

BULLYING RESEARCH NETWORK
UNITING RESEARCHERS IN BULLYING PREVENTION AND INTERVENTION

The mission of the Bullying Research Network (BRNET) is to **connect** international and national researchers, **serve** as knowledge translators, and **share** evidence-based knowledge in bullying prevention and intervention.

RESEARCHER SPOTLIGHT



Dr. Grace Skrzypiec

Up until her retirement in January 2024, **Dr. Grace Skrzypiec** worked as a Senior Lecturer in the College of Education, Psychology, and Social Work at Flinders University in South Australia for 16 years. A former high school teacher, her interests centred around adolescent health and well-being, including student mental health. Her most recent research focus was on peer aggression, including bullying, and the relationship of aggression with resilience, self-concept, and psychosocial and emotional well-being.

Grace's research in bullying challenged orthodox thinking as it questioned current bullying research methods and approaches. She developed a new approach for measuring bullying by creating the Student Aggression and Victimization Questionnaire (SAVQ), designed to measure all bullying criteria (repetition, harm, intent, and power imbalance) as well as less severe forms of peer aggression, and identify victims as well as perpetrators. Together with a group of researchers from 11 countries, she led a study using the SAVQ in a study of Peer Aggression and Wellbeing (PAWB). The culmination of this work resulted in a book and several journal articles. This work also formed the basis of a global COVID-19 impact study of middle school students, involving 12 countries.

APRIL / 2024

DEAR BRNET MEMBERS AND AFFILIATES:

Thank you for being a part of the Bullying Research Network! In our April newsletter, you will find updates from the network.

Be sure to check [our website](#) for additional resources and announcements.



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With a strong background in statistics and qualifications in physics, psychology, education, and criminology, Grace has had an extensive and varied career in research that has spanned a period of over 30 years, beginning with her work at CSIRO, followed by research with the Office of Crime Statistics and Research (OCSAR), located within the South Australian Attorney-General's department. While completing her PhD in forensic psychology at Flinders University, she began teaching research methods to post-graduate students both locally and overseas in 2008. Grace was the recipient of the 2014 Vice-Chancellor's Award for Early Career Researchers in recognition of outstanding contributions to excellence in research.

In her academic endeavours, Grace undertook a variety of research projects as a Chief Investigator, including the impact of COVID-19 lockdown on student well-being, the relationship between school well-being and achievement, the development of mental health literacy programs for children, and the subjective well-being of International Baccalaureate middle school students. She was also a co-author of the P.E.A.C.E. pack and the "Big Talks for Little People" mental health program for children. She conducted significant research on KidsMatter initiatives, including KidsMatter Early Childhood implementation in services with high proportions of Aboriginal and Torres Strait Islander children. She has secured grants from different organizations to support her research, including government and foundation grants. Her most recent project involved an evaluation of the "LifeChanger" program, finding evidence of the efficacy of this multi-component Positive Psychology Intervention (PPI). Grace is the Director of the Global Research Alliance involving researchers from 18 countries and an Associate Editor of Frontiers - Educational Psychology. She has been the Co-President of the International Observatory on School Climate and Violence Prevention, and the Co-Director of the Student Well-being and Prevention of Violence (SWAPv) research centre at Flinders University. She serves as an independent referee for the Channel 7 Children's Research Foundation grants. In her retirement, Grace maintains her full academic status at Flinders University, and she continues to supervise and support her PhD students while also writing and finalizing papers based on post-pandemic data concerning bullying and student well-being.



BRNET MEMBERS

BRNET has a current total of 279 members from 30 countries.

Please send recommendations for potential BRNET members (i.e., faculty, researchers, and clinicians who are conducting research on bullying or related topics) to Drs. Wendy Craig, Susan Swearer, or to the BRNET Coordinator, at bullyresearchnet@gmail.com.

Additionally, you may direct potential BRNET members toward [our website](#) for further information.

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 that can be posted on the website;
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) or curriculum vitae that can be posted on the website;
5. relevant web-based links you would like to share.

AFFILIATES OF BRNET

BRNET has a current total of 120 affiliates from 20 countries.

Affiliates of BRNET is a group of graduate students, administrators, parents, and individuals who are interested in learning more about the Bullying Research Network. Affiliates of BRNET receive our monthly e-newsletter. If you are interested in becoming an Affiliate of BRNET or want to refer someone to Affiliates of BRNET, please email Catie Carney, the BRNET Coordinator, at bullyresearchnet@gmail.com with the following information: name, title, address, and email address.



AUTHOR EXCHANGE

If you would like to share research articles or other publications to be highlighted in our monthly newsletters, please email Catie Carney at bullyresearchnet@gmail.com with the following information:

- Your article citation (with a link to the DOI, if possible)
- Your article abstract
- Your email (so individuals who receive our newsletter can request further information, if desired)

Qin, X., Laninga-Wijnen, L., Steglich, C., Zhang, Y., Ren, P., & Veenstra, R. (2024). Parents on the sidelines: The role of parental directing in Chinese adolescents' friendship dynamics related to academic achievement, aggression, and prosocial behavior. *Journal of Early Adolescence*.
<https://doi.org/10.1177/02724316241244419>

This article provides insights into friendship dynamics among Chinese adolescents, highlighting their preference for high-achieving and prosocial friends while avoiding aggressive peers. This study also found that parental influence on adolescent friendship selection is limited in China, suggesting that encouraging parental intervention may not be effective.

Palacios, D., Berger, C., Luengo Kanacri, B. P., Huisman, M., & Veenstra, R. (2024). The role of academic performance, prosocial behavior, and friendships on adolescents' preferred studying partners: A longitudinal social network analysis. *British Journal of Educational Psychology*.
<https://doi.org/10.1111/bjep.12675>

This article showed that adolescents prefer high-achieving peers as helpers, regardless of friendship. High achievers choose partners with similar academic performance, as well as classmates with whom they enjoy spending time. This suggests that for them, friendships influence their learning interactions.

Garandeau, C. F., Turunen, T., Trach, J., & Salmivalli, C. (2024). Admitting to bullying others or denying it: Differences in children's psychosocial adjustment and implications for intervention. *International Journal of Behavioral Development*. Advance online publication.
<https://doi.org/10.1177/01650254241242690>

This study examined whether, for bullying perpetrators, admitting to their behavior was associated with specific psychosocial characteristics, and whether it predicted decreases in bullying behavior and a higher responsiveness to a successful anti-bullying program after 9 months of implementation. It also investigated whether participation in an anti-bullying program deterred admitting to the behavior. Readers can contact Dr. Garandeau at clagar@utu.fi.

Nooripour, R., Hosseinian, S., Ghanbari, N., Wisniewski, P., & Sikström, S. (2024). Validity and reliability of Persian version of Cyber-Bullying/Victimization Experience Questionnaire (CBVEQ) among Iranian adolescents. *International Journal of Bullying Prevention*, 1-12.
<https://doi.org/10.1007/s42380-024-00211-2>

This cross-sectional validation study was conducted with Iranian adolescents to measure validity and reliability of the Persian version of the Cyber-Bullying/Victimization Experience Questionnaire (CBVEQ). You can contact Dr. Nooripour if you are interested in accessing the article: nooripour.r@gmail.com.



Boulton, M. J., & Macaulay, P. J.R. (2024). Helping school students deal with peer provocations and avoid hostile attribution bias with the CATZ Cross-Age Teaching Zone Intervention. *International Journal of Bullying Prevention*. <https://doi.org/10.1007/s42380-024-00245-6>

A novel intervention (Cross-Age Teaching Zone, CATZ) that combines cross-age tutoring and cooperative group work was tested for its effects on student tutors' thinking skills associated with (i) dealing pro-socially with peer provocations and (ii) avoiding hostile attribution bias. The full-text article is available open access via the link.

Macaulay, P.J.R., Steer, O. L., & Betts, L. R. (2024). Bystander intervention to cyberbullying on social media. In Benson, V., ed. *Handbook of Social Media Use Online Relationships, Security, Privacy, and Society Volume 2* (pp. 73-99). Academic Press. <https://doi.org/10.1016/B978-0-443-28804-3.00001-6>

This chapter provides an overview of cyberbullying and its prevalence, reviews the role of cyberbullying bystanders, and discusses current research findings on factors that influence bystander intervention. Finally, recommendations to combat cyberbullying and suggestions for how young people should act on social media to reduce their and others' vulnerability are provided. If you require access, you can email Dr. Macaulay at: p.macaulay@derby.ac.uk.

Martínez, M., Damme, K. S., Vargas, T., Yang, B., Rompilla, D. J., Stephens, J., Qu, Y., Mittal, V. A., & Haase, C. M. (2024). Longitudinal study of peer victimization, social support, and mental health during early adolescence. *Psychological Medicine*, 1-16. <https://doi.org/10.1017/S0033291724000035>

This study highlights the need to combine the promotion of prosocial school environments with targeted interventions. You can contact Matias Martínez at the following email if you are interested in accessing the article: matias@u.northwestern.edu.

Laninga-Wijnen, L., Yanagida, T., Garandeau, C. F., Malamut, S. T., Veenstra, R., & Salmivalli, C. (2023). Is there really a healthy context paradox for victims of bullying? A longitudinal test of bidirectional within-and between-person associations between victimization and psychological problems. *Development and Psychopathology*, 1-15. <https://doi.org/10.1017/S0954579423001384>

This paper examines the effectiveness of anti-bullying interventions, emphasizing that simply reducing the overall prevalence of victimization is not enough and the importance of providing support for remaining victims. In classrooms where victimization rates are lower, victims not only exhibit worse psychological maladjustment over time compared to their peers (between-person changes), but they also experience a significant increase in maladjustment compared to their own previous levels (absolute within-person changes).

Dong, Z., Huitsing, G., & Veenstra, R. (2024). Students' school and psychological adjustment in classrooms with positive and negative leaders. *Journal of Youth and Adolescence*, 53(3), 550-562. <https://doi.org/10.1007/s10964-023-01937-w>

This study highlights how students' well-being is affected by the type of leadership in their classrooms. It shows that, while children in classrooms with negative leaders often experience decreased school well-being, those in positive leadership settings, particularly girls, may exhibit lower self-esteem and increased depressive symptoms. This suggests that the healthy context paradox may be more prevalent among girls.



van Aalst, D. A. E., Huitsing, G., & Veenstra, R. (2024). Understanding teachers' likelihood of intervention in bullying situations: Testing the theory of planned behavior. *International Journal of Bullying Prevention*.
<https://doi.org/10.1007/s42380-024-00209-w>

This paper examines the complex factors that influence teachers' willingness to intervene in bullying situations. It highlights the importance of their attitudes, perceptions of the seriousness of bullying, and beliefs about its causes.

ANNOUNCEMENTS

CALL FOR PAPERS

1

Research Topic for *Frontiers*

Researchers are invited to submit manuscripts for the Research Topic, “New Ideas and International Perspectives on School Bullying: A Multidisciplinary Approach.” The aim of this Research Topic is to build connections between the types of research being conducted on school bullying across scientific disciplines and international contexts. For more information, see the following link:

<https://www.frontiersin.org/research-topics/62965/new-ideas-and-international-perspectives-on-school-bullying-a-multidisciplinary-approach/overview>.

- Manuscript Summary Submission Deadline: June 6, 2024
- Manuscript Submission Deadline: September, 6 2024

CONFERENCES

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28th Workshop on Aggression

The [Bullying and Aggressive Behaviour research group](#) from Nottingham Trent University, UK is delighted to extend a warm welcome to researchers and practitioners from a range of a disciplines to join us at the 28th Workshop on Aggression. The workshop is taking place on the 21st and 22nd November 2024 in Nottingham.

We would like to invite abstract submissions that reflect current debates from across interdisciplinary fields on aggression. The workshop will seek to showcase the latest research in the fields of:

1. in-person and online forms of aggression
2. personal, contextual and situational factors associated with aggression
3. prevention and intervention programmes of aggression.



Abstracts for individual oral presentations, and symposia should be submitted by 31 May 2024.

- Abstracts for individual oral and poster presentations should be a maximum of 200 words and include, where appropriate, details of background, aim, method, results and conclusions.
- Submissions for a symposium should include a 250-word summary of the symposium and comprise of 3-4 presentations.

To submit your abstract for consideration, please complete [this form](#).

For more details please visit: [Workshop on Aggression 2024 | Nottingham Trent University](#) or contact bab.research@ntu.ac.uk or lucy.betts@ntu.ac.uk

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,

A handwritten signature in black ink, appearing to read 'Susan Swearer', written in a cursive style.

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

A handwritten signature in black ink, appearing to read 'Wendy Craig', written in a cursive style.

Dr. Wendy Craig
Queen's University
BRNET Co-Director