1)

Michael L. Sulkowski, Ph.D.
Assistant Professor
School Psychology Program
Department of Disability & Psychoeducational Studies
College of Education
University of Arizona

College of Education, Room 421
1430 East 2nd Street
P.O. Box 210069
Tucson, AZ 85721-0069
Email: sulkowski@email.arizona.edu
Phone: 520-621-0145
Fax: 520-621-3821

2)

Dr. Michael Sulkowski is an Assistant Professor in the School Psychology Program at the University of Arizona. His research interests include preventing violent/aggressive behavior in youth and ways to protect students from the deleterious effects of peer victimization. Additionally, Dr. Sulkowski is interested in increasing the availability of mental health services in schools and in increasing the delivery of interventions to improve students' emotional wellbeing. Dr. Sulkowski has received awards from the Melissa Institute for Violence Prevention, the National Association of School Psychologists, the American Academy of School Psychology, the Florida Association of School Psychologists, the College of Education at the University of Florida, the American Society for the Advancement of Pharmacotherapy (APA Division 55), and the Society for General Psychology (APA Division 1) for his research and scholarship. Dr. Sulkowski currently is researching ways in which students respond to being victimized by various forms of peer aggression (e.g., relational, overt).

3)

In collaboration with Sheri Bauman and colleagues, I am writing up the results of a study that investigated the perceived efficacy of various responses to peer aggression that were employed by students such as walking away, telling a joke, fighting back, and telling a teacher. Additionally, we are investigating how teachers respond to various types of peer aggression (e.g., discipline the bully, engages school administrators, help the victim develop social skills). In the future, I look forward to researching the role of student popularity and the display of higher order social skills (e.g., humor, banter) in protecting against the negative effects of peer victimization.

4)

Sulkowski, M. L., & Lazarus, P. J. (2011). Contemporary responses to violent attacks on college campuses. *Journal of School Violence, 10,* 338–354. doi: 10.1080/15388220.2011.602601

This paper reviews extant literature on ways in which universities are responding to campus violence. A particular emphasis is placed on threat assessments and other research-supported practices.

Sulkowski, M. L. (2011). An investigation of students' willingness to report threats of violence in campus communities. *Psychology of Violence, 1,* 53–65. doi: 10.1037/a0021592

This article describes a study investigating factors that predict students' willingness to report threatening peers. Specifically, trust in members of the college support system and campus connectedness we found to increase the likeliness that students would report whereas having a history of delinquency attenuated their willingness to report threatening peers.

Dempsey, A. G., Sulkowski, M. L., Dempsey, J., & Storch, E. A. (2011). Has cyber technology produced a new group of peer aggressors? *CyberPsychology, Behavior, and Social Networking, 14,* 297–302. doi: 10.1089/cyber.2010.0108

This study sampled adolescents to assess their engagement in cyber aggression. Although "cyber," "overt," and "relational" represent distinct subtypes of aggressive behavior, our results indicate that adolescents' behaviors clustered according to their frequency—not type—of aggression. Thus cyber technology appears to provide new tools for youth who already engage in aggressive behaviors in the physical world to victimize peers in cyberspace

Dempsey, A. G., Sulkowski, M. L., Nichols, B., & Storch, E. A. (2009). Differences between peer victimization in cyber and physical settings and associated adjustment in early adolescence. *Psychology in the Schools, 46,* 962–972. doi: 10.1002/pits.20437

This study aimed to determine whether survey questions about the frequency of cyber victimization formed a distinct latent construct from questions about relational and overt victimization information in a large sample of middle school students. Results indicated that cyber victimization was a separate latent factor from overt and relational victimization.

5)

http://www.education.com/reference/article/bullying-cyber-space-social-anxiety/