



## BRNET September 2016 Newsletter

### 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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**Congratulations** to all BRNET researchers who presented their research on bullying prevention and intervention at the American Psychological Association in Denver, CO August 4<sup>th</sup> through 7<sup>th</sup>.

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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. Dale Stack**

**Dale M. Stack, Ph.D.** is a Full Professor in the Department of Psychology at Concordia University (Montreal, Canada). She earned her PhD in Psychology from Queen’s University (Kingston, Ontario, Canada) and she subsequently completed a two-year SSHRC post-doctoral fellowship at McGill University. She is also a clinical psychologist with a part-time appointment at The Montreal Children’s Hospital, where she specializes in preschoolers aged 0-5 and their families. Recently, she was awarded the honour of *Fellow of the Canadian Psychological Association (CPA)* for distinguished contribution to the advancement of the discipline of Psychology. She was also awarded the *Arts and Science Award for Distinguished Scholarship: Senior Scholar Award*, at Concordia.

Dr. Stack has an established and productive research laboratory that has been operating for over 25 years (<http://crdh.concordia.ca/StackLab/>); she is highly invested in research training. Her research has been consistently funded through University, Provincial, and Federal grants, under various programs. She (and her students and post-doctoral fellows) regularly give presentations and invited talks at international, national, provincial and local conferences and community venues. Dr. Stack’s research focuses on the development and trajectories of children at low and high risk for developmental and socio-emotional problems, the parent-child relationship, trajectories of aggression and social withdrawal, intergenerational transfer of risk, and on infant development (typical and at-risk). While her longstanding emphasis on nonverbal communication and the role of touch in parent-infant interactions continues, she has always had a focus on risk. Hence, she has studied a number of at-risk, vulnerable populations, including very low birth weight infants and children of parents with histories of disadvantage and aggression and social withdrawal (Concordia Project), and their families. Dr. Stack co-directs (with Dr. Lisa Serbin) the offspring projects of the Concordia Longitudinal Risk Project, a prospective, longitudinal research project crossing three generations of at-risk families and currently collecting data on the fourth generation.

Three persistent themes of Dr. Stack’s programmatic research include children’s relationships, development of emotional competence, and family interactions and social relationship experiences of low- and high-risk children. She is recognized for her expertise and innovation in the areas of early child development and patterns of adaptive and maladaptive transactions between parents and children under varying adverse conditions. Two lines of research come together to foster her interests in adaptive/maladaptive child development: (1) children’s socio-emotional development and parenting; (2) adversity in vulnerable children and families, and the mechanisms for risk and resilience. Given their direct link to wellbeing and the welfare of families, it is the convergence of these lines of research that she emphasizes: raising children under adversity and fostering healthy relationships and emotional competence such that even the most vulnerable children and families can achieve success.

Dr. Stack’s work has implications for policy and social change. She is also a key researcher and executive member of PREVnet (Promoting relationships and eliminating violence), a “national network of leading researchers and organizations, working together to stop bullying in Canada” ([www.prevnet.ca](http://www.prevnet.ca)) lead by scientific co-directors, Drs. Debra Pepler and Wendy Craig. She is currently co-leading one of the NCE Knowledge Mobilization projects in the parenting sector and is highly invested in helping PREVNet to

build social capital and make social change for children and families. Dr. Stack directs her research toward the antecedents, context, and future social and health trajectories of children living under conditions of adversity: conditions including disadvantage, aggression, family violence, and bullying and victimization. She believes that relationships lie at this junction and are an important feature of the common core of these larger societal problems. Children's wellbeing is an investment in the future: her research is geared toward strengthening emotional competence, building healthy relationships and growth in children, ultimately building stronger communities, and consequently building social capital.

### Selected Recent Publications

Refer to Dr. Stack's research laboratory website, <http://crdh.concordia.ca/StackLab/>, for additional publications. Note that student co-authors are noted with an asterisk\*.

- Stack, D. M., Serbin, L. A., Matte- Gagné, C., \*Kingdon, D., \*Doiron, K., & Schwartzman, A. E. (in press). Development under adverse circumstances as a risk for psychopathology: An intergenerational study of children from disadvantaged high-risk backgrounds. In L. M. Centifanti & D. Williams (Eds.), *Handbook of Developmental Psychopathology*. Chichester, UK: Wiley-Blackwell.
- Stack, D. M., Serbin, L. A., \*Mantis, I., & \*Kingdon, D. (2015). Breaking the cycle of adversity in vulnerable children and families: A thirty-five year study of at-risk lower income families. *International Journal for Family Research and Policy*, 1(1), 31-56.
- Stack, D. M., Serbin, L. A., Girouard, N., \*Enns, L., \*Bentley, V., Ledingham, J., & Schwartzman, A. E. (2012). The quality of the mother-child relationship in high-risk dyads: Application of the Emotional Availability Scales in an intergenerational, longitudinal study. *Development and Psychopathology*, 24(1), 93-105.
- Stack, D. M. (2010). Touch and physical contact during infancy: Discovering the richness of the forgotten sense. In G. Bremner & T. D. Wachs (Eds.), *The Wiley-Blackwell Handbook of Infant Development, Volume 1: Basic Research* (2nd ed., pp. 532-567). Oxford, England: Blackwell Publishers.

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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 173 members! Three new members joined in this past summer! Welcome to the BRNET, **Drs. Iheoma Iruka, Milena Batanova, and Hideo Suzuki!**

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) 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.

## **(2) 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., Hoppmeier, 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

Thank you Drs. Veenstra, Rambara, Van Rijsewijk!

### **(3) New Book on Bullying by BRNET Member, Dr. Ellen deLara**

Bullying Scars: The impact on adult life and relationships by Ellen deLara, PhD, MSW, discusses the continuing consequences of childhood bullying into adulthood. It relies on trauma theory, systems theory, and attachment theory. The book is based on original research using data collected from over 800 adults across the U.S. with some international participants: 30% minority. The research found that several aspects of adult life are altered by childhood victimization at the hands of peers, siblings, parents, or educators. Data analysis revealed ongoing problems in adult friendships and intimate relationships, adult decision-making, and of importance, substantiated some positive effects. The stories offered by participants and the prescriptions provided are useful for adults who struggle with the aftermath of this form of childhood trauma. Bullying Scars will be published in June 2016 by Oxford University Press.

Thank you, Dr. deLara!

### **(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) Alberti Center Annual Conference & Advisory Council Meeting**

The Alberti Center for Bullying Abuse Prevention is excited to share that invitations for the 2016 Alberti Center conference, *Bullying and People with Disabilities: Challenges and Opportunities* have been sent and registration is now open! An event flyer is attached. The complete conference schedule and registration information are available at <http://gse.buffalo.edu/alberticenter/events/conference>.

**(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.

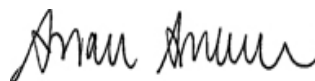
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Thank you for your involvement in the Bullying Research Network! If you have any news, information, research, suggestions for new members, or other materials that our members would find useful, please do not hesitate to email us at [bullyresearchnet@gmail.com](mailto:bullyresearchnet@gmail.com) 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