



DEAR BRNET MEMBERS AND AFFILIATES:

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

BRNET APRIL 2023

NEWSLETTER:

- 1 - Researcher Spotlight
- 2 - Members and Affiliates
- 3 - Author Exchange
- 4 - Other Announcements

Featured Spotlight - Dr. Eva Romera

Eva Romera (Ph.D., University of Cordoba, 2009) is Professor of Developmental and Educational Psychology and Director of the Social and Behavioural Sciences research unit of excellence at University of Cordoba (Spain). She is a member of the research team, Laboratory of Studies about Convivencia and Violence Prevention (www.laecovi.com), directed by Professor Rosario Ortega-Ruiz. Her research interests include the study of both individual and contextual variables associated with peer relationships, such as social and moral competence, motivation, social and normative adjustment, group norms, school violence (bullying and cyberbullying), and quantitative methods for developmental research (longitudinal data analysis, social networks). She is the co-editor of the journal, Psychology, Society & Education (<https://www.uco.es/ucopress/ojs/index.php/psy>) and a member of the Scientific Committee of the International Observatory for School Climate and Violence Prevention (<http://institucional.us.es/ioscvp/>).

Current Projects

Dr. Romera is currently the principal investigator of three projects. They include a four-year research project (2021-2025) financed by the National Research Agency, Spain, entitled, “Decision-making and moral sensitivity in the framework of peer networks and the phenomenon of bullying: A longitudinal study” (TOMI. Ref. PID2020-113911RB-I00). This project aims at providing data about the longitudinal pattern of involvement in school bullying based on the moral characteristics of its protagonists and of the



processes of selection and influence between the different groups (of reference, prestige and friends) that moderate involvement in bullying roles.

The European BOOST project (2018-2023) (Ref. H2020-SC1-2017-PM-07-755175) aimed at the analysis of risk and protection factors of social competence to improve mental health and well-being of schoolchildren. This project focuses on the contributions of the implementation of Boost approach in real school environments in three diverse European settings, Norway, Poland and Spain. Short- and long-term effects on children's social and emotional well-being have been evaluated.

Web: www.boostproject.eu

The MORAL-ME project (2021-2023), entitled “The moral dimension as a key for bullying and cyberbullying understanding and prevention” (Ref. PDC2021-121741-I00). It is a proof-of-concept project, financed by the National Research Agency, Spain, aimed to develop an innovative teacher training program that tries to disentangle the moral mechanisms that can influence schoolchildren to unfairly harm another, remain impassive in the face of the humiliation of a classmate, or reproduce the same harmful action they had suffered. On and offline behaviours, a Design-Based Research approach and a developmental perspective are considered in this project.

Web: website is currently under construction. Please email if you have questions.

Dr. Romera dedicates efforts to disseminate knowledge about school bullying and evidence-based programs among the population. She has participated in different courses, handbooks, and conferences aimed at training teachers and the educative community to improve interpersonal relationships.

Selected Recent Publications

Romera, E. M., Herrera-López, M., Ortega-Ruiz, R., & Camacho, A. (2023). The Moral Disengagement Scale-24: Factorial structure and cross-cultural comparison in Spanish and Colombian adolescents. *Psychology of Violence*, 13(1), 13-22.

Camacho, A., Runions, K., Ortega-Ruiz, R., & **Romera, E. M.** (2023). Bullying and cyberbullying perpetration and victimization: Prospective within-person associations. *Journal of Youth and Adolescence*, 52, 406–418.

Carmona-Rojas, M., Ortega-Ruiz, R., & **Romera, E. M.** (2023). Bullying and cyberbullying, what do they have in common and what not? A latent class analysis. *Anales de Psicología*.



- Bravo, A., Ortega-Ruiz, R., Veenstra, R., Engels, M. C., & **Romera, E. M.** (2022). Friendship selection and influence processes for popularity in adolescence. *Journal of Adolescence, 94*(1), 45-56.
- Falla, D., Ortega-Ruiz, R., Runions, K., & **Romera, E. M.** (2022). Why do victims become perpetrators of peer bullying? Moral disengagement in the cycle of violence. *Youth & Society, 54*(3), 397-418.
- Romera, E. M.**, Carmona-Rojas, M., Ortega-Ruiz, R., & Camacho, A. (2022). Bidirectional association between normative adjustment and bullying perpetration in adolescence: A prospective longitudinal study. *Psychodidactic Journal, 27*(2), 132-140.
- Romera, E. M.**, Luque, R., Ortega-Ruiz, R., Gómez-Ortiz, O., & Camacho, A. (2022). Positive peer perception, social anxiety and classroom social adjustment as risk factors in peer victimization: A multilevel study. *Psicothema, 34*(1), 110-116.
- Camacho, A., Ortega-Ruiz, R., & **Romera, E. M.** (2021). Longitudinal associations between cybervictimization, anger rumination, and cyberaggression. *Aggressive Behavior, 47*(3), 332-342.
- Romera, E. M.**, Ortega-Ruiz, R., Runions, K., & Camacho, A. (2021). Bullying perpetration, moral disengagement and need for popularity: Examining reciprocal associations in adolescence. *Journal of Youth and Adolescence, 50*(10), 2021-2035.
- Romera, E. M.**, Ortega-Ruiz, R., Runions, K., & Falla, D. (2021). Moral disengagement strategies in online and offline bullying. *Psychosocial Intervention, 30*(2), 85-93.
- Romera, E. M.**, Jiménez, C., Bravo, A., & Ortega-Ruiz, R. (2021). Social status and friendship in peer victimization trajectories. *International Journal of Clinical and Health Psychology, 19*(2), 124-133.
- Romera, E. M.**, Casas, J. A., Gómez-Ortiz, O., & Ortega-Ruiz, R. (2019). Moral domain as a risk and protective factor against bullying. An integrating perspective review on the complexity of morality. *Aggression and Violent Behavior, 45*, 75-82.



BRNET New Members!

BRNET has a current total of 270 members from 29 countries! **Welcome Dr. Vitoroulis!**

New Affiliates of BRNET!

BRNET has a current total of 109 affiliates 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. Wendy Craig, Susan Swearer, 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.

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 Author Exchange - Member and Affiliate 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. Kenneth Rigby recently published the book, [*Interventions in Cases of Bullying in Schools: A Training Manual for Teachers and Counsellors*](#). Please see the link and description below for more information.

Based on national and international research into the reported effectiveness of interventions in cases of bullying in schools, the leading Australian publisher of resources for schools, Hawker Brownlow, have produced a training manual for teachers, teacher trainees and counsellors. The exercises and role plays contained in the booklet have been developed and evaluated by teachers in workshops offered to teachers in Australia over the last two decades.

Prof. Michael Boulton and Dr. Peter Macaulay published new research on the CATZ Cross-Age Teaching Zone anti-bullying intervention. See below for a summary and citation.

CATZ stands for the Cross-Age Teaching Zone. It is a fresh and exciting new way to put children and young people at the heart of efforts to support their social, emotional, behavioural and well-being development. In essence, CATZ invites older pupils (tutors) to design and deliver a lesson to younger pupils (tutees). Unlike most other ‘peer mentoring’ approaches, CATZ is totally inclusive. It does NOT identify a ‘select few’ picked out for special treatment because CATZ is open to ALL pupils. And it does not require a period of training but allows pupils to ‘dive right in’. They learn by doing right from the off.

One reason why CATZ is so successful at helping children and young people learn important new things is that it overcomes resistance they often have when adults try to tell them what to do. In CATZ, pupils feel in control of their learning because they ARE in control. As the tutors prepare and deliver their lesson to the younger tutees, they don’t even realise that they are learning so there is nothing to resist! The tutees regard the older tutors as role models and look to them for guidance about what to think and how to behave.

In terms of its anti-bullying evidence base, over a number of randomised control trials, CATZ has been shown to improve a range of anti-bullying beliefs ([Boulton, Macaulay et al., 2021](#)), help victims develop better adjustment ([Boulton & Boulton, 2017](#)), and help students deal with peer provocations and avoid hostile attribution bias, factors known to precipitate bullying and aggression ([Boulton & Macaulay, 2023](#)).



A further study found that CATZ also increased children's knowledge about how to stay safe online and that awareness could reasonably be seen as a way to help them avoid cyberbullying problems (Boulton et al., 2016). Effect sizes were mostly large, attesting to the practical value of CATZ for students themselves. Around 1000 students have already experienced CATZ as tutors in this ongoing program of work, and so the evidence-base for its effectiveness is not inconsiderable.

Our latest paper on the CATZ Cross-Age Teaching Zone anti-bullying intervention has been published in *Research Papers in Education*! The present study assessed the social validity of the CATZ anti-bullying intervention among a sample of 9–15-year-olds in a pre-post experimental design (N = 817, of which 546 experienced CATZ).

While our participants may have had some initial reservations, they also expressed moderately positive views about CATZ and were willing to participate in it. Direct experience led to improvements on all of our measures of social validity. This is encouraging considered in the light of the growing evidence that CATZ can be an effective way to help students develop anti-bullying beliefs. Hence, we believe the time is right to suggest that CATZ be utilised more widely as a school-wide positive behaviour support intervention to help students themselves address the widespread and on-going problem of bullying. Our findings also suggest that offering potential CATZ participants 'what they want' (choosing working partners and the details of their lesson, adequate training, etc.) and allaying their fears (of public speaking) at the time they are initially invited to take part may encourage them to engage willingly and productively in that process.

Our future work on the CATZ intervention will look at developing social interactions and authentic self-esteem.

You can read the open access paper here:

Boulton, M. J., & Macaulay, P. J. (2023). Testing the social validity of the CATZ cross-age teaching zone anti-bullying intervention among school students. *Research Papers in Education*.

<https://doi.org/10.1080/02671522.2023.2189289>

Dr. Kaufman recently published the following paper in the *Journal of Research on Adolescence*. Please see the attached PDF, citation, and brief summary below.

Kaufman, T. M. L., Lessard, L. M., & Watson, R. J. (2023). Heterogenous associations between Gender-Sexuality Alliances and LGBTQ adolescents' maladjustment across individual victimization level. *Journal of Research on Adolescence*. <https://doi.org/10.1111/jora.12844>



This paper extends the “healthy context paradox” to the context of stigma, and shows that for LGBTQ youth who are in schools with a Gender-Sexuality Alliance (GSA) that aims to stimulate an inclusive school climate, being victimized has stronger correlations with adverse health and school functioning than in schools without such a GSA. In other words: If you are already chronically in a minority position, such as LGBTQ youth, being one of the only ones who remains victimized in the context of a GSA might exacerbate distress.

BRNET ANNOUNCEMENTS

(1) Call for Candidates for a 4-year PhD Program

The Interuniversity Center for Social Science Theory and Methodology (ICS) is now accepting a limited number of applications for the 4-year PhD program. The ICS is an institute for postgraduate studies at the **Universities of Groningen, Utrecht, Nijmegen, and Amsterdam**. We are recruiting PhD students for the cohort to start on September 1, 2023.

The ICS offers a postgraduate program for a small selection of excellent graduates in the social sciences. The structured program consists of training in advanced theory construction and research methods by means of courses, tutorials, and individual study. Supervision and monitoring are intense: **each PhD student is supported by a personal supervision team and meetings on a regular basis**. After four years, our PhD students will have finished their dissertations and will be well-prepared to enter the growing market for highly trained researchers in the social sciences. Training and thesis supervision are in English.

The **salary** amounts to €2541,- before taxes in the first year of the appointment, rising to €3247,- before taxes in the fourth year. There are **no tuition fees**.

General information on the ICS and the structure of [the program](#) can be found on the ICS website. Information on the available PhD positions can be found on: <http://ics-graduateschool.nl/vacancies/>

BRNET member, Dr. René Veenstra, will be supervising the following projects (see the attached PDFs for more information):

- Project 3: **Peer similarity in self-regulatory abilities**
- Project 4: **Peer similarity in positive outcomes**
- Project 13: **Contextual effects on sexually and gender diverse youth's school outcomes and health**



Further information can be obtained by e-mail: ICSapplications.fsw@uu.nl

Applications, online only through the [ICS website](#), can be submitted until **11 April 2023, 23:59**.

Interviews will be conducted on **24 May or 26 May 2023**. Please note that informal online pre-interviews on **8 and 9 May 2023** could be part of the selection procedure.

(2) Special Issue for *Aggression and Violent Behavior*

Please consider submitting papers to the special issue entitled "Bias-based Aggression among Youth: Theories, Empirical Research, and Effective Prevention Strategies" for *Aggression and Violent Behavior*.

This Special Issue is looking for narrative and systematic reviews and meta-analyses that focus on a) theories that explain bias-based aggression, b) empirical work on the risk factors and consequences, and c) effective prevention strategies to tackle bias-based aggression.

The guest editors are Dr. Sebastian Wachs (University of Potsdam, Germany) and Dr. Dorothy Espelage (UNC at Chapel Hill, USA). The deadline for the manuscript submission is July 1, 2023.

Do note that *Aggression and Violent Behavior* is an SSCI journal; the latest impact factor is 4.87. For more info, please refer to <https://www.sciencedirect.com/journal/aggression-and-violent-behavior>.

(3) Request for Measures of Parental Attitudes about School Bullying

BRNET request from Dr. Kevin Runions: Please email recommendations for a measure of parental attitudes and/or beliefs about school bullying: kevin.runions@telethonkids.org.au.

(4) Position Opening: Assistant/Associate in Research (Bullying Prevention Research)

The College of Education Office of Research (OoR) and Department of Educational Psychology and Learning Systems (EPLS) at Florida State University (FSU) are searching for a 9-month Assistant/Associate in Research to contribute to the Bullying Prevention Research Team headed by Dr. Lyndsay Jenkins. Please see the attached PDF for more information.

(5) *International Journal of Environmental Research and Public Health* Special Issue

You are invited to submit an article to *the International Journal of Environmental Research and Public Health* Special Issue entitled, "Bullying and Cyberbullying among Youth." Manuscripts will be considered until January 31, 2024. You can access more details about the special issue here:

https://www.mdpi.com/journal/ijerph/special_issues/VJYKQ1VQ60



BULLYING RESEARCH NETWORK

University of Nebraska – Lincoln
Queen’s University

<http://cehs.unl.edu/BRNET/>

April 2023

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

Dr. Wendy Craig
Queen’s University
BRNET Co-Director