



Dear BRNET Members and Affiliates 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 and announcements.

Featured Spotlight— Dr. Tessa Kaufman



Dr. Tessa M. L. Kaufman

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Tessa Kaufman is an assistant professor of Developmental Psychology at Utrecht University, the Netherlands. She received her (cum laude) Ph.D. in Sociology in 2020 at the University of Groningen, the Netherlands for her research on **persistent victimization** of bullying. She worked as a postdoc (2019-2020) on a project on the development and evaluation of an **anti-bullying program for secondary education**, led by Prof. Dr. René [Veenstra](#) and Dr. Gijs [Huitsing](#). She currently works in the Youth and Family Department in Utrecht where she focuses on bullying experiences among sexual/gender diverse youth.

PhD on Persistent Victimization: Key Messages

Dr. Kaufman's PhD had several important key messages on explaining, identifying, and preventing persistent victimization (see full dissertation [HERE](#)). Regarding the **predictors** of persistence, she found that youth who were not helped by an effective universal anti-bullying program (KiVa), were – compared

to victims who were helped by the intervention – already more anxious, more disliked, and more rejected by their parents before the intervention was implemented ([Prevention Science, 2018](#)). She also showed that the associations between peer victimization and cold, hostile parent-child relationships were reciprocal, leading to a vicious cycle ([Developmental Psychopathology, 2020](#)). Last, sexual minority (LGBTQI+ as umbrella term) youth were shown to be much more often persistently victimized across adolescence ([JRA, 2020a](#)) than heterosexual peers.

Further, she showed that the “golden standard” for **measuring victimization** (Olweus, 1993) through self-reports could be substantially improved by adding several items to the measure that assessed whether the unique characteristics of bullying were present (goal-directed, power imbalance, repetition). This is important to differentiate between bullying and general aggression ([Social Development, 2020](#)).

Focusing on **tailored strategies** to prevent persistence, she suggested that the impact of tackling victimization by changing adolescents’ (growth) mindsets can be heterogenous across school contexts, depending on the descriptive school norm for victimization ([JRA, 2020b](#)). Lastly, she developed a model that guides educational professionals in preventing persistent victimization using social network diagnostics (on bullying and friendship relationships, social preference and reputation) and by guiding them in deciding upon tailored strategies ([IJBD, 2020](#)).

Current Work on Victimization among LGBTQI+ Youth

Currently, Dr. Kaufman is involved in multiple projects on victimization, with a focus on *bias-based* bullying among sexual and gender minority youth. Her general goal is to understand victimization disparities between LGBTQI+ youth versus heterosexual and cisgender youth, especially how risk factors interact with youths’ environment (group and school norms, social position, and the role of families). She uses large and nationally representative datasets, both nationally (e.g., the biennial Social Safety Monitor, [Kaufman et al., 2022](#)) and internationally (e.g., the UCONN/HRC LGBTQ+ National Teen Survey, Dr. Ryan Watson).

In her work, Dr. Kaufman aims to integrate knowledge from the general bullying field and LGBTQ+ research. For example, she aims to examine **whether and when general anti-bullying programs can be effective to reduce LGBTQ+ experiences of bullying**. Further, she is testing the **healthy context paradox** in this marginalized population. If you have any evaluation data of an anti-bullying intervention that also includes an item on sexual/gender identity, she would be happy to get in touch. Also more generally, she is always open to expanding (inter)national collaborations on the topic of victimization among LGBTQ+ youth, or to co-develop grant proposals on this topic.

Selected Recent First-Author Publications (from most to least recent)

- Kaufman, T. M. L., & Baams, L. (2022).** Disparities in Perpetrators, Locations, and Reports of Victimization for Sexual and Gender Minority Adolescents. *Journal of Adolescent Health*. doi: <https://doi.org/10.1016/j.jadohealth.2021.06.024>
- Kaufman, T. M. L., Huitsing, G., Bloemberg, R., & Veenstra, R. (2021).** The Systematic Application of Network Diagnostics to Monitor and Tackle Bullying and Victimization in Schools, *International Journal of Bullying Prevention*, 3, 75–87. doi: <https://doi.org/10.1007/s42380-020-00064-5>
- Kaufman, T. M. L., Lee, H., Benner, A. D., & Yeager, D. S. (2020, preregistered).** How School Contexts Shape the Relations Among Adolescents’ Beliefs, Peer Victimization, and Depressive Symptoms. *Journal of Research in Adolescence*, 30, 769-786. doi: <https://doi.org/10.1111/jora.12558>

- Kaufman, T. M. L., Huitsing, G., & Veenstra, R. (2020).** Refining Victims' Self-Reports on Bullying: Assessing Frequency, Intensity, Power Imbalance, and Goal- Directedness. *Social Development*, 29, 375-390. <https://doi.org/10.1111/sode.12441>
- Kaufman, T. M. L., Baams, L., & Veenstra, R. (2020).** Disparities in Persistent Victimization and Associated Internalizing Symptoms for Heterosexual Versus Sexual Minority Youth. *Journal of Research on Adolescence*, 30, 516-531. <https://onlinelibrary.wiley.com/doi/pdf/10.1111/jora.12495>
- Kaufman, T. M. L., Kretschmer, T., Huitsing, G., & Veenstra, R. (2020).** Caught in a Vicious Cycle? Explaining Bidirectional Spillover between Parent-Child Relationships and Peer Victimization. *Development and Psychopathology*, 32, 11-20. <https://doi.org/10.1017/S0954579418001360>
- Kaufman, T.M.L., Kretschmer, T., Huitsing, G., & Veenstra, R. (2018).** Why does a Universal Anti-bullying Program Not Help All Children? Explaining persistent victimization during an intervention. *Prevention Science*, 19, 822-832. <https://doi.org/10.1007/s1121-018-0906-5>
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BRNET New Members!

BRNET has a current total of 260 members from 29 countries! **Welcome Drs. Demol & Kim!**

New Affiliates of BRNET!

BRNET has a current total of 103 Affiliates (formerly known as 'Friends of BRNET') from 18 countries!

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, Wendy Craig, or to bullyresearchnet@gmail.com. Additionally, you may direct potential BRNET members toward our website for further information: <https://cehs.unl.edu/BRNET/become-member-or-affiliate/>.

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 that can be posted on the website;
 - 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) or curriculum vitae that can be posted on the website;
 - 5) relevant web-based links you would like to share.
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Affiliates of BRNET

Affiliates of BRNET (formerly known as 'Friends of BRNET') is a group of graduate students, administrators, parents, and individuals who are interested in learning more about the Bullying Research Network. Affiliates of BRNET receive our monthly e-newsletter. If you are interested in becoming an Affiliate of BRNET or want to refer someone to Affiliates of BRNET, please email Catie Carney, 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) Special Issue of *European Journal of Developmental Psychology* about Teacher Responses to Bullying

Teachers are in an influential position to promote healthy relationships among students, to prevent negative interactions, and to intervene in bullying incidents. Following an inspiring symposium and discussion at the World Anti-Bullying Forum in 2019, Ersilia Mensini (University of Florence, Italy), Sheri Bauman (University of Arizona, US) and Hilde Colpin (University of Leuven, Belgium) took the initiative for a special issue of *European Journal of Developmental Psychology* about teacher responses to bullying among their students. The issue was published in autumn 2021 and comprises ten original studies from nine European countries and the US. The Introduction (Colpin et al., 2021) presents a state of the art of the conceptualization and measurement of teacher responses to bullying and introduces each of the studies and their added value to the existing evidence. The first four studies address innovative questions regarding the consequences of teacher responses to bullying and investigate them by novel methods (Bayram Özdemir et al., 2021; Demol et al., 2021; Nappa et al., 2021; Ten Bokkel et al., 2021). The next five studies zoom in on individual and/or contextual antecedents of teachers' responses to bullying (Fischer et al., 2021; Kollerova et al., 2021; Strohmeier & Gradinger, 2021; Van Aalst et al., 2021; Waasdorp et al., 2021), whereas the final study is one of the few so far investigating the effects of an anti-bullying program (i.e., ViSC) on teachers' competences and intention to intervene in bullying (Strohmeier et al., 2021). The special issue is closed by a general discussion and an overview of challenges and directions for future research (Bauman et al., 2021).

Reference to special issue:

(2021). Teacher Responses to Bullying: (How) Can They Make a Difference. *European Journal of Developmental Psychology*, 18 (6), 781-974. <https://www.tandfonline.com/toc/pedp20/18/6?nav=tocList>

(2) Author Exchange - BRNET Member Publications

If you would like to share research articles or other publications to be highlighted in our monthly newsletters, please email Catie Carney at bullyresearchnet@gmail.com with the following information:

- Your article citation (with a link to the DOI, if possible)
- Your article abstract
- Your email (so individuals who receive our newsletter can request further information, if desired)

Dr. Tolmatcheff recently published a paper in the *Journal of School Psychology*. Please see the citation below and the following link for access: <https://authors.elsevier.com/a/1eSEt56ZNLwQQ>

Tolmatcheff, C., Galand, B., & Roskam, I. (2022). Validation of the French version of the moral disengagement in bullying scale: Testing Bandura's conceptual model. *Journal of School Psychology, 91*, 81-96. <https://doi.org/10.1016/j.jsp.2022.01.002>

Dr. Slee recently published a book entitled, *School Bullying and Marginalisation: Harmonising Paradigms*. Please see the citation and description below. The e-book is available to download at the following link: <https://link.springer.com/content/pdf/10.1007%2F978-981-16-7676-5.pdf>

Shute, Rosalyn H. & Slee, Phillip T. (2022). *School Bullying and Marginalisation: Harmonising Paradigms*. Singapore: Springer Nature.

The well-established psychological perspective on school bullying, as described by Olweus, can be contrasted with a more recent view of bullying as an extreme form of the marginalisation of others that is an inevitable result of the human tendency to form social groups. This book examines the two paradigms, and the worldviews that underpin them, applying a complex adaptive systems perspective to bring them together in a holistic fashion. The book draws upon evidence from a number of disciplines, including evolutionary science, philosophy, child development, and social psychological theories of group behaviour and identity. It is proposed that the human need for belonging is central to understanding bullying. Cultural issues such as gender stereotypes and racism are seen as integral to bullying, and human rights and moral perspectives are also brought to bear.

The book discusses practical ways forward, based on complex adaptive systems methods, that may help to break through the wall of the rather disappointing outcomes of attempts to address bullying to date. Although an ecological systems perspective is often applied to bullying, this book advocates for a truly dynamic systemic approach, suggesting the potential value of applying complex adaptive systems methods to bullying research and evaluation. The book serves as an introduction to such methods. Finally, it suggests further creative ideas for policy, practice and program evaluation, and teacher education about bullying.

(3) Special Issues of *School Mental Health* and *International Journal of Environmental Research and Public Health*

See the following link to view the Special Issue of *School Mental Health*, entitled “Identifying Protective Factors for Bullying and Guiding School Mental Health Practitioners Around the World: A Tribute to Dr. Dan Olweus:” <https://link.springer.com/journal/12310/volumes-and-issues/13-3>

For information on the Special Issue of *International Journal of Environmental Research and Public Health*, entitled “LGBTQ+ Bullying and Negative Psychosocial Outcomes: Identifying Protective and Resilience Factors,” see the following link:

https://www.mdpi.com/journal/ijerph/special_issues/LGBTQ_bullying. The deadline for manuscript submissions is June 30, 2022.

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



Dr. Wendy Craig
Queen's University
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