



## BRNET February 2017 Newsletter

### Dear BRNET Members and Friends of BRNET:

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

Be sure to check out our 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. Debra Pepler**

**Debra Pepler, Ph.D.** is a Distinguished Research Professor of Psychology at York University in Toronto Canada. Dr. Pepler's research has changed the way we think about bullying, aggression, and violence. Her most significant research contributions arose from an innovative strategy she developed to videotape children's interactions.

Dr. Pepler's research on bullying and children's aggression built on emerging theory and research. When she started studying interventions for aggressive children in the mid-80s, the prevailing theories focused on these children's deficits that needed to be addressed. Her videotapes shifted the theory, research, and intervention because they revealed the complex dynamics between aggressive children and their peers. This research advanced the field by highlighting bullying as a relationship problem and the need for interventions to include all the relationship systems in which a child grows up. Dr. Pepler's program of research demonstrated that children do not "just grow out of" bullying problems, but these behaviours transfer to sexual harassment, dating aggression, and other problems such as substance use.

Most of Dr. Pepler's research has been collaborative within clinical and community settings, which has enabled her to develop a strategy of co-creation that forms the foundation of work within PREVNet (Promoting Relationships and Eliminating Violence Network; see Pepler, 2016). Dr. Pepler's most significant influence has been in the prevention of bullying and the promotion of healthy relationships. With Dr. Wendy Craig, she started the Canadian Initiative for the Prevention of Bullying, which laid the foundation for PREVNet, funded by the Networks of Centres of Excellence (NCE) since 2006. The NCE has the goal of improving the quality of Canadians' lives. Drs. Pepler and Craig continue to share their research understanding and work in partnerships with 127 researchers, their graduate students, and over 60 national organizations to prevent bullying and promote healthy relationships for all Canadian children and youth.

Dr. Pepler's work has also focused on children in families at risk. For over 20 years, she has been the principal researcher for Breaking the Cycle, a program for substance using women and their young children. With a relationship-based approach, this program has been shown to be effective in improving women's addictions, mental health problems, and relationship capacities (Espinete et al., 2016).

Throughout her career, Dr. Pepler has been extensively involved in consultation, advisory, and speaking activities in Canada and beyond. She has translated research for organizations that lack access to primary research, such as Kids Help Phone, Family Channel, UNICEF Canada and the Canadian Red Cross. Dr. Pepler has recently been a Senior Research Fellow at UNICEF's Innocenti Research Centre. For her efforts and contributions, Professor Pepler has been honoured with the Canadian Psychological Association Donald O. Hebb Award for Distinguished Contributions to Psychology as a Science, as well as its Award for Distinguished Contributions to Public or Community Service, the Pickering Award for Outstanding Contributions to Developmental Psychology in Canada, and an honorary doctorate from Queen's University, amongst numerous other recognitions. Dr. Pepler has worked throughout her career

to ensure that all children and youth are developing optimally through healthy relationships at home, school, and in the community.

### Selected Recent Publications

Espinet, S., Motz, M., Jeong, J., Jenkins, J. M., & Pepler, D. (2016). Breaking the cycle of maternal substance use through relationships: A comparison of integrated approaches. *Addiction Research and Theory*. DOI 10.3109/16066359.2016.1140148

Pepler, D. (2016). Stepping sideways to move forward: Closing the science-practice gap. *Canadian Psychology*, 44-50.

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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 187 members! Two new members joined in the past month! Welcome to the BRNET, **Dr. Tiziana Pozzoli** and **Dr. Katheen Rudasill**!

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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) 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/>

#### **(2) 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>

### **(3) 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](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](http://www.semch.org/uploads/3/4/9/4/34942022/npm_9_bullying_evidence_review.pdf)

### **(4) 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>.

### **(5) 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](mailto:cxwang@umd.edu).

### **(6) 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/>.

## (7) 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. 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.

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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