costs. The material below and the PDF attached provides details about the YI Program. More information about ISRA and our meetings is available on our website: isasociety.com

I hope to see you in Sydney next July.

Michael Potegal, Ph.D., L.P.
Chair, 2016 ISRA Young Investigators Program
ISRA President-Elect

ISRA Young Investigators (YI) Program – 2016

The ISRA YI program began in 2008 to encourage and assist young scholars who are getting started or are in the early stages of their aggression research career. Previous YIs have found the program very enjoyable and helpful. The YI program at our July 2016 meeting in Sydney, Australia will include:

1) A Pre-meeting YI Workshop. The 2016 Workshop will focus on supportive group discussion to help YIs plan, write and/or revise grant applications in accord with reviewer criticisms. YIs are encouraged to submit their own proposals to be strengthened. Proposal presentation can be anonymous if desired. Discussion can range from specific editing suggestions to general research issues. General questions about scientific research and publications on aggression can also be addressed, depending on YI interest.

2) Meet with mentors YIs will meet with a different panel of mentors during lunch or dinner each day for informal discussion. Mentors will include plenary speakers who will be available for follow-up questions about their presentations.

Thank you for your involvement in the Bullying Research Network! If you have any news, information, research, suggestions for new members, or other materials that our members would find useful, please do not hesitate to email us at bullyresearchnet@gmail.com and we will include it in our newsletter and/or on our website.

Most sincerely,



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



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