BRNET August 2018 Newsletter

Dear BRNET Members and Friends of BRNET:

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 out our website at http://cehs.unl.edu/BRNET/ for additional resources and announcements.

Featured Spotlight—Dr. Barbara Spears

Barbara Spears, PhD, is Associate Professor in Education, and Co-leader of the *Inclusive Communities for Justice and Wellbeing Research Group* at the School of Education, University of South Australia (http://people.unisa.edu.au/Barbara.Spears). She began her career as a primary school teacher and received her PhD in Education from Flinders University exploring *girls' peer relationships and bullying behaviours in single-sex and co-educational school settings*, in 2005.

She is a founding member of: *AUARA:* the *Australian Universities Anti-Bullying Research Alliance* which lobbies governments on cyber/bullying policy development; the *Child Development Council of South Australia*, (https://childrensa.sa.gov.au/) which guides the work of state and local government agencies through developing an Outcomes Framework and a Charter for Children and Young People; the *SHINE SA Research Advisory Board*, (https://www.shinesa.org.au/) the leading NFP provider of primary care services and education for sexual and relationship wellbeing; the *Technology and Wellbeing Roundtable*, a knowledge brokering entity that exists for the purposes of promoting dialogue among stakeholders about key policy and practice issues in the fields of youth mental health and technology (https://www.westernsydney.edu.au/ics/research/projects/young_people_technology_and_wellbeing/roundtable); and the *Yorke Peninsular Childhood Trauma Alliance*, a regional interdisciplinary and inter-agency collaborative to support young people in the community.

Research interests/projects centre on: the importance of engaging *youth voice* and young people as co-researchers and co-designers in bullying and cyberbullying prevention and intervention strategies; *cross-cultural understandings*; *peer relationships*; *technology and wellbeing*; *sexting; youth mental health*; *pre-service teachers' knowledge and understanding of cyber/bullying,* and most recently, *very young children's understanding of bullying, and gaming.*

With a particular interest in knowledge mobilisation and the translation of research to policy and practice, she has led the following major national projects: the review and update of the *National Safe Schools Framework,* which is the overarching wellbeing policy framework for all Australian schools *(*https://www.education.gov.au/national-safe-schools-framework-0 *)*; the review of the *National Safe Schools Hub*, the online resource centre for NSSF policy (https://studentwellbeinghub.edu.au/); *A Public Health Approach to Sexting*; the *Youth Exposure to and Management of Cyber-Bullying Incidents in Australia study,* which informed the development of national policy and laws relating to cyberbullying in Australia (https://www.communications.gov.au/publications/research-youth-exposure-and-management-cyber-bullying-incidents-australia-synthesis-report-june-2014)*;* and the five year *Safe and Well Online Study for the Young and Well Co-operative Research Centre:* (http://www.unisa.edu.au/Education-Arts-and-Social-Sciences/school-of-education/News-and-Events/News/Safe-and-Well-Online/) a research collaborative involving over 70 partners and end-users, exploring the use of technology to support mental health (Young and Well CRC).

Selected Recent Publications:
Book:
Smith, P.K., Surandam, S., **Spears**, B., Blaya, C., Schafer, M., Sandhu, D. (Eds). (2018) *Bullying, cyberbullying and pupil well-being in schools: Comparing European, Australian and Indian Perspectives*. Cambridge University Press
www.cambridge.org/9781107189393

Chapters
Langos, C., **Spears, B**., Taddeo, C., Ey, L., Carslake, T., Stretton, A., Sandhu, D., Sundaram, S. Bullying, law and pre-service teachers' perspectives: Australian and Indian contexts. (2018). In P.K. Smith, S. Surandam, **B. Spears**, C. Blaya, M. Schafer, D. Sandhu. (Eds). *Bullying, cyberbullying and pupil well-being in schools: Comparing European, Australian and Indian Perspectives.* (pp 285-314). Cambridge University Press.

Spears, C. Blaya, M. Schafer, D. Sandhu. (Eds). *Bullying, cyberbullying and pupil well-being in schools: Comparing European, Australian and Indian Perspectives.* (pp 208-235). Cambridge University Press.

Wotherspoon, A., **Spears, B**., Sandhu, D. & Sundaram, S. Indian perspectives on bullying and cyberbullying: Documentary interviews with Dr Arun Di Panian, Dr Sonam Dullat, Dr Naina Sharma-Uppalm Rakshit Tandon. (2018). In P.K. Smith, S. Surandam, **B. Spears**, C. Blaya, M. Schafer, D. Sandhu. (Eds). *Bullying, cyberbullying and pupil well-being in schools: Comparing European, Australian and Indian Perspectives.* (pp 236-254) Cambridge University Press.

Spears, B.A., Taddeo, C., and Barnes, A. (2018). Online social marketing approaches to inform cyber/bullying prevention and intervention: What have we learnt? In M. Campbell & S. Bauman (Eds). *Reducing Cyberbullying in Schools*. (pp 75-94) London, Elsevier. https://www.elsevier.com/books/reducing-cyberbullying-in-schools/campbell/978-0-12-811423-0

Ey, L., & **Spears, B**. (2018). Early Childhood Knowledge and Understanding of Bullying: An approach for early childhood prevention. In P. Slee, G. Skrzypiec and C. Cefai (Eds.) *Child and adolescent wellbeing and Violence Prevention in Schools*. Routledge. https://www.routledge.com/Child-and-Adolescent-Wellbeing-and-Violence-Prevention-in-Schools/Slee-Skrzypiec-Cefai/p/book/9781138104785

Wotherspoon, A. & **Spears, B**. (2018) Giving Voice: Using Creative Practice research and a Living Lab approach to understanding bullying and wellbeing in an Indian context. In P. Slee, G. Skrzypiec and C. Cefai (Eds.) *Child and adolescent wellbeing and Violence Prevention in Schools*. Routledge. https://www.routledge.com/Child-and-Adolescent-Wellbeing-and-Violence-Prevention-in-Schools/Slee-Skrzypiec-Cefai/p/book/9781138104785

Journal Articles

Lester, L., Waters, S., Pearce, N. & **Spears, B**. (2018) Pre-service Teachers: Knowledge, Attitudes and their Perceived Skills in Addressing Student Bullying. *Australian Journal of Teacher Education*

McLaughlin, L., **Spears. B. A.** & Taddeo, C. (2018). The Importance of Social Connection for Cybervictims: How Connectedness and Technology Could Promote Mental Health and Wellbeing in Young People *International Journal of Emotional Education* 10 (1), Special Issue: pp5-24.

Stretton, A., **Spears, B.A.,** Taddeo, C., & Drennan J. (2018). Help-seeking Online by Young People: Does the Influence of Other Matter? *International Journal of Emotional Education* 10 (1), Special Issue: pp 25-46.

Spears, B.A. (2018). Using Technology to Promote Mental health and Wellbeing in Children and Young People. Editorial. *International Journal of Emotional Education 10 (1), Special Issue: pp 1-4*

Ey, L-A, Taddeo, CM, **Spears, B.A.** (2015), 'Cyberbullying and Primary-School Aged Children: The Psychological Literature and the Challenge for Sociology', Societies, vol. 5, pp. 492-514. Open Access

Spears, B.A., Campbell, M., Tangen, D., Slee, P.T. and Cross, D. (2015) Australian Pre-service Teachers' Knowledge and Understanding of Cyberbullying: Implications for School Climate. Special edition on School Climate and Cyberbullying. *Les Dossiers des sciences de l'éducation 30.*

BRNET New Members!

BRNET has a current total of 203 members! Welcome to the BRNET, **Dr. Martin**!

Please send recommendations for potential BRNET members (i.e., faculty, researchers, and clinicians who are conducting research on bullying or related topics) to Drs. Shelley Hymel, Susan Swearer, or to bullyresearchnet@gmail.com.

If you have recently joined BRNET and 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;
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.

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 Alia Noetzel, the BRNET Coordinator, at bullyresearchnet@gmail.com with the following information: name, title, address, and email address.

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 and we will post the information on our website.

BRNET MEMBER ANNOUNCEMENTS

(1) Paper of Interest by Dr. deLara

A paper about childhood bullying, mental health, and relationships was recently published and you might find it interesting:

deLara, E. W. (2018). Consequences of childhood bullying on mental health and relationships for young adults. *Journal of Child and Family Studies*, 1-11. doi: 10.1007/s10826-018-1197-y
https://link.springer.com/article/10.1007/s10826-018-1197-y

(2) Job Opening for Assistant Professor at Brock University

The Department of Child and Youth Studies at Brock University invites applications for a probationary (tenure track) appointment at the rank of Assistant Professor, effective January 1, 2019. The position is subject to budgetary approval.

A scholar with a completed PhD in psychology or a related discipline within Social Sciences is preferred. The successful candidate must have a demonstrated record of successful research and teaching in one or more of these preferred areas in the contexts of children and/or youth: self-regulation, peer relationships, civility, temperament, social cognition, and/or aggression. Potential or demonstrated record in multi, inter or transdisciplinary scholarship will be an asset. Evidence of strong and innovative research methodology and teaching will be expected.

More details available at: https://brocku.ca/careers/posting/?id=2302.

(3) Several Papers of Interest by Dr. Tanrikulu and Colleagues

Papers about bullying, cyberbullying, and school involvement in intervention were recently published and you might find them interesting. The articles are:

Tanrikulu, I. (2018). Teacher reports on early childhood bullying: how often, who, what, when and where. *Early Child Development and Care*, *1*, 1-13. doi:10.1080/03004430.2018.1479404
 https://www.tandfonline.com/doi/abs/10.1080/03004430.2018.1479404

Tanrikulu, I. (2017). Cyberbullying prevention and intervention programs in schools: A systematic review. *School Psychology International*, *1*, 1-18. doi:10.1177/0143034317745721

http://journals.sagepub.com/doi/abs/10.1177/0143034317745721

Topcu, Ç., & Tanrıkulu, İ. (2017). Technological solutions for cyberbullying. In M. Campbell & S. Bauman (Eds.), *Reducing cyberbullying in schools, International evidence-based best practices* (pp. 33-47). United Kingdom, Elsevier, Academic Press. https://doi.org/10.1016/B978-0-12-811423-0.00003-1 https://bit.ly/2kXpDT5

Topcu Uzer, Ç., & Tanrıkulu, İ. (2017). Cyberbullying prevention and intervention programs: A national systematic review. *Uludağ Üniversitesi Eğitim Fakültesi Dergisi [Uludag University, Journal of Faculty of Education]*, *30*(1), 1-17. http://dergipark.gov.tr/uefad/issue/29968/323367

(4) Paper of Interest by Drs. Huitsing and Monks

In an early online open access publication in *Aggressive Behavior*, Drs. Huitsing and Monks investigated how victim-aggressor networks and defending networks in early childhood are interrelated. Their research shows that aggressors in early childhood defended other aggressors when sharing their targets of aggression, and the results further support the proposition that young aggressors are less strategic in targeting vulnerable victims than bullies in late childhood.
See: https://onlinelibrary.wiley.com/doi/abs/10.1002/ab.21760

(5) "International Journal of Environmental Research and Public Health" Special Issue on Interventions to Reduce Bullying and Cyberbullying

Apologies for any cross-listings.

The venue is a peer-reviewed, scientific journal that publishes articles and communications in the interdisciplinary area of environmental health sciences and public health. For detailed information about the journal, we refer you to http://www.mdpi.com/journal/ijerph.

This Special Issue aims to document interventions against bullying, including cyberbullying, in schools or in other contexts. Besides being open to different contexts, we also welcome contributions from across the globe, including non-western countries. Failures are important and can be learnt from, as well as successes. The listed keywords suggest a few of many possibilities. Keywords: Bullying, Cyberbullying, Abuse, Harassment, Interventions, Schools, Colleges, Families, Residential homes, Workplace, Prisons, Armed forces, Resources, Victims, Perpetrators, Bullies, Bystanders.

Manuscripts should be submitted online at www.mdpi.com by registering and logging in to this website: https://susy.mdpi.com/user/login. Manuscripts can be submitted until the deadline. All papers will be peer-reviewed. Accepted papers will be published continuously in the journal (as soon as accepted) and will be listed together on the special issue website. Research articles, review articles as well as short communications are invited. For planned papers, a title and short abstract (about 100 words) can be sent to the Editorial Office for announcement on this website.

Submitted manuscripts should not have been published previously, nor be under consideration for publication elsewhere (except conference proceedings papers). All manuscripts are thoroughly refereed through a single-blind peer-review process. A guide for authors and other relevant information for submission of manuscripts is available on the Instructions for Authors page (http://www.mdpi.com/journal/ijerph/instructions). Submitted papers should be well formatted and use

good English. Authors may use MDPI's English editing service prior to publication or during author revisions.

(5) New Journal! "International Journal of Bullying Prevention"

Dr. James O'Higgins Norman is delighted to inform you that the new International Journal of Bullying Prevention has now been launched and is accepting papers for review and inclusion. The Journal will be the leading space in which international researchers in the field of bullying prevention and intervention will be able to report on their research and as such we hope the journal will become a conduit for the international bullying research community. The first issue is slated for March 2019 and the journal will be published four times a year, with 5-6 articles in each issue.

IJBP will provide an interdisciplinary scholarly forum in which to publish current research on the causes, forms, and multiple contexts of bullying, as well as evolving best practices in identification, prevention, and intervention. The journal welcomes empirical, theoretical and review papers on a large variety of issues, populations, and domains. Since everyone is wanting to know what to do and what not to do, we also require authors to include meaningful relevant discussion on policy and actionable practice in schools, universities, communities, the workplace, and/or online.

The Editors-in-Chief will be Dr. Sameer Hindja and Dr. James O'Higgins Norman with an editorial board and a prestigious list of associate editors representing many years of experience in this field. The journal is published by Springer and is the official journal of the International Bullying Prevention Association. Further details on how to submit a paper for peer review can be found here: https://www.springer.com/psychology/child+%26+school+psychology/journal/42380. Please consider using the journal and encourage your colleagues to!

To provide a little more specificity, we expect to receive papers on the following topics:
- Identification of important correlates, predictors, and outcome variables specific to bullying and cyberbullying
- Effective school- and community-based youth bullying prevention and interventions
- Effective workplace-based bullying prevention and interventions
- Effective cyberbullying prevention and interventions
- Methods for measuring key constructs in bullying prevention for use as prescriptive, descriptive, or outcome variables
- Evaluation of mediators and moderators of response to prevention and intervention methods
- Evaluation of outcomes of bullying prevention policy and programming
- Development and early evaluation of bullying interventions and preventions and treatment strategies
- Evaluation of web-based or app-specific cognitive and behavioral interventions to reduce bullying and cyberbullying
- Cross-cultural research on aggressors, targets, and interventions
- Meta-analyses
- Dissemination, training, and fidelity issues in bullying prevention, interventions, and treatment techniques
- Reviews of these topics that summarize and coalesce findings to inform next steps in research and practice

(6) "Evaluation of the Olweus Bullying Prevention Program: A Large Scale Study of U.S. Students in Grades 3-11" by Drs. Olweus, Limber, and Colleagues

A recent study on the evaluation of the Olweus Bullying Prevention Program was recently accepted for publication in the Journal of School Psychology in August and it is now available online. You can access the article here: https://www.sciencedirect.com/science/article/pii/S0022440518300529 or you can find a copy attached to this email, courtesy of Dr. Olweus.

(7) New Papers and a Book Chapter by Dr. Veenstra and Colleagues

Drs. Kaufman, Kretschmer, Huitsing, and Veenstra want to share their recently published article titled Why Does a Universal Anti-Bullying Program Not Help All Children? Explaining Persistent Victimization During an Intervention. Find the open access link here: https://link.springer.com/article/10.1007/s11121-018-0906-5

Veenstra, R., Dijkstra, J.K., & Kreager, D.A. (2018). Pathways, networks, and norms: A sociological perspective on peer research. In W.M. Bukowski, B. Laursen, & K.H. Rubin (eds.) *Handbook of peer interactions, relationships, and groups, 2nd edition (pp.45-63)*. New York: Guilford.

Gremmen, M.C., Berger, C., Ryan, A.M., Steglich, C.E.G., Veenstra, R., & Dijkstra, J.K. (2018). Adolescents' friendships, academic achievement, and risk behaviors: Same-behavior and cross-behavior selection and influence processes. *Child Development, 89*, DOI: 10.1111/cdev.13045.

(8) World Anti-Bullying Forum in Dublin, Ireland

The second World Anti-Bullying Forum will take place in Dublin, Ireland on June 4-6th 2019. This is an international peer-review conference with a particular focus on bullying among children and adolescents. Opening of abstract submission starts on **June 2018 and the closing date of abstract submission is November 30, 2018**. See the website of the conference: http://wabf2019.com. BRNET co-founders, Dr. Susan Swearer and Dr. Shelley Hymel, are among the keynote speakers.

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 and we will include it in our newsletter and/or on our website.

Most sincerely,

Dr. Shelley Hymel   Dr. Susan Swearer
University of British Columbia   University of Nebraska - Lincoln
BRNET Co-Director   BRNET Co-Director