UNIVERSITY OF Nebraska
Susan Swearer, Ph.D.

BRNET
Bullying Research Network
brnet.unl.edu

UNITING RESEARCHERS IN BULLYING PREVENTION AND INTERVENTION

Queen's UNIVERSITY
Wendy Craig, Ph.D.

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. Laura Lambe

Professor Laura Lambe is an Assistant Professor in the Department of Psychology at St. Francis Xavier University (St. FX) in Antigonish, Nova Scotia, Canada. She received her Ph.D. in Clinical Psychology from Queen's University in 2021, where her doctoral work focused on the multidimensional nature of peer defending behaviors. Following her Ph.D., she completed a Postdoctoral Fellowship at Dalhousie University, where she focused on links between victimization and mental health. Dr. Lambe joined St.FX in 2023. As the Principal Investigator of the Interrupting Victimization in Youth (IVY) Lab, Dr. Lambe's research aims to improve youth well-being through healthy relationships across three primary streams. First, Dr. Lambe aims to better understand and leverage the power of youths' peer groups to reduce bullying through safe and effective bystander intervention. Dr. Lambe was recently awarded a Social Sciences and Humanities Research Council of Canada (SSHRC) Insight Development Grant to further develop and test her innovative virtual-reality paradigm to examine the social cognitive predictors of peer defending behaviors. Second, Dr. Lambe seeks to understand how multilevel risk and protective factors across peers, families, schools, and communities impact bullying and mental health, with a particular focus on social power and identity- based bullying. Lastly, as a clinician and Early Career Fellow with the Promoting Relationships and Eliminating Violence Network (PREVNet), Dr. Lambe is deeply committed to ensuring that her findings make a tangible impact on youth and the professionals who work with them through various knowledge mobilization efforts.

October | 2024

DEAR BRNET MEMBERS AND AFFILIATES:

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

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SELECTED PUBLICATIONS

Lambe, L.J., & Craig, W.M. (2022) Anger and empathy: Explaining the underlying emotional processes of peer defending behaviors using virtual reality. *International Journal of Bullying Prevention, 5(*4), 348-36. https://doi.org/10.1007/s42380-022-00128-8

Kaser, A. C., **Lambe, L. J.,** Yunus, F. M., Conrod, P. J., Hadwin, A. F., Keough, M. T., Krank, M.D., Thompson, K. & Stewart, S. H. (2024). Bullying prevalence and associations with mental health problems among Canadian undergraduates during the COVID-19 pandemic. *International Journal of Bullying Prevention.* https://doi.org/10.1007/s42380-024-00257-2

Lambe, L. J., & Craig, W. M. (2020). Peer defending as a multidimensional behavior: Development and validation of the Defending Behaviors Scale. *Journal of School Psychology, 78,* 38-53. https://doi.org/10.1016/j.jsp.2019.12.001

BRNET MEMBERS

BRNET has a current total of 287 members from 32 countries.

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. 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:

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 133 affiliates from 21 countries.

Welcome Johanna Galles, Mattias Kloo, Clarissa Marron, Skylar Murphy, & Annie Wrobel!

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 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 *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)*

Martinez, M., Cai, T., Yang, B., Zhou, Z., Shankman, S. A., Mittal, V. A., Haase, C. & Qu, Y. (2024). Depressive symptoms during the transition to adolescence: Left hippocampal volume as a marker of social context sensitivity. Proceedings of the National Academy of Sciences, 121(37), e2321965121. https://doi.org/10.1073/pnas.2321965121

This study examined hippocampal volume's impact on social context in the transition to adolescence with data from the Adolescent Brain Cognitive Development study in a diverse sample of 11,832 youth in the United States. Socio-experiential environments (i.e., family conflict, primary caregiver's depressive symptoms, parental warmth, peer victimization, and prosocial school environment), hippocampal volume, and demographics were measured at baseline. Major depressive symptoms were assessed at baseline and 2 y. Findings underscore the importance of families, peers, and schools in the development of depression during adolescence transition and show neural structure amplifies social context sensitivity.

Hoekstra, N. A. H., van den Berg, Y. H. M., Lansu, T. A. M., Peetz, M., Mainhard, T., & Cillessen, A. H. N. (2024). Can classroom seating arrangements help establish a safe environment for victims? A randomized controlled trial. Aggressive Behavior. 50, e22173. https://doi.org/10.1002/ab.22173

A field experiment in 81 Dutch elementary school classrooms altered seating for victims and bullies, with a control classroom. The goal was to create a safe space for victims and improve wellbeing. Results suggest minimal effect from these seating arrangements. A main message from this study is that research should find out what works for which victims under which circumstances.

Lansu, T. A. M., van den Berg, Y. H. M. (2024). Being on top versus not dangling at the bottom: Popularity motivation and aggression in youth. Aggressive Behavior, 50, e22163. https://doi.org/10.1002/ab.22163

The aim of the study was to develop reliable measures for both popularity motivations and examine how both motivations are uniquely and jointly related to aggression in 1,123 Dutch secondary school students. Results showed that when both motivations are considered simultaneously, striving for high popularity was not related to aggression, whereas avoiding affiliation with unpopular peers was related to strategic aggression. For physical and verbal aggression, gossiping, excluding and bullying, the association of avoiding low popularity with aggression was strongest when youth also strived for high popularity.

ANNOUNCEMENTS

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World Anti-Bullying Forum (WABF) 2025
The fifth World Anti-Bullying Forum will be held in Stavanger, June 11-13, 2025. The call for abstracts opened September 10th. Submission will close November 10th, 2024. Learn more here: https://worldantibullyingforum.com/wabf-2025/call-for-abstracts/

Parent-teacher collaborations in preventing and tackling bullying and cyberbullying: A systematic review

Peter Macaulay, Dziuginta Baraldsnes, Hannah Brett, Antonia Paljakka & Saskia Fischer are in the final stages of preparing a manuscript on parent-teacher collaborations in preventing and tackling traditional bullying and cyberbullying. We have completed the search strategy/data extraction, and in the process of putting the manuscript together. While we are also in the process of doing some final searches for any recently published articles that meet our criteria, we are also aware some articles may be in the process of being published/have been published that we hope not to miss. Eligible articles had to: (a) focus on the combined parent-teacher collaboration approach in the context of bullying or cyberbullying, (b) consider the identification, management, intervention, or prevention of bullying or cyberbullying, (c) empirical studies with a quantitative, qualitative, or mixed-method analysis of primary data, and (d) empirical studies published in Danish, English, German, Lithuanian, Norwegian, and Swedish.

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If authors have any articles in the process of being published that they feel would be included in such review, please can you share details so we can ensure these are not missed. Likewise, feel free to share details of any articles you feel would meet the above eligibility criteria – although our search strategy should have identified these. Please email the corresponding author, Peter Macaulay: p.macaulay@derby.ac.uk

BRNET Member, Paul Downes has published an open-access book.
Check it out below!

3

Downes, P. (2024). *Towards a Concentric Spatial Psychology for Social and Emotional Education Beyond the Interlocking Spatial Pillars of Modernism.* Eighth Monograph in Resilience and Health, Centre for Resilience and Socio-Emotional Health, University of Malta. https://www.um.edu.mt/library/oar/bitstream/123456789/124426/1/Towards_a_concentric_spatial_psychology_for_social_and_emotional_education_beyond_the_interlocking_spatial_pillars_of_modernism_2024.pdf

Children's book written by a BRNET member.
Dr. Ellen deLara has written a children's book targeted for elementary school age children, parents, and teachers. It addresses the issues of girls' equality to boys and the bullying that can result when kids are not aware of this important concept. The book is "Girls and Robots? Jamal and Mateo Figure it Out!"

"Do boys know that girls are smart and capable? How do kids learn to communicate and treat each other with respect? What happens when they run into a moral dilemma at school? When a robot contest is held at school, Jamal and Mateo figure it out in this story about robots, respect, and equality."

It is illustrated and is available on Amazon, here:
https://www.amazon.com/Girls-Robots-Jamal-Mateo-Figure-ebook/dp/B0D8LSB24F

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. 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