



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. Naomi Andrews

Dr. Naomi Andrews (Ph.D) is an Assistant Professor in the Department of Child and Youth Studies at Brock University. She received her Ph.D. in Family and Human Development from the T. Denny Sanford School of Social and Family Dynamics at Arizona State University. She also completed a postdoctoral fellowship at Mothercraft’s Breaking the Cycle program – a prevention and early intervention program for mothers with substance use issues and their young children – and the LaMarsh Centre for Child and Youth Research at York University. Her research focuses on applying a relational perspective to understand children and youth’s social adjustment and problem behaviors (e.g., aggression, victimization). From the lens that these problem behaviors are inherently social phenomena, she has focused on disentangling the complex social relationship processes that underlie problem behaviors. Through three related but distinct lines of work, Dr. Andrews is interested in: 1) understanding how children and youth’s peer relationships and the social context contribute to involvement in problem behaviors; 2) considering youth’s gender identity and gender-based peer experiences, particularly in relation to problem behaviors, social functioning, and relationships; and 3) applying a relational perspective to conduct meaningful, community-based intervention and evaluation research.

Dr. Andrews’ recent research focuses on unpacking and understanding the complex links between aggression, victimization, power, and social status. For example, in a recent study, she identified subgroups of early adolescents, both of whom were rated high on popularity, but who differed based on levels of bullying, aggression, power, and likeability. Using indices of social network position, she was able to distinguish between these groups, and as such, identified conceptual distinctions between popularity, centrality, and prestige (Andrews, 2019; *Journal of Youth and Adolescence*). She is also working on research exploring power differentials between perpetrators and victims of aggression, and the nature of victimization when it occurs between friends.

Other ongoing projects speak to her interest in community-based intervention research that has implications for vulnerable children and families. Along with colleagues from Breaking the Cycle, Dr. Andrews is disseminating and evaluating an interpersonal violence intervention to women across Canada, through partnerships with over 30 community-based organizations (<http://www.mothercraft.ca/index.php?q=ei-connections>). This intervention – *Connections: A Group Intervention for Mothers and Children Experiencing Violence* – focuses on supporting mothers to identify healthy and unhealthy relationships, explore the link between childhood trauma and current experiences of violence in relationships, and understand the impact of interpersonal violence on children. Associated with this work, Dr. Andrews is dedicated to knowledge mobilization. With the goal of supporting and encouraging high quality research outside of academic settings, she has created two new PREVNet resources (with Miriam Miller and Debra Pepler): practical guides to program evaluation and program dissemination (<https://www.prevnet.ca/resources/program-dissemination-and-evaluation>).

Dr. Andrews is currently accepting graduate and undergraduate students for the 2020/2021 academic year, seeking qualified individuals who are motivated, passionate, and interested in this or other related research. Dr. Andrews can be contacted at nandrews@brocku.ca

Selected Recent Publications

Andrews, N. C. Z., Cook, R. E., Nielson, M. G., Xiao, S. X., & Martin, C. L. (Forthcoming). *Gender in education*. In T. L. Spinrad & J. Liew (Eds.), *Social and Emotional Learning Section*; D. Fisher (Ed.), *Routledge Encyclopedia of Education (Online)*. Taylor & Francis: New York.

Andrews, N. C. Z. (2019). Prestigious youth are leaders but central youth are powerful: What social network position tells us about peer relationships. *Journal of Youth and Adolescence*. doi: <https://doi.org/10.1007/s10964-019-01080-5>

Andrews, N. C. Z., Pepler, D. J., & Motz, M. (2019). Research and evaluation with community-based projects: Approaches, considerations, and strategies. *American Journal of Evaluation*. doi: <https://doi.org/10.1177/1098214019835821>

Andrews, N. C. Z., Hanish, L. D., Updegraff, K. A., DeLay, D., & Martin, C. L. (2019). Dyadic peer interactions: The impact of aggression on impression formation with new peers. *Journal of Abnormal Child Psychology*, 47, 839-850. doi: <https://doi.org/10.1007/s10802-018-0490-y>

Andrews, N. C. Z., Martin, C. L., Cook, R. E., Field, R. D., & England, D. E. (2019) Exploring dual gender typicality among young adults in the United States. *International Journal of Behavioral Development*, 43, 314-321. doi: <https://doi.org/10.1177/0165025418811125>

Andrews, N. C. Z., Hanish, L. D., DeLay, D., Martin, C. L., & Updegraff, K. A. (2018). Relations between close friendships and adolescent aggression: Structural and behavioral friendship features. *Social Development*, 27, 293-307. doi: 10.1111/sode.12277

Andrews, N. C. Z., Santos, C. E., Cook, R. E., & Martin, C. L. (2018). Gender discrimination hinders other-gender friendship formation in diverse youth. *Journal of Applied Developmental Psychology*, 59, 16-25. doi: 10.1016/j.appdev.2018.02.006

Andrews, N. C. Z., Motz, M., Pepler, D. J., Jeong, J. J., & Khoury, J. (2018). Engaging mothers with substance use issues and their children in early intervention: Understanding use of service and outcomes. *Child Abuse and Neglect*, 83, 10-20. doi: 10.1016/j.chiabu.2018.06.011

BRNET New Members!

BRNET has a current total of 217 members! Welcome to the BRNET, **Drs. Holfeld & Edling!**

New Friends of BRNET!

BRNET has a current total of 77 'Friends!' Welcome, **Richard Moberly!**

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) Journal of Child and Family Studies Special Issue

The Journal of Child and Family Studies is featuring a special issue this month, titled, “Bullying, Peer Victimization, and Child and Adolescent Health.” Guest editors of this issue are BRNET members Drs. Jun Sung Hong, Dorothy L. Espelage, and Chad A. Rose. Please refer to the attached PDF for more information.

(2) Special Issue Reprint Book Published Online

The Special Issue reprint book, “Family, Bullying and Cyberbullying” has been published online and is freely accessible on the MDPI Books platform: <http://www.mdpi.com/books/pdfview/book/1372>. The reprint book will be listed in the Directory of Open Access Books (DOAB), Google Books and WorldCat and is available through several distribution platforms, e.g., Amazon. Furthermore, the book can be purchased as a printed copy directly from the MDPI website.

(3) Post-Doctoral Research Position

Please refer to the attached PDF for information on a post-doctoral research position with Disability & Psychoeducational Studies in the College of Education at the University of Arizona. This research associate will assist in managing a 3-year project funded by a grant from the National Science Foundation. Dr. Jina Yoon is the primary investigator on this study and will serve as the supervisor. This project will examine the complex ways in which teachers’ characteristics, practices, and actions affect (1) students’ beliefs and attitudes, (2) the classroom ecology, and (3) victimization and defending behaviors. The postdoc will be involved in all the research aspects of the projects. The position calls for a creative and self-motivated postdoctoral fellow interested in conducting cutting edge research, capable of developing research projects independently, but also capable of working effectively as a team member. Critical and independent thinking is very important for this position, as well as having the ability to analyze data, write manuscripts and proposal grant writing. Postdoc will interact with and supervise graduate and undergraduate students under the direction and supervision of Drs. Jina Yoon, Sheri Bauman, and Russell Toomey.

(4) Paper of Interest

Attached to this email is a PDF of a meta-analytic review of individual and peer-relational characteristics in defending behavior of peer victimization, featuring BRNET members Drs. Ma & Meter:

Ma, T. L., Meter, D. J., Chen, W. T., & Lee, Y. (2019). Defending behavior of peer victimization in school and cyber context during childhood and adolescence: A meta-analytic review of individual and peer-relational characteristics.

(5) Papers of Interest

Attached to this email are PDFs of the following articles featuring BRNET member, Dr. Roberto Parada:

Marengo, D., Settanni, M., Prino, L. E., Parada, R. H., & Longobardi, C. (2019). Exploring the dimensional structure of bullying victimization among primary and lower-secondary school students: is one factor enough, or do we need more?. *Frontiers in psychology, 10*.

Prino, L. E., Longobardi, C., Fabris, M. A., Parada, R. H., & Settanni, M. (2019). Effects of Bullying Victimization on Internalizing and Externalizing Symptoms: The Mediating Role of Alexithymia. *Journal of Child and Family Studies*, 1-8.

Parada, R. H. (2019). Assessing perceived school support, rule acceptance and attachment: Evaluation of the psychometric properties of the School Belonging Scale (SBS). *Educational & Child Psychology*, 36(2), 107.

(6) FONDECYT 2020 Postdoctoral Grant

The Office for Research Affairs (DINV) informs the opening of CONICYT's FONDECYT 2020 Postdoctoral Grant, a fund that finances research projects of 2 to 3 years in order to stimulate productivity and future scientific leadership of young researchers who hold a Doctorate degree, through research projects with a view to their employment in academia or other areas, for a maximum amount of CL \$ 26,640,000 per year of execution for expenses in personnel, travel, operating expenses and capital assets, in addition to give health benefits and installation expenses.

IMPORTANT REQUIREMENTS:

- Projects must be submitted by an applicant, who is the author of the proposal and will hold the status of Principal Investigator. A Researcher and a Sponsoring Institution with legal status in Chile must sponsor the application.
- The Sponsoring Researcher must hold at least a half-time appointment: 22 hours per week at the Sponsoring Institution of the project, which must be registered on the Academic Hierarchies Section of the Research Funds Curriculum and must be available for the application. Otherwise, the application will be declared as non-compliant with the guidelines of this grant.
- Researchers who got Doctorate degree between January 1, 2016, and October 1, 2019, before the institutional sponsorship closing time can apply for this grant. The date to consider is the one in which all the requirements were met to obtain a Doctor's degree.
- For female researchers who have given birth between January 1, 2016 and October 1, 2019, the deadline for obtaining their degree is considered as of January 1, 2015, in the case of female researchers certifying the birth of more than one child since 2016, the benefit of adding one year for each child is granted. In this case, it is mandatory to attach the child's birth certificate to the application. Likewise, researchers who during the same period have been granted by law the tuition or personal care of minors will benefit from this prerogative. In this case, it is mandatory to attach an authorized copy of the decision of the court that granted the tuition or personal care.
- The applicant must attach to the proposal a copy of the Doctor's degree, a document that proves that he or she owns this degree or a certification issued by the Postgraduate Office or a competent authority, in which state that he or she has met all the requirements for obtaining the Doctor's degree. In the case of attaching a certificate, the document must be issued as of January 2017 and be valid during the closing date of institutional sponsorship.

For more information, please visit: <https://www.conicyt.cl/fondecyt/2018/11/15/concurso-postdoctorado-2020/> and <https://investigacion.uc.cl/Investigacion/fondecyt-postdoctorado-2020.html>.

(7) Papers of Interest

Attached to this email are PDFs of the following articles featuring BRNET member, Dr. Ken Rigby:

Rigby, K. (2017). School perspectives on bullying and preventative strategies: An exploratory study. *Australian Journal of Education*, 61(1), 24-39.

Rigby, K. (2018). Exploring the gaps between teachers' beliefs about bullying and research-based knowledge. *International Journal of School & Educational Psychology*, 6(3), 165-175.

Rigby, K. (2019). How Australian parents of bullied and non-bullied children see their school responding to bullying. *Educational Review*, 71(3), 318-333.

(8) Job Opportunity—University at Buffalo, SUNY

We are pleased to announce a position for a project director for an IES grant (with anticipated funding through December 2022). The individual will be assigned to “Creating Upstanders: The Development of Norms And Bystander Intervention Training (NAB IT!) to Reduce Bullying and Sexual Harassment” under the supervision of Amanda Nickerson, Ph.D. and will be an employee of The Research Foundation of SUNY.

Duties/Responsibilities: The Project Director will manage the daily operations of a development and innovation project to create a social norms campaign and bystander intervention training to reduce bullying and sexual harassment in area high schools. Responsibilities will include: on-going training and supervision of staff, development and modification of procedural manuals and research protocols, participant recruitment, scheduling and facilitating data collection, maintenance and verification of data, records, and payment, budgeting and reporting, coordinating project meetings, and data management. Other project-related tasks are assigned as needed. There are opportunities for writing and professional collaboration.

Qualifications: Minimum: Bachelor's degree in Psychology or related field and two years' experience in social science research required. Excellent organizational, interpersonal, written and oral communication, and data management skills are integral to the position. Experience working with school-age youth is also required. Preferred: Master's degree or Ph.D. in Psychology or related field preferred. Experience with supervision and management of research projects and manuscript preparation highly desirable. Apply at <https://www.ubjobs.buffalo.edu/postings/21278>

(9) endAbuse of People with Disabilities Website

Our team at the Alberti Center for Bullying Abuse Prevention has a grant funded by the New York State Developmental Disabilities Planning Council to create a new website that provides a repository of accurate and reliable resources about the abuse of people with disabilities. Users can access multi-media content that offers information about the forms of abuse, targets of abuse, peer-to-peer support, and advocacy (although funded by NY state, it is relevant for individuals across the country). The fully developed website, **endAbuse of People with Disabilities** can be accessed at end-abuse.org. Please share this resource far and wide with your connections who are invested in preventing bullying and other types of abuse for individuals with disabilities. The constant contact message below also includes resources for sharing the news through social media. We are particularly hoping that people will use the website and complete the short pop-up survey on the website.

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