



**Dear BRNET Members and Friends of BRNET:**

Thank you for being a part of the Bullying Research Network! In our September 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. René Veenstra**

**René Veenstra, Ph.D.** is a Full Professor of Sociology at the University of Groningen in the Netherlands (<http://www.gmw.rug.nl/~veenstra/>). His research focuses on bullying and victimization, and pro- and antisocial behavior with an emphasis on the theoretical and empirical elaboration of a social network approach to bullying.

By collecting data on who bullies whom, he has been able to investigate the processes underlying bullying networks and provide evidence that bullies select victims strategically ([Child Development](#), 2010; [Aggressive Behavior](#), 2013). He has shown that teachers can play an important role in anti-bullying programs and should be seen as targets of intervention ([Journal of Educational Psychology](#), 2014). Recently, work from his team suggests that even though teachers are supposed to have a central role in tackling bullying, they may not be fully prepared for this task ([School Psychology International](#), 2016).

Working on the theoretical and empirical elaboration of a social network approach to bullying, he has used novel ways to measure bullying ([Psychological Assessment](#), 2014; [PLoS ONE](#), 2015). Dr. Veenstra also used novel models, methods, and software to examine group processes among children and adolescents. Findings of research are that bullies choose their victims so as to minimize loss of affection by choosing victims who are not likely to be defended by significant others ([Child Development](#), 2007), and that ingroup-outgroup effects are important in explaining the group process of bullying ([Aggressive Behavior](#), 2012). He has advocated a longitudinal social network analysis approach in the [Handbook of Developmental Research Methods](#) (2012) and in a special issue of the [Journal of Research on Adolescence](#) (2013) that he edited.

In recent years, he and [Gijs Huitsing](#) have coordinated the implementation and evaluation of the KiVa anti-bullying program in the Netherlands. KiVa is a unique source of information for research and analysis, and the first publications from this work have appeared in top 10% journals, showing a higher victimization rate in the classrooms of teachers who attributed bullying to external factors ([Journal of Abnormal Child Psychology](#), 2015) and providing evidence for social support - victims with the same bullies defend each other over time - and retaliation - defenders run the risk of becoming victimized by the bullies of the victims they defend ([Development and Psychopathology](#), 2014).

To cater for the need to complement the KiVa anti-bullying program with tailored interventions for persistent bullying cases, he now wishes to develop new interventions using KiVa as a living laboratory to better understand the mechanisms of intervention success, and design the next generation of school-based anti-bullying programs. See the [list of PhD projects](#) for examples of the latest work in his team.

Researchers that are interested in Dr. Veenstra and Christina Salmivalli's research should attend the one-day workshop, *Peer relations and bullying: Multilevel and social network analyses*, at the [European Conference on Developmental Psychology](#) in Utrecht, Netherlands in August 2017. Students interested in earning their Master or Ph.D. through this team can find information at this link <http://www.gmw.rug.nl/~veenstra/Vacancies/>.

### Selected Recent Publications

- Huitsing, G., & Veenstra, R. (2012). Bullying in classrooms: Participant roles from a social network perspective. *Aggressive Behavior*, 38, 494-509.
- Huitsing, G., Snijders, T.A.B., Van Duijn, M.A.J., & Veenstra, R. (2014). Victims, bullies, and their defenders: A longitudinal study of the co-evolution of positive and negative networks. *Development and Psychopathology*, 26, 645-659.
- Oldenburg, B., Bosman, M.H., & Veenstra, R. (2016). Are elementary school teachers prepared to tackle bullying? A pilot study. *School Psychology International*, 37, 64-72.
- Oldenburg, B., Van Duijn, M.A.J., Sentse, M., Huitsing, G., Van der Ploeg, R., Salmivalli, C., & Veenstra, R. (2015). Teacher characteristics and peer victimization in elementary schools: A class-level perspective. *Journal of Abnormal Child Psychology*, 43, 33-44.
- Van der Ploeg, R., Steglich, C., Salmivalli, C., & Veenstra, R. (2015). The intensity of victimization: Associations with children's psychosocial well-being and social standing in the classroom. *PLoS ONE*, 10, e0141490.
- Veenstra, R., Dijkstra, J.K., Steglich, C., & Van Zalk, M.H.W. (2013). Network-behavior dynamics. *Journal of Research on Adolescence*, 23, 399-412.
- Veenstra, R., Lindenberg, S., Huitsing, G., Sainio, M., & Salmivalli, C. (2014). The role of teachers in bullying: The relation between antibullying attitudes, efficacy, and efforts to reduce bullying. *Journal of Educational Psychology*, 106, 1135-1143.
- Veenstra, R., Lindenberg, S., Munniksma, A., & Dijkstra, J.K. (2010). The complex relation between bullying, victimization, acceptance, and rejection: Giving special attention to status, affection, and sex differences. *Child Development*, 81, 480-486.
- Veenstra, R., Lindenberg, S., Zijlstra, B.J.H., De Winter, A.F., Verhulst, F.C., & Ormel, J. (2007). The Dyadic Nature of Bullying and Victimization: Testing a Dual Perspective Theory. *Child Development*, 78, 1843-1854.
- Veenstra, R. & Steglich, C. (2012). Actor-based model for network and behavior dynamics. In B. Laursen, T.D. Little, & N.A. Card (eds.), *Handbook of Developmental Research Methods* (pp. 598-618). New York: Guilford.
- Veenstra, R., Verlinden, M., Huitsing, G., Verhulst, F. C., & Tiemeier, H. (2013). Behind bullying and defending: Same-sex and other-sex relations and their associations with acceptance and rejection. *Aggressive Behavior*, 39, 462-471.
- Verlinden, M., Veenstra, R., Ringoot, A. P., Jansen, P. W., Raat, H., Hofman, A., Jaddoe, V.W.V., Verhulst, F. C., & Tiemeier, H. (2014). Detecting bullying in early elementary school with a computerized peer-nomination instrument. *Psychological Assessment*, 26, 628-641.

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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 176 members! Three new members joined in this past summer! Welcome to the BRNET, **Dr. Kristen Varjas!**

We look forward to introducing other 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) 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/>.

### **(2) 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.

### **(3) 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

#### **(4) 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!

## **(5) 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))

## **(6) 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.

## **(7) University of Nebraska—Lincoln Position Announcement**

The School Psychology program in the Department of Educational Psychology at the University of Nebraska—Lincoln (UNL) has an opening for a tenure-track assistant professor. This is a 9-month appointment beginning August 2017. We are looking for someone with expertise in school-based interventions and practice with a focus on school and family contexts, children's mental health, emotional development, and/or translation research. Salary and start-up package are commensurate with rank, qualifications, and potential for funded research. For more information about the department, please see <http://edpsyc.unl.edu/>.

*Specific areas of strength should include:* (a) research and teaching in innovative prevention or intervention strategies for children, youth and families; (b) investigation of related processes and approaches to enhancing academic, behavioral, and emotional functioning of youth; (c) early childhood intervention; and/or (d) multicultural school psychology.

*Minimum qualifications include:* (a) doctorate in school psychology or a closely related field conferred by time of appointment; (b) potential for funded research activities; (c) research productivity and an emerging publication record in one or more of the area(s) of strength listed above; and (d) potential for excellence in teaching and mentoring graduate students.

Review of applications will begin no earlier than October 31, 2016 and will continue until a suitable candidate is hired or the search is closed.

To be considered for this position, please go to <http://employment.unl.edu>. Search for requisition F\_160217, click on "Apply to this job" complete the application form and attach the following documents; 1) cover letter of application, 2) current curriculum vitae, 3) statement of research program with up to three PDF reprints of published papers (attach using the Other Document link); and 4) make arrangements to have three letters of recommendation sent to Dr. Susan Swearer, Search Committee

Chair, Department of Educational Psychology, PO Box 880345, Lincoln, NE 68588-0345. They can also be emailed to [sswearer@unl.edu](mailto:sswearer@unl.edu).

Candidates wishing additional information are encouraged to contact Dr. Susan Swearer, Search Committee Chair by phone (402-472-1741) or email ([sswearer@unl.edu](mailto:sswearer@unl.edu)).

*The University of Nebraska—Lincoln is committed to a pluralistic campus community through affirmative action, equal opportunity, work-life balance, and dual careers. See <http://www.unl.edu/equity/notice-nondiscrimination>.*

### **(8) Texas A&M University Position Announcement**

The School Psychology Program at Texas A&M University announces a tenure track, Assistant/Associate Professor position within an APA-accredited School Psychology program. We seek applicants with expertise in areas related to implementation and prevention science (from assessment to intervention) who have the potential to address a range of educational and mental health problems across diverse populations. Upper-level assistant professors with a strong record in research and grant writing are encouraged to apply. The successful applicant will join a team of nationally-recognized tenure-track faculty who publish in top-tier journals and manage multiple research grants. Applicants should have well-defined programs of research, demonstrated expertise or promise in obtaining extramural funding, and evidence of dedication to high-quality graduate teaching and mentoring. The program and college are especially interested in qualified candidates who can contribute to the diversity and excellence of the academic community through their research, teaching, and/or service. The full position announcement can also be accessed at <http://epsy.tamu.edu/about/employment-opportunities>. Thank you for your consideration.

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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