



Dear BRNET Members and Friends of BRNET:

Thank you for being a part of the Bullying Research Network! In our July 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.

7th Annual Think Tank

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.

Please register at the link below:

Registration for the event is open: <http://www.cfchildren.org/brnet-think-tank>.

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. Paul Downes

Dr. Paul Downes, PhD, is Associate Professor of Education (Psychology) and Director of the Educational Disadvantage Centre, Institute of Education, Dublin City University (DCU), Ireland. Both his law and psychology degrees are from Trinity College Dublin (TCD), and he obtained his PhD from TCD Department of Psychology in 1999. With over 75 publications of books/research monographs, research articles in international peer reviewed ranked journals and book chapters in areas of education, psychology, philosophy, law, anthropology and social policy, Professor Downes has given keynote lectures and invited presentations in over 25 countries. His contribution to international policy and practice includes invitations from 8 different countries' official ministries to present his research on various aspects of inclusive systems in education, as well as from the EU Parliament Working Group on Quality of Childhood, EU Parliament Intergroup on Children's Rights, European Network of Education Councils (EUNEC), UNICEF, International School of Analytical Psychology, Zurich and President's Foundation of Malta.

His report for the European Commission (with Professor Carmel Cefai) on school violence and bullying (December 2016) included feedback on national bullying prevention strategies from European Commission School Policy Working groups, as well as Eurochild and the European Network on Social and Emotional Competence (ENSEC). Another recent report he has led for the European Commission has developed a structural indicators tool for inclusive systems that is being translated by the Commission into every language in the European Union. He presented a workshop on this second report at an EU Presidency meeting of the Heads of Schools in Europe in December 2016.

Professor Downes has been an expert advisor to a range of European Commission advisory groups, including to three of its School Policy Working Groups. He has been a Visiting Research Fellow at University of British Columbia, Vancouver, Canada, and University of Cambridge, England, Lauterpacht Centre for International Law. Previously a member of the Irish Senate and Parliament Expert Group on early school leaving, he has recently been an advisor to the Irish Education Ministry on its national social inclusion action plan 2017, as well as the Children's Ministry on its national afterschool care action plan 2017 and is a member of its National Working Group on Standards for School Age Childcare.

He is a member of the editorial board of a range of international peer reviewed journals, including the *Journal of School Violence* and the *British Educational Research Journal* and is a member of the Standing Review Board (2015-19) to review research proposals in the Humanities and Social Sciences Panel of the Research Grants Council under the University Grants Committee, Hong Kong, China, the principal public funding body in Hong Kong to support academic research.

Much of his research on bullying and violence examines these issues as systems phenomena, as system blockage at intrapsychic, interpersonal and social systems levels. In doing so, it focuses on interrogation of inclusive systems in and around schools and inclusive systems generally (building on interdisciplinary insights from structuralism, phenomenology and poststructuralism). His research also builds on approaches from the UN right to the highest attainable standard of (mental) health, while he is currently

working on a report for the EU Commission on social and emotional education, as well as two contracted books with Routledge, *Reconstructing agency in developmental and educational psychology*, and *Inclusion of the other*. Professor Downes has also recently led the development of the European Commission's Cedefop agency's structural indicators self-reflection tool for Vocational Education and Training across Europe with a strong focus on institutional climate.

Designer of Familiscope, Dublin, community and school based multidisciplinary team (now Familibase), he is Chair of Grangegorman (Dublin) Area Based Childhood Programme for prevention and early intervention, with interagency initiatives across health and education sectors, involving 27 consortium members and funded by the Irish Children's Ministry. As a member of DCU's National Anti-Bullying Centre, he is engaged in an Irish national survey of system supports for schools for bullying prevention and intervention, with a focus also on schools in areas of high poverty.

Selected Recent Publications

- Downes, P., Nairz-Wirth, E., Rusinaite, V. (2017).** *Structural Indicators for Developing Inclusive Systems in and around Schools in Europe*. Luxembourg: Publications Office of the European Union. <https://bookshop.europa.eu/en/structural-indicators-for-inclusive-systems-in-and-around-schools-pbNC0116894/>
- Downes, P. & Cefai, C. (2016).** *How to tackle bullying and prevent school violence in Europe: Evidence and practices for strategies for inclusive and safe schools*. Luxembourg: Publications Office of the European Union. <https://bookshop.europa.eu/en/how-to-prevent-and-tackle-bullying-and-school-violence-pbNC0415454/>
- Downes, P. (2017).** An emerging paradigm of structural indicators to examine system supports for children's and adolescents' education and wellbeing. *Child Indicators Research*, doi:10.1007/s12187-017-9474-7 <https://link.springer.com/article/10.1007/s12187-017-9474-7>
- Downes, P. (2017).** Reconceptualising foundational assumptions of resilience: A cross-cultural, spatial systems domain of relevance for agency and phenomenology in resilience. *International Journal of Emotional Education*, 9 (1) 99-120. <https://www.um.edu.mt/library/oar/bitstream/handle/123456789/18281/v1i9p7.pdf?sequence=1&isAllowed=y>
- Downes, P. (2017).** Reconceptualising Schopenhauer's *compassion* through diametric and concentric spatial structures of relation. *Enrahonar: An International Journal of Theoretical and Practical Reason*, 60, 81-98 <http://www.raco.cat/index.php/Enrahonar/article/viewFile/v58-downes/409450>
- Downes, P. (2017, forthcoming).** Recovery from traumatic memory in Irish society: Moving beyond diametric structured myths, experience and social processes. In Larkan, F. and Murphy, F. (eds), *The Politics of Memory and Recovery in Times of Crisis*. Routledge.
- Downes, P. (2016).** Towards a relational paradigm for the concept of law: Uncovering implications of Hart's rule of recognition to develop a relational foundationalism, as expressed in preliminary terms through the UN Right to Health. *Queen Mary Human Rights Law Review* 3(1) ISSN 2059-8092
- Edwards, A. & **Downes, P. (2013).** *Alliances for inclusion: Developing cross-sector synergies and inter-professional collaboration in and around education*. Foreword by Jan Truszczyński, Director-General of the European Commission's Directorate General for Education and Culture. Brussels:

European Commission, DG Education and Culture.

<http://www.education.ox.ac.uk/wordpress/wp-content/uploads/2010/07/Alliances-for-inclusion.pdf>

Downes, P. (2013). Developing a framework and agenda for students' voices in the school system across Europe: From diametric to concentric relational spaces for early school leaving prevention. *European Journal of Education*, 48 (3) 346-362.

Downes, P. (2012). *The primordial dance: Diametric and concentric spaces in the unconscious world*. Oxford/Bern: Peter Lang.
<https://www.peterlang.com/view/product/44819?tab=reviews&format=PBK>

Downes, P. (2009). Prevention of bullying at a systemic level in schools: Movement from cognitive and spatial narratives of diametric opposition to concentric relation. In S.R. Jimerson, S.M. Swearer, and D.L. Espelage (Eds.), *Handbook of bullying in schools: An international perspective*, (pp.517-533). New York: Routledge.

BRNET New Members!

BRNET has a current total of 196 members! Two new members joined in the past month! Welcome to the BRNET, **Dr. Sheri-Lynn Skwarchuk** and **Dr. Chunyan Yang**.

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 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) British Psychological Society (BPS) Seminar Series on School Bullying

BPS has two final seminars in the School Bullying series. The 2nd seminar will be at Keele University on Wednesday, July 19, 2017 with a small registration fee. The 3rd seminar will be a pre-conference workshop as part of the BPS Developmental Section Annual Conference in Stratford upon Avon on Wednesday, September 13, 2017. Please note a slight change to the programme for the Keele seminar. Unfortunately, Dorothy Espelage is no longer able to present. However, we are very pleased to welcome Benedetta Palladino from the University of Florence as a contributor. Please find attached details of the final seminars.

(2) Linköping University Postdoctoral Researcher Position Announcement

Linköping University in Sweden advertises a postdoc position at Dr. Thornberg's school bullying research lab at the Department of Behavioral Sciences and Learning. The research in the lab is primarily focused on the social psychology of bullying and its association with social processes in a wider sense, including teacher–student relationships, classroom climate, norms, justification and normalization of bullying (moral disengagement), bystander behavior, school culture, and student perspective. The postdoctoral researcher is expected to conduct research on bullying in collaboration with researchers within the lab. The position requires a doctorate degree. The postdoc is in Education. However, in Sweden, Education is a multidisciplinary field, which means that the applicants can have a doctorate degree in various disciplines such as Education, Psychology, Sociology, Social Work etc. The doctorate shall have been obtained no longer than three years before the expiration date of the application. Scientific merits, publications in international peer-review journals in particular, that are relevant to the research field of bullying among children and adolescents or adjacent research fields about children's and adolescent's social development, social relationships, peer victimization, violence, aggression, or peer groups will be particularly taken into account when recruiting. The application must be received at latest 15th of August 2017. For more information, see: <http://liu.se/jobba/lediga-jobb?l=en&&rmpage=job&rmjob=6001&rmlang=UK>.

(3) Bullying in Australian Schools: The Perceptions of Victims and Other Students

Dr. Ken Rigby is currently an Adjunct Research Professor in the School of Education at the University of South Australia. He also conducts research through the Hawke Research Institute and he recently published *Bullying in Australian Schools: The Perceptions of Victims and Other Students* and he requested to share the article with fellow BRNET members.

https://link.springer.com/epdf/10.1007/s11218-017-9372-3?author_access_token=QXg_KcSd6fIbjIjPRJDE5ve4RwlQNchNByi7wbcMAY5KylYD111sa4xcGhPOqoZ_c-EY_W2t7YY7zRuxTFWko173gi8sGjdBv1Ve4EGKb45CEW_vuISg-TugYRzADiiRHjCqStJAxE_yJYPmrRID1A==

(4) Cyber Bullying: A Critical Overview by Dr. Dan Olweus

Dr. Olweus has a new book chapter (position paper), *Cyber Bullying: A Critical Overview*, that you might be interested in reading. A shortened version of the paper with Dr. Sue Limber as co-author is in press in *Current Opinions in Psychology*. The following aspects are highlighted in the book chapter:

- research on cyberbullying is plagued by inconsistent findings and exaggerate claims;
- a consensual definition is important to build a coherent body of knowledge;
- cyberbullying greatly overlaps with traditional bullying;
- it is important to measure cyberbullying in a bullying context, and;
- cyberbullying should (tentatively) be regarded as a subcategory of bullying.

If you are interested in getting a copy of the book chapter, you can send an email to olweus@uni.no.

(5) Promoting Mental Wellness in Schools

Our mental health deserves as much attention as our physical health. When students and teachers prioritize their mental health, we can live more healthy and productive lives. Keep reading to learn more about how you can promote mental health inside and out of the classroom: <https://inspired.fb.com>. inspirEd features a student blog, Mental Health Week activities, and a survey to learn more about how teachers feel in the classroom.

(6) National Initiative for Transforming Student and Learning Supports in 2017

The Center for Mental Health in Schools at UCLA has developed two new major resources to aid school improvement planning for addressing barriers to learning and teaching and for re-engaging disconnected students. They are called, *Addressing Barriers to Learning: In the Classroom and Schoolwide* and *Transforming Student and Learning Supports: Developing a Unified, Comprehensive, and Equitable System*. To access these resources as well as other **free** resources, visit this website: <http://smhp.psych.ucla.edu/>.

(7) Call for Excellent Researchers and Doctoral Positions at the University of Padova, Italy

The University of Padova, Italy, has a new call for the Marie Skłodowska-Curie Individual Fellowship that was launched in April 2017. They are seeking outstanding researchers from all over the world whom wish to apply for the H2020-MSCA-IF-2017 call funded by EC Framework program H2020 and choose the University of Padova as Host Institution. The application deadline is September 14, 2017. See the attached flyer or visit the website for more information: <http://www.unipd.it/en/research/marie-skłodowska-curie-actions/msca-individual-fellowships>.

Also, 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 the program in Psychological Sciences (June 2017 tentative 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>.

(8) Research Scientist Position Available at Committee for Children (CFC)

Committee for Children (CFC) is a nonprofit working globally to prevent bullying, violence, and child abuse. They developed research-based social-emotional learning programs that are used in more than 25,000 schools in 70 countries around the world. CFC is looking for a **research scientist** to join their

team in Seattle! Visit this website to learn more about the ideal candidate, primary responsibilities, qualifications, and how to apply. <http://www.cfchildren.org/about-us/contact-us/job-opportunities/research-scientist>.

(9) Alberti Center Early Career Award

The Alberti Center for Bullying Abuse Prevention at the University of Buffalo, State University of New York is pleased to announce an early career award competition in support of its mission to reduce bullying abuse in schools and in the community by contributing knowledge and providing evidence-based tools to effectively change the language, attitudes, and behaviors of educators, parents, students, and society. This award will recognize an individual who has made exemplary scholarly contributions to the field of bullying abuse prevention and conducted research that has the potential to influence practice and policy. The application deadline is **July 14, 2017 at 11:59 p.m. ET**. For more information, visit the following website: <http://gse.buffalo.edu/alberticenter/awards>.

(10) Cyberbullying and Traditional Bullying: The Experiences of Poly-Victimization Among Diverse Youth by Myers, Swearer, Martin, & Palacios

This study sought to advance the authors' understanding of the relationship between traditional bullying (i.e., verbal and physical) and cyberbullying. Data were collected from 1,182 participants, ages 13 to 25 ($M = 19.66$; $SD = 3.03$) from 75 different countries via an on-line, world-wide survey. Results found that participants experienced both in-person bullying and cyberbullying (i.e., poly-victimization). Additionally, bisexual, pansexual, or queer participants reported more frequent cyberbullying victimization when compared to both heterosexual and gay or lesbian participants. Sexual minority participants also reported victimization through significantly more electronic sources. Specifically, gay and lesbian, bisexual, pansexual, and queer participants reported higher numbers of victimization modalities when compared to heterosexual participants. Results from this study expand the authors' awareness of the poly-victimization experiences of youth and young adults and fill in important gaps in understanding these experiences for diverse sexual orientations and gender identities.

(11) Protecting Children Against Bullying and Its Consequences by Zych, Farrington, Llorent, & Ttofi

This book focuses on factors that protect children from bullying and its consequences. This specific analysis of strengths, rather than weaknesses, builds on the current literature with a new positive focus. Throughout its chapters, the book synthesizes the newest research on the topic in a brief and reader-friendly format. Meta-analyses and research syntheses are reviewed, together with empirical findings, to provide a global vision on what is being done and what can be done to protect children from bullying. Findings from the more common cross-sectional studies are included together with the results from newer prospective longitudinal studies that are uncovering causal relationships.

We hope that this book provides a comprehensive and global vision of research related to the protection of children from bullying and its consequences. It is also hoped that having these studies reviewed and gathered in a single book will encourage further development of anti-bullying policies and practices. This book shows that decreasing bullying is possible and should be attempted. If these findings are applied, many children can be protected, saved, and hopefully brought up in healthier communities and societies.

For more information about *Protecting Children Against Bullying and Its Consequences*, please visit this website <http://www.springer.com/gp/book/9783319530277> or see the attached flyer.

(12) BPS Bullying in Schools Seminar at Keele University—Wednesday, July 19th

We are excited to announce that the programme for the second Bullying in Schools seminar has now been finalised (please see details attached). Please follow this link, <https://tinyurl.com/z4phjxs>, to register your attendance. The £10 registration fee enables us to cover refreshments and lunch for all attendees and open up the event to a wider audience. Places are limited to 50, so early booking is advisable. Those registered for the events will be contacted directly. Please feel free to circulate this announcement to other interested parties. Any queries please contact Claire Fox at c.fox@keele.ac.uk.

(13) 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/>

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

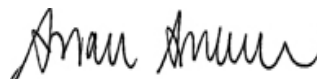
The European Commission just recently published the report *How to Prevent and Tackle Bullying and School Violence*. In the report, you will find a review bullying practices and strategies from European and international research. The report is aimed at policy-makers and practitioners to provide a review 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>.

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