

BRNET October 2011 Newsletter

Dear BRNET Members:

Thank you for all the bullying and victimization publications and materials you have been sending us; our network is growing, and we know that our collective partnerships will lead to great things. Please read our BRNET newsletter below for updates from the Bullying Research Network.

List of Books Written and Edited by BRNET Members

We have compiled a list of all books written and edited by our researchers, current as of 9/20/2011. It is both attached to this email and available at <http://brnet.unl.edu>. Please scan the list to ensure that we have included and accurately cited anything you have written. Additionally, when a new book of yours is published, contact us and we will add it to the list. Thanks!

October is Bullying Awareness Month

October has been designated as bullying awareness month in the United States. Take the opportunity to increase outreach to community partners, particularly schools, and share with them resources they may need to help prevent and reduce bullying. Some resources for this month can be found at the [National Child Traumatic Stress Network](#).

Agentic or Communal? New Research from Drs. Caravita and Cillessen.

Dr. Caravita and Dr. Cillessen have just published a new paper on bullying, social status, and goals. Below are the reference and abstract. The early online version of the article can be found [here](#).

Caravita, S. C. S. & Cillessen, A. H. N. (2011). Agentic or communal? Associations between interpersonal goals, popularity, and bullying in middle childhood and early adolescence. *Social Development*. doi: 10.1111/j.1467-9507.2011.00632.x.

ABSTRACT: This study investigated whether perceived popularity mediates and/or moderates the association between agentic goals and bullying, and whether sociometric popularity mediates and/or moderates the association between communal goals and bullying. Age and gender differences were also examined. Participants were 276 fourth and fifth graders (middle childhood sample) and 196 seventh and

eighth graders (early adolescence sample). Peer status and bullying were assessed with sociometric measures, interpersonal goals with self-reports. The theoretical model included both mediation and moderation effects. An age-related reversal was found in how status mediated the associations between goals and bullying. Sociometric popularity mediated the association of agentic goals with bullying in middle childhood but of communal goals with bullying in early adolescence. Perceived popularity mediated the association of communal goals with bullying in middle childhood but of agentic goals with bullying in early adolescence. In middle childhood, perceived popularity also moderated the effect of agentic goals on bullying. The results were discussed in terms of the role of bullying as a means to enhance status in early adolescence.

Research-Based Policy Briefs for Addressing Bullying

Dr. Adelman, from UCLA, and the Center for Mental Health in Schools shared the following policy briefs with us.

[Embedding Bullying Interventions into a Comprehensive System of Student and Learning Supports](#)

Abstract:

Everybody agrees that school bullying is a major problem, but considerable controversy exists over the best way to address the problem. The following discussion presents:

- (a) a brief analysis and synthesis of the current state of the art,
- (b) underscores the need to avoid another piecemeal set of policy and practice initiatives, and
- (c) stresses that the growing emphasis on school bullying provides an opportunity to accelerate development of a comprehensive, multifaceted, and cohesive system of student and learning supports. Implications for policy are presented.

[Addressing Bullying: State Guidance to Districts and Schools is Both Helpful and a Missed Opportunity](#)

Abstract:

Some places are only meeting the letter of the law; others are working hard to address bullying by integrating the work into school improvement policy and practice. Here are some ideas and concerns that warrant thinking about! This resource

- (a) highlights state guidance,
- (b) discusses the trend to approach bullying as just another discrete initiative, and
- (c) stresses the opportunity to broaden the focus by embedding bullying concerns into a Comprehensive System of Learning Supports.

[Enhancing Classroom Climate for All Students](#)

Abstract:

Everyone agrees that schools should ensure a positive school climate. Less agreement exists, however, about what this means and how to accomplish it. This is especially so when the call is for developing a safe and supportive environment that also is nurturing and caring and that provides all students with an equal opportunity to succeed. Equity concerns are heightened when schools are viewed using the lens of how they interface with students who are struggling academically, acting out, and experiencing conflictual relationships with school staff and peers. Findings suggest that general strategies designed to enhance school climate often are insufficient for changing the perceptions of such students. Drawing on recent literature, this article briefly outlines ways to approach improving school climate that account for the full range of students enrolled in a school.

Finally, there is a **Quick Find on Bullying** in their online clearinghouse --
<http://smhp.psych.ucla.edu/qf/bully.htm>

Thank you Dr. Adelman and UCLA!

Launch of Psychology, Society, and Education

From Dr. Rosario Ortega:

"It's a pleasure for us to inform you about a new bi-annual publication, Psychology, Society & Education, a journal which accepts either empirical or review papers. This multidisciplinary journal is focused on major social issues in the fields of Psychology and Education. It accepts articles on a variety of topics, is endorsed by a prestigious publishing committee, and aims to be a link between the many different kinds of professionals who work in this area. Published papers are accepted in Spanish, English and French. Likewise, content is available in hard copied as well as online. We encourage you to visit the website (<http://www.psye.org>) and take it in to account for your future research. You also can follow the news, contents, comments, etc. on Facebook. We hope this initiative will be of interest to you and that you will publicize our journal amongst your colleagues,

Best wishes,

Rosario Ortega, Adolfo J. Cangas
Editors."

Journal of School Violence Online Submission

The Journal of School Violence has moved to an online submission process through ScholarOne Manuscripts (effective September 1, 2011). This multidisciplinary, peer-reviewed journal focuses on a range of issues related to youth violence and the school context.

Please consider submitting your work to JSV at <http://www.tandf.co.uk/journals/WJSV>.

For more information about the Journal of School Violence, see <http://web.me.com/michaelfurlong/JSV>.

BRNET is an Official Supporter of the “Stop Bullying: Speak Up” Campaign

This month, Facebook, Cartoon Network, and Time Warner, Inc. launched the “Stop Bullying: Speak Up” campaign on Facebook. Students and adults can take the social app pledge and share the pledge with their friends. If you click on the “Take Action” tab on the “Stop Bullying: Speak Up” Facebook page you’ll see the Bullying Research Network listed as an official supporter. Anderson Cooper will be hosting a Town Hall meeting about bullying on Sunday, October 9th at 8:00 pm EST in addition to issues of “People” and “Time” magazines devoting print space to bullying. While the media attention to issues surrounding bullying is drawing attention to these behaviors, research is needed to determine if these campaigns actually reduce the prevalence of bullying behaviors. Will these public campaigns have their desired effect? Bullying Research Network researchers hope to be involved in some of these evaluations. We need to continue to champion the cause that “RESEARCH MUST INFORM PRACTICE!”

BRNET on Twitter and Facebook

Originally created to help disseminate information from this past summer’s think tank and conference, BRNET has both a Facebook ([Facebook.com/Bullyresearch](https://www.facebook.com/Bullyresearch)) and a Twitter ([@Bully_Research](https://twitter.com/Bully_Research)) account. We believe that these social media outlets will help us get research into the hands of parents, teachers, and students. You can follow us, and refer friends and colleagues to follow us, by visiting the links above or directly from the front page of BRNET.

Call for Research Materials and Speaking Engagements

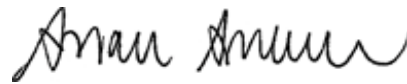
Please consider sending us the reference and abstract to any recently published research you or colleagues may have. We will then share this information with the NETWORK (now over 80 members strong), allowing for your work to have greater exposure with those most likely to benefit from it. Additionally, if you have any upcoming speaking engagements, consider sending those to us so we can post them to our site. You can contact us by emailing bullyresearchnet@gmail.com

Thank you for your involvement in the Bullying Research Network! If you have any news, information, research, or other materials that our members would find useful, please do not hesitate to email us at bullyresearchnet@gmail.com

Most sincerely,

A handwritten signature in black ink, appearing to read "Shelley Hymel". The signature is fluid and cursive, with a long horizontal stroke at the end.

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

A handwritten signature in black ink, appearing to read "Susan Swearer". The signature is cursive and somewhat stylized, with a long horizontal stroke at the end.

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