

BRNET March 2017 Newsletter

Dear BRNET Members and Friends of BRNET:

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

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

SAVE THE DATE—notice the date change!

The **Committee for Children** and the **University of Washington** are co-hosting the 7th Annual Bullying Research Network Think Tank on **July 27th and 28th, 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/>



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:

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).

Thank you!

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

Ana Damme
BRNET Coordinator

Researcher Spotlight – Dr. Susan Swearer

Dr. Susan M. Swearer is the Willa Cather Professor of Educational Psychology and a Professor of School Psychology at the University of Nebraska – Lincoln (UNL). She is the co-director of the Bullying Research Network (<http://brnet.unl.edu>) and Director of the Empowerment Initiative (<http://empowerment.unl.edu>). Dr. Swearer received her B.A. in Psychology from Swarthmore College in Swarthmore, PA; her M.S. in Special Education from the Pennsylvania State University in State College, PA; and her Ph.D. in School Psychology from the University of Texas at Austin in Austin, TX.

For the past two decades, Dr. Swearer has developed and implemented a data-based decision-making model for responding to bullying among school-aged youth and has conducted staff trainings in elementary, middle, and high schools, and higher education settings with the goal of helping to establish cost-effective and data-based strategies to reduce bullying behaviors. She is the co-author of, *Bullying Prevention and Intervention: Realistic Strategies for Schools* (2009) and co-editor of the books, *Handbook of Bullying in Schools: An International Perspective* (2010) and *Bullying in North American Schools, 2nd edition* (2011). Dr. Swearer has authored over 100 book chapters and articles on the topics of bullying, depression, and anxiety in school-aged youth. Her *Target Bullying Intervention Program* was featured on CBS Sunday Morning in February 2011; she was an invited presenter at the White House Bullying Prevention Conference in March 2011; and she was a panel member at Harvard University at the launch of the Born This Way Foundation along with Lady Gaga, Oprah, Deepak Chopra, and Secretary of HHS Kathleen Sebelius in February 2012. In 2012, Dr. Swearer was a featured bullying expert on Anderson Cooper's daytime show, "Anderson." From January 2013-March 2013, Dr. Swearer toured with Lady Gaga and the Born This Way Foundation on the Born Brave Bus, a youth empowerment experience that has reached over 150,000 participants. The mission of Born This Way Foundation is to create a kinder and braver world by supporting programming and research on mental wellness, positive school climates, and kindness + bravery. In 2016, Dr. Swearer was awarded the National Association of School Psychologists distinguished lectureship.

As a licensed psychologist, Dr. Swearer is a supervising psychologist in the Child and Adolescent Therapy Clinic at UNL and for seven years she was the Director of the Nebraska Internship Consortium in Professional Psychology, an APA-approved internship program that annually trains 30 pre-doctoral interns. Her career has been devoted to translational research and she is the Chair of the Research Advisory Board for the Born This Way Foundation (www.bornthisway.foundation) and a member of the Advisory Board for Hack Harassment (www.hackharassment.com). Dr. Swearer and her research team can be followed on Twitter: @Bully_Research; @DrSueSwearer; and @Empowerment_UNL and on Facebook: Bullying Research Network and The Empowerment Initiative.

Selected Recent Publications

- Ryoo, J.H., Wang, C., Swearer, S.M., & Park, S. (in press). Effects of giftedness and student grade on bullying involvement. *Gifted Child Quarterly*.
- Wang, C., Ryoo, J. H., & Swearer, S.M. (in press). Investigation of transitions in bullying/victimization statuses of gifted and general education students. *Exceptional Children*.

- Myers, Z.R., Swearer, S.M., Martin, M., & Palacios, R. (in press). Cyberbullying and traditional bullying: The experiences of poly-victimization among diverse youth. *International Journal of Technoethics*.
- Song, S.Y., & Swearer, S.M. (in press). The cart before the horse: The challenge of restorative justice consultation in schools. *Journal of Educational and Psychological Consultation*.
- Swearer, S.M., Martin, M., Brackett, M., & Palacios, R. (2016). Bullying interventions in adolescence: The intersection of legislation, policies, and behavioral change. *Adolescent Research Review*.
- Wang, C., Ryoo, J. H., Swearer, S. M., Turner, R., & Goldberg, T. (2016, online). Longitudinal relationships between bullying and moral disengagement among adolescents. *Journal of Youth and Adolescence*.
- Swearer, S.M., & Hymel, S. (2016). Bullying and discrimination in schools: Exploring variations across student subgroups. *School Psychology Review*.
- Hymel, S., & Swearer, S.M. (2015). Four decades of research on school bullying: An introduction. *American Psychologist*, 70, 293-299. <http://dx.doi.org/10.1037/a0038928>
- Radliff, K. M., Wang, C., & Swearer, S.M. (2015). Bullying and peer victimization: An examination of cognitive and psychosocial constructs. *Journal of Interpersonal Violence*.
- Swearer, S.M., & Hymel, S. (2015). Understanding the psychology of bullying: Moving toward a social-ecological diathesis-stress model. *American Psychologist*, 70, 344-353. <http://dx.doi.org/10.1037/a0038929>
- Swearer, S.M., Schwartz, H., & Garcia, A. (2015). Play therapy for children involved in bullying. In N.B. Webb (Ed.). *Play therapy with children in crisis, 4th edition*. (pp. 259-276). New York: The Guilford Press.
- Wang, C., Swearer, S.M., Lembeck, P., Collins, A., & Berry, B. (2015). Teachers matter: An examination of student-teacher relationships, attitudes, and bullying behavior. *Journal of Applied School Psychology*, 31(3), 219-238. doi: 10.1080/15377903.2015.1056923
- Werth, J.M., Nickerson, A.B., Aloe, A.M., & Swearer, S.M. (2015) Bullying victimization and the social and emotional maladjustment of bystanders: A propensity score analysis. *Journal of School Psychology*, 15, 295-308.
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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>.

BRNET New Members!

BRNET has a current total of 188 members! One new member joined in the past month! Welcome to the BRNET, **Dr. Ibrahim Tanrikulu** and **Dr. Lina Darwich**!

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.

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.
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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 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) Doctoral Positions Available at the University of Padova in Italy

The School of Psychology at the University of Padova offers Ph.D. positions, all of which are supported by a fellowship. Fellowships through funding from the CARIPARO Foundation are available for foreign students. Foreign students can apply to both the regular call of the program in Psychological Sciences (June 2017 tentative deadline) and the University call for foreign students (March 28th, 2017 deadline).

Further information can be found on the University of Padova website: <http://www.unipd.it/en/node/1053> and on the Psychological Sciences Program website: <http://dottorato.psy.unipd.it/en>.

(2) Cyber Bullying Study—STEP UP

Dr. Caroline Hunt and her doctoral student, Karoline Prinz, of the University of Sydney in Australia have developed an online program to help young people aged 16 to 19 years old develop skills to combat cyberbullying. The program includes psychoeducation and takes a CBT approach. They are running a research study to assess its effectiveness. They have ethics approval from the University of Sydney to

recruit from Australia, New Zealand, North America, and the United Kingdom. For more information about the study, please visit the following website and Facebook page:

<http://www.step-up.co/>

<https://www.facebook.com/CyberBullyingProgramStepUp/about/>

(3) School Bullying: Teachers Helping Students Cope by Dr. Phillip Slee

To effectively cope with school bullying, it is essential to understand the issues underpinning student peer group dynamics in the school, classroom, and community, and this view lies at the heart of the text. While the experience of bullying others or being victimized is identified with an individual or group the solution lies with the systems (e.g., community, school, classroom, family) of which the individual is a part. Particular emphasis is given to the role of prosocial behavior and a strengths-based perspective in addressing how students cope with school bullying within a systemic context.

The text is strongly informed by the author's experience in developing and conducting national and international school-based anti-bullying and mental health interventions. The book advocates a systems based approach to addressing school bullying as illustrated with a program developed and evaluated by the author called the 'P.E.A.C.E. Pack: A program for reducing bullying in schools'. This book translates research into practice with a strong evidence-based application drawing on an extensive data base. Each chapter contains practical information and research on school/classroom/community applications, trends and issues in the field and practical ideas for implementing anti-bullying measures.

The first two sections consider ways to promote positive peer relations in schools and the dynamics of peer groups. Consideration is then given to cyber bullying and to theories explaining violence, aggression and bullying. Later sections examine the nature and effects of bullying, from early childhood through to adolescence on vulnerable groups, including students with special educational needs and disabilities and LGBTQ young people. The book details information for schools and teachers on ways to collect data and information to inform the interventions and policies of their school. School and classroom based resources for teachers, counsellors and administrators are identified. Further resources can be found on the Flinders Centre for 'Student Well-being & Prevention of Violence (SWAPv)

<http://www.flinders.edu.au/ehl/swapv/>

The book is available at: <https://www.routledge.com/School-Bullying-Teachers-helping-students-cope/Slee/p/book/9781138911932>

(4) Strengthen the Evidence for Maternal and Child Health Programs

Researchers from the Women's and Children's Health Policy Center of Johns Hopkins University recently published an evidence review measured the national performance of bullying prevention and intervention. The purpose of the review was to identify evidence-informed strategies that combat bullying. Six key findings emerged from the review and researchers and practitioners should take notice. A summary of the review is available:

http://www.semch.org/uploads/3/4/9/4/34942022/npm_9_bullying_evidence_review_brief.pdf

You can also access the full report here:

http://www.semch.org/uploads/3/4/9/4/34942022/npm_9_bullying_evidence_review.pdf

(5) How to Prevent and Tackle Bullying and School Violence

The European Commission just recently published the report *How to Prevent and Tackle Bullying and School Violence*. In the report, you will find a review bullying practices and strategies from European and international research. The report is aimed at policy-makers and practitioners to provide a review of the most effective bullying prevention and intervention strategies. A free download of the report can be found

at: <https://bookshop.europa.eu/en/how-to-prevent-and-tackle-bullying-and-school-violence-pbNC0415454>.

(6) University of Maryland Postdoctoral Fellow Research Position

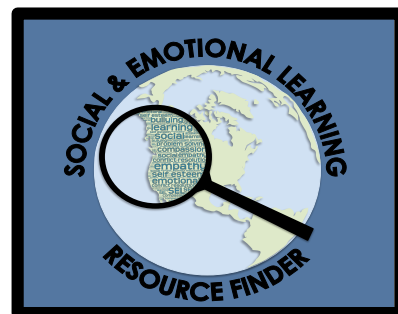
The Department of Counseling, Higher Education, and Special Education at the University of Maryland is looking for a postdoctoral fellow to do research with Asian American adolescents on bullying, psychological adjustment and related issues. For more information about the position, please use the following link: <https://ejobs.umd.edu/postings/42405>. If you have any questions, please contact Dr. Cixin Wang at cxwang@umd.edu.

(7) 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. **The deadline for abstract submission has passed.** 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/>.

(8) 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) 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. 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.

(9) Invitation to write a chapter for the forthcoming book, *Best Practices in Bullying Continuum of Care: Prevention, Intervention, and Recovery*

Colleagues:

By any measure bullying has been documented as a major social problem in the Global Community. Here in the U.S. bullying is having a negative impact on our schools and communities. The academic community, practitioners, and policy makers are grappling with problems associated with bullying. The purpose of this book is to contribute to the theory and practice on bullying by documenting what works. It focuses on evaluation research findings that are based on empirical data. Research findings that are promising in moving toward "best practices" will be considered. An abstract of 250 words is due by April 30, 2017.

Your manuscript should not exceed 30 pages, double-spaced. Please use the APA style for references and documentation. The deadline for submission of the completed manuscript has been extended to June 30, 2017. The working title of the book is: *Best Practices in Bullying Continuum of Care: Prevention, Intervention, and Recovery*. The book is scheduled for publication in late 2017. Publishing details will be forthcoming.

Please submit your contributions by email to Dr. Jacob U. Gordon at: jgordon07@gmail.com.

Thank you.

Dr. Jacob U. Gordon
Professor Emeritus, University of Kansas
Member of the Board of Directors,
International Bullying Prevention Association (IBPA)

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
University of British Columbia
BRNET Co-Director



Dr. Susan Swearer
University of Nebraska - Lincoln
BRNET Co-Director