

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

August / 2024



### DEAR BRNET MEMBERS AND AFFILIATES:

Thank you for being a part of the Bullying Research Network! In our August newsletter, you will find updates from the network. Be sure to check [our website](https://brnet.unl.edu) for additional resources and announcements.

### Dr. Thomas P. Gumpel

**Dr. Thomas P. Gumpel** is the Isadore and Bertha Gudelsky Chair in Early Childhood Education at the Seymour Fox School of Education at the Hebrew University of Jerusalem, Israel, and is a faculty member (docent) at Åbo Akademi University in the Faculty of Education and Welfare Studies. He received his PhD in Special Education with an emphasis on measurement and psychometrics from the University of California, Berkeley in 1992. In his previous life, Tom was an elementary school teacher for children with severe emotional and behavioral difficulties. His current research focuses on two different strands: inclusionary practices and teacher capacity regarding general education practices for children with severe emotional and behavioral disorders and bullying, peer aggression, and bystanding. Tom is a Council Member of the International Society for Research on Aggression (ISRA) and is the co-director of ISRA's New Investigator (NI) program. In his current research, Tom explores possible group evolutionary benefits from being a bystander through experimental and quasi-experimental designs. He is trying to unpack large groups of bystanders to better understand different motivations for being a bystander. Other research is looking at preschool and kindergarten teachers' capacity to deal with extreme behavior.



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### **Selected Publications**

Gotdiner, V., & **Gumpel, T. P.** (2024). Bystander intervention style and motivational factors influencing behavior in bullying situations. *Psychology in the Schools, 61*(2), 631-646.

<https://doi.org/10.1002/pits.23075>

Malin, Y., & **Gumpel, T. P.** (2023). Dispositional mindfulness plays a major role in adolescents' active and passive responding to bully-victim dynamics. *Aggressive Behavior, 49*(5), 509-520.

<https://doi.org/10.1002/ab.22087>

**Gumpel, T. P.,** & Gotdiner, V. (2022). The use of Latent Profile Analyses to examine social dominance orientation as a predictor of peer-to-peer aggression among adolescents. *Journal of Interpersonal Violence. [https://doi.org/10.1177\\_08862605221090572](https://doi.org/10.1177_08862605221090572)*

### **BRNET MEMBERS**

BRNET has a current total of 286 members from 32 countries.

**Welcome Dr. Muñoz Fernández!**

Please send recommendations for potential BRNET members (i.e., faculty, researchers, and clinicians conducting research on bullying or related topics) to Drs. Wendy Craig, Susan Swearer, or to the BRNET Coordinator, at [bullyresearchnet@gmail.com](mailto:bullyresearchnet@gmail.com). You may also direct potential BRNET members toward [our website](#) for further information.

If you have not yet provided your information, please send the following to [bullyresearchnet@gmail.com](mailto: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. current/ongoing projects in this area;
4. an annotated bibliography of your work or curriculum vitae that can be posted on the website.

### **AFFILIATES OF BRNET**

BRNET has a current total of 124 affiliates from 21 countries.

**Welcome Sohni Siddiqui!**

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 Melanie Willis, the BRNET Coordinator, at [bullyresearchnet@gmail.com](mailto:bullyresearchnet@gmail.com) with the following information: name, title, address, and email address.

## AUTHOR EXCHANGE

We would love to share your research articles or other publications in our monthly newsletters. If you'd like your work featured, please email Melanie Willis at [bullyresearchnet@gmail.com](mailto: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)

Zagni, B., & Van Ryzin, M. J. (2024). Technology-supported cooperative learning as a universal mental health intervention in middle and high school. *British Journal of Educational Psychology*.

<https://doi.org/10.1111/bjep.12680>

This study evaluates the impact of technology-supported cooperative learning (CL) on adolescent mental health, focusing on positive peer relations and peer victimization. Participants included 813 adolescents (50.2% female; 70.7% White) from 12 middle and high schools in the Pacific Northwest. The study used hierarchical linear modelling (HLM) to assess the effectiveness of CL facilitated via PeerLearning.net. Implementing CL led to significant improvements in peer relations and reductions in victimization and mental health problems, with moderate-to-large effect sizes observed across different demographics. Positive peer relations significantly predicted lower victimization and improved mental health. The findings highlight the potential of technology-supported CL in addressing adolescent mental health by enhancing protective factors and reducing risks. This approach provides schools with an accessible and effective tool to tackle the mental health crisis among students.

## ANNOUNCEMENTS

1

Born This Way Foundation and the University of Nebraska-Lincoln are seeking a postdoctoral fellow to assist in the expansion of our research program with activities and initiatives that build a kinder, braver world. Please see the attached link for additional information. **Applications are due Monday, August 12th**, and should be submitted via the google form at the bottom of this PDF:

[https://drive.google.com/file/d/1YsCZv6y3vpTPw0nfD\\_0iUBjxrXC4jOn/view](https://drive.google.com/file/d/1YsCZv6y3vpTPw0nfD_0iUBjxrXC4jOn/view)

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**Postdoctoral Fellow Opportunity at the School Bullying Research Group at Linköping University in Sweden**

This is a 2-year position in which the postdoctoral researcher is expected to develop and conduct quantitative research on school bullying in collaboration with other researchers of the School Bullying Research Group. Deadline for the application is August 23rd. For more information, see: <https://liu.se/en/work-at->



[liu/vacancies/24819](https://liu.vacancies/24819). Please spread the word about the postdoc opportunity to your networks or potential candidates. For further information or questions, please feel free to contact Dr. Robert Thornberg: [robert.thornberg@liu.se](mailto:robert.thornberg@liu.se)

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**Journal of Aggression and Violent Behavior Special Issue on Historical Perspectives on Violence, Aggression, and Bullying**

Peter K Smith, Goldsmiths, University of London, U.K. ([p.smith@gold.ac.uk](mailto:p.smith@gold.ac.uk))

Manuscripts regarding historical perspectives of violence, aggression, and bullying. Historical can be interpreted broadly—over centuries, decades, or years (for example, cyber aggression). Submissions from a variety of disciplines are encouraged. Topics mentioned are homicide, sexual deviance and assault, youth violence (fire setting, gang violence, juvenile sexual offending), family violence (child physical and sexual abuse, neglect), genetic predispositions, the physiological basis of aggression, and bullying (in various settings). **Full manuscripts should be submitted by Monday 2nd September 2024.**

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**"Handbook of School Violence, Bullying and Safety,"** edited by BRNET members Dr. Jun Sung Hung, Annis Lai Chu Fung, Heng Choon, and Jungup Lee is out! Learn more at the link below. <https://www.elgar.com/shop/usd/handbook-of-school-violence-bullying-and-safety-9781035301355.html>

5

**Question for the group: Does anyone know of research examining outcomes linked to school transfers for bullied children?**

I've tried to find research on this question and have come up relatively empty. Many states, as I understand it, allow for school transfers when requested by parents of students who are being bullied, but I'm not aware of how common a practice this is, the circumstances when it is most likely to occur, or the expected outcomes.

If you have suggested literature for this topic, please email [bullyresearchnet@gmail.com](mailto:bullyresearchnet@gmail.com) and/or [timcavell@gmail.com](mailto:timcavell@gmail.com).

Thank you for your involvement in the Bullying Research Network! If you have any news, research, new member recommendations, or materials that our members would find useful, please email us at [bullyresearchnet@gmail.com](mailto:bullyresearchnet@gmail.com). We will include it in our newsletter, on our website, and/or social media.

Most sincerely,

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

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