



## BRNET November 2016 Newsletter

### Dear BRNET Members and Friends of BRNET:

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

Be sure to check out our **NEW** website at <http://cehs.unl.edu/BRNET/> for additional resources.

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### SAVE THE DATE

The **Committee for Children** is hosting the 7<sup>th</sup> Annual Bullying Research Network Think Tank on June 15<sup>th</sup> and 16<sup>th</sup>, 2017 in Seattle, WA. The focus of the Think Tank will be on middle and high school-aged students and **Translational Research in Cyberbullying: What We Know and What We Need to DO**. Rooms have been reserved at Mayflower Park Hotel.

More information to come!

Committee for Children website: <http://www.cfchildren.org/>

Mayflower Park Hotel website: <http://www.mayflowerpark.com/>



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### BRNET Membership Website - Update

Dear BRNET Members,

We're in the process of updating our Bullying Research Network website and need your most current CV and a brief biography. If you have not already done so, please email the following information to [bullyresearchnet@gmail.com](mailto:bullyresearchnet@gmail.com):

1. contact information that can be posted on the BRNET website,
2. a brief biography of you and your research,
3. a list of your current/ongoing projects in bullying prevention and intervention,
4. an annotated bibliography of your work in this area (i.e., full reference plus a few sentences about the work),
5. relevant web-based links you would like to share, and
6. an updated version of your Curriculum Vitae.

Please send your information to Ana Damme, BRNET Coordinator ([bullyresearchnet@gmail.com](mailto:bullyresearchnet@gmail.com)).

Thank you!

Dr. Susan Swearer and Dr. Shelley Hymel  
**Co-Directors, Bullying Research Network**

Ana Damme  
**BRNET Coordinator**

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### **Researcher Spotlight – Dr. Ellen deLara**

**Ellen Walser deLara, Ph.D.** is an associate professor in the School of Social Work at Syracuse University. She is also a practicing family therapist with over 30 years' experience working with children, adolescents, and adults in both school and clinic settings. Dr. deLara received her bachelors in human development from Cornell University and her masters in social work from Syracuse University. She received her PhD from Cornell University in Educational Psychology with a concentration in measurement and evaluation and completed post-doctoral studies at Cornell focused on child maltreatment.

Her areas of research address adolescent development, child maltreatment, school and community violence, and bullying from systemic and developmental perspectives. She has contributed to anti-hazing projects and strategies for the prevention of large-scale violence at several universities. In her research, Dr. deLara is particularly intrigued by the wording that children and adolescents use to define bullying, and the implications this has for bullying prevention programming. Due to an emphasis on understanding bullying from a systemic perspective, Dr. deLara's research agenda includes input from school bus drivers and transportation managers. She has contributed to the development of a national curriculum to train school bus drivers to recognize and interrupt bullying on their buses.

Members of the American Institute of Architecture (AIA) have utilized her research on students' perceptions of safe school design in new school construction projects. Dr. deLara has contributed to the American Medical Association's initiative and resolution to recognize and prevent bullying in U.S. schools and communities.

She is interested in the intersection between adolescent bullying and later intimate partner violence. Currently, Dr. deLara is investigating the long-term consequences of childhood bullying on relationships—both friendships and intimate relationships. Further, she is studying the impact of childhood bullying, by peers, parents, and teachers, on adult mental health and decision-making.

Most recently Dr. deLara's research has resulted in her new book: ***Bullying Scars: The impact on adult life and relationships*** (2016, Oxford University Press). This book is the product of mixed-methods inquiries with hundreds of children and adults. Her other books are: ***And Words Can Hurt Forever: How to protect adolescents from bullying, harassment, and emotional violence*** (Simon and Schuster/The Free Press) and ***School-based Intervention Programs*** (Houghton-Mifflin), both co-authored with Dr. James Garbarino.

Dr. deLara provides consultation to educators, school district administrators, and community stakeholders across the country in the areas of bullying intervention and suicide prevention. She is consulted frequently by the media on issues of bullying and school violence.

### Selected Recent Publications

- deLara, E.** (2016). *Bullying scars: The impact of childhood bullying on adult life and relationships*. New York, NY: Oxford University Press.
- deLara, E.** (2012). Why adolescents don't disclose incidents of bullying and harassment to adults. *Journal of School Violence, 11*, 4, 288-305.
- Chen, W., Propp, J., **deLara, E.** & Corvo, K. (2011). Child neglect and its association with subsequent juvenile drug and alcohol offense. *The Child & Adolescent Social Work Journal, 28*, 4, 273-290.
- Corvo, K., & **deLara, E.** (2010). Towards an integrated theory of relational violence: Is bullying a risk factor for domestic violence? *Aggression and Violent Behavior, 15*, 181-190.
- deLara, E.** (2008). Developing a philosophy about bullying and sexual harassment: Cognitive coping strategies among secondary school students. *Journal of School Violence, 7*, 4, 72-96.
- deLara, E.** (2008). Bullying and aggression on the school bus: School bus drivers' observations and their suggestions. *Journal of School Violence, 7*, 3, 48-70.
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### 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>.

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### BRNET New Members!

BRNET has a current total of 181 members! Four new members joined in this past summer! Welcome to the BRNET, **Dr. Gijs Huitsing**, **Dr. Beau Oldenburg**, **Dr. Gerine Lodder**, and **Dr. Caitlin Elsaesser**.

We look forward to introducing more new members in the upcoming months!

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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](mailto:bullyresearchnet@gmail.com).

If you have recently joined BRNET and 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,
- 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.
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### **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 want to refer someone to Friends of BRNET, please email Ana Damme, the BRNET Coordinator, at [bullyresearchnet@gmail.com](mailto:bullyresearchnet@gmail.com) with the following information: name, title, address, and email address.

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### **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](mailto:bullyresearchnet@gmail.com) and we will post the information on our website.

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### **BRNET MEMBER ANNOUNCEMENTS**

#### **(1) Bully Scars by Dr. Ellen deLara**

Vincenza, age 27, experienced bullying in the 8th grade. Students wrote on her locker, threw garbage and gum at her, and verbally attacked her at every opportunity. Eventually, Vincenza couldn't take the abuse anymore and transferred to a new school where she went on to make friends, excel academically, and even saw a clinical social worker to deal with the trauma of bullying. Even so, as an adult Vincenza still has trouble trusting people and allows only one or two close friends and family members in her life.

**BULLYING SCARS: The Impact on Adult Life and Relationships** (Oxford – June 2016) by Ellen W. deLara is the first book that addresses the lasting consequences of childhood bullying in adulthood. It explores how bullying has affected lives years later, from the vantage point of those victims, bullies, and bystanders who are now adults. For more information about this book, please see the attached release or <https://global.oup.com/academic/product/bullying-scars-9780190233679?q=bullying%20scars&lang=en&cc=us>.

#### **(2) World Anti-Bullying Forum Conference**

Mark your calendars for the forthcoming conference, World Anti-Bullying Forum, which will take place on May 7th – 9th, 2017 in Stockholm, Sweden. The aim of this international and multidisciplinary conference is to broaden our understanding of bullying, harassment, discrimination, ostracism and other forms of degrading treatment and violence among children and youth by sharing knowledge, exploring new perspectives and acknowledging that bullying and other forms of degrading treatment have to be understood as a complex interplay between individual, interpersonal and contextual factors. The

conference invites perspectives from different disciplines and areas such as (but not limited to) psychology, social psychology, sociology, social anthropology, education, gender studies, social work, health sciences, childhood studies, political science, philosophy, and criminology. The intention of the conference is to create multidisciplinary and cross-level dialogues, panels and meetings to improve the understanding of bullying and the work to stop and prevent it. **Call for abstracts opens September 19th 2016 and deadline for abstract submission is November 15th 2016.** Here is a link to the conference website: <http://www.wabf2017.com/>. Information about the conference has also been posted to the BRNET website: <http://cehs.unl.edu/BRNET/conferences/>.

### **(3) How Emotions Are Made by Dr. Lisa Feldman Barrett**

Emotions feel automatic to us; that's why scientists have long assumed that emotions are hardwired in the body or the brain. Today, however, the science of emotion is in the midst of a revolution on par with the discovery of relativity in physics and natural selection in biology. This paradigm shift has far-reaching implications not only for psychology but also for medicine, the legal system, airport security, child-rearing, and even meditation. Leading the charge is psychologist and neuroscientist Lisa Feldman Barrett, whose theory of emotion is driving a deeper understanding of the mind and brain, and what it means to be human. Her research overturns the widely held belief that emotions are housed in different parts of the brain, and are universally expressed and recognized. Instead, emotion is constructed in the moment by core systems interacting across the whole brain, aided by a lifetime of learning. Are emotions more than automatic reactions? Does rational thought really control emotion? How does emotion affect disease? How can you make your children more emotionally intelligent? How Emotions Are Made reveals the latest research and intriguing practical applications of the new science of emotion, mind, and brain. For more information, please see the attached press release.

#### About Lisa Feldman Barrett:

LISA FELDMAN BARRETT, PhD, is a University Distinguished Professor of Psychology at Northeastern University, with appointments at Harvard Medical School and Massachusetts General Hospital in Psychiatry and Radiology. She received a NIH Director's Pioneer Award for her research on emotion in the brain. She lives in Boston, Massachusetts.

### **(4) Social-Emotional Learning Resource Finder**

As research continues to underscore the importance of social-emotional learning (SEL) and mental health for academic and life success, it becomes important to recognize the many different ways to promote SEL and to create safe, respectful, and supportive learning environments that maximize potential and optimize well-being in children and youth. The SEL Resource Finder was developed as a "one-stop" website for educators and anyone who works with children and youth to learn about how to foster social-emotional learning (SEL) and mental well-being in any educational setting.



Developed at the University of British Columbia under the direction of Dr. Shelley Hymel, the site ([www.selresources.com](http://www.selresources.com)) currently provides brief descriptions and links to over 400 resources (programs, lessons, books, videos, etc.) aimed at promoting SEL and positive mental health in educational settings, including resources that address bullying and school violence. Visitors are encouraged to participate in the project by providing comments and ratings of resources. To date, most of the resources included are from North America, but our hope is to expand the site to feature efforts to promote resources from around the globe. To this end, we invite members of BRNET to contribute to the collection by suggesting other resources that can be featured (<http://www.selresources.com/submit-a-resource/>). Priority is given to evidence-based resources, but we welcome your suggestions for programs, projects, activities, lessons,



curricula, books, videos or other resources that promote SEL and/or mental well-being to be included on the site, with all suggestions reviewed before being added to the collection. We look forward to your suggestions. This site was made possible by contributions from several foundations, and most notably the Edith Lando Charitable Foundation, and we are grateful for their continued support.

### **(5) 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

### **(6) 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!

### **(7) Graduate Student Researcher Request**

As a post-graduate student reading for an MSc. In Evidence Based Social Intervention at the University of Oxford, I am currently conducting a systematic review of the effectiveness of school-based interventions for prevention and reduction of bullying among adolescents in Low and Middle Income Countries for my thesis.

I am asking if you know about any studies (published or not) that might fit this description or if you could direct me to researchers who you know work in this area. Kindly feel free to contact me should you have any thoughts or queries. Thank you very much for any assistance you can provide.

Warm regards,

Bhagya Sivaraman  
([bhagya.sivaraman@gtc.ox.ac.uk](mailto:bhagya.sivaraman@gtc.ox.ac.uk))

### **(8) Web Link to New Book, *Marginalisation and Aggression from Bullying to Genocide: Critical Educational and Psychological Perspectives***

BRNET member, Dr. Stephen Minton, sent a link to a new book in which the author proposes the existence of a continuum of aggressive marginalization phenomena: <http://tinyurl.com/j9umb4c>. Also, a flyer with more information about the book is attached.

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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](mailto: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