



BRNET December 2021 Newsletter

Dear BRNET Members and Affiliates of BRNET:

Thank you for being a part of the Bullying Research Network! In our December 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— Lucy Bowes, PhD

Lucy Bowes is a Professor of Developmental Psychopathology at the University of Oxford, United Kingdom. She received her Ph.D. in Behavioral Genetics in 2011 from the Institute of Psychiatry, King's College London. Lucy's research integrates methods from social epidemiology, developmental psychology and behavioural genetics in order to understand the complex genetic and environmental influences that promote resilience to victimization and early life stress. The aim of her work is to guide intervention work by identifying protective factors that promote positive outcomes among vulnerable children.

Lucy is the PI of the [oRANGE lab](#) in Oxford (Oxford risk and resilience, genes and environment). Research in the Orange Lab centres around three core themes:

A) Bullying and mental health

Our research has highlighted the scale of bullying - over 30% of 110,000 UK teenagers reported regular victimisation (*Przybylski & Bowes, Lancet Child Adolesc Health, 2017*). Our research also emphasizes the impact of bullying on mental health - over a quarter of cases of depression may be attributable to childhood bullying (*Bowes et al., BMJ, 2015*). Funded by an Academy of Medical Sciences Springboard award, we have now developed a virtual reality tool that simulates mild bullying, enabling us to measure real-time psychological and behavioural reactions, and providing a controlled environment in which to develop and test interventions. We are very keen to collaborate with other researchers who are working in the field of virtual reality for bullying and run the Virtual Minds network in order to help us all keep us in touch with others across the globe by highlighting current projects, papers, researchers, technology, and talks/events of interest. To subscribe please send a (blank) email to: virtual_minds_network-subscribe@maillist.ox.ac.uk.

B) Families as a source of risk and resilience in children's social and emotional development

Lucy's research highlighted the crucial role families may play in bullying involvement. We found that abused children are twice as likely as their non-abused peers to be bullied (Bowes, *JAACAP*, 2009), and concerningly, that the prevalence of maltreatment has increased in recent years (Degli Esposti et al., *Lancet Pub Health*, 2019). We have also shown that siblings matter – those exposed to sibling victimisation are more likely to be bullied, and to experience depression and self-harm in adulthood (Bowes et al., *Pediatrics*, 2014). Crucially, supportive parent-child and sibling relationships may promote resilience to bullying (Bowes et al., *JCPP*, 2010). As part of our [Changing Lives](#) project funded by the Calleva Trust, we are examining whether anti-bullying interventions that include families are more effective at reducing the prevalence rates of school bullying.

C) Anti-bullying interventions with a particular focus on low resource settings

Our research is moving beyond the lab to develop and test anti-bullying interventions in the UK and worldwide. Funded by a NIHR Public Health Research Program grant, Lucy is the co-PI of the [Stand Together Trial](#), a multi-centre randomized trial of an anti-bullying programme across 116 schools and an estimated 12,828 pupils in England and Wales. Importantly, our evaluation aims to test whether the intervention is equally effective across the social gradient, including in more disadvantaged schools.

We have also highlighted the significance of bullying for young people's wellbeing worldwide (Sivaraman et al., *Aggress Violent Behav*, 2018). This led Lucy to work with UNICEF Indonesia to help develop and evaluate the first evidence-based adolescent-led social network intervention targeting norms around aggression and violence (Bowes et al., *Global Health Action*, 2019). The Indonesian Government is currently taking this intervention to scale in the provinces where it was piloted.

Selected publications

1. Guzman-Holst, C., & **Bowes, L.** (2021). Bullying and Internalizing Symptoms. *The Wiley Blackwell Handbook of Bullying: A Comprehensive and International Review of Research and Intervention*, 1, 560-579.
2. **Bowes, L.**, Aryani, F., Ohan, F., Haryanti, R. H., Winarna, S., Arsianto, Y., ... & Minnick, E. (2019). The development and pilot testing of an adolescent bullying intervention in Indonesia—the ROOTS Indonesia program. *Global health action*, 12(1),
3. Sivaraman, B., Nye, E., & **Bowes, L.** (2019). School-based anti-bullying interventions for adolescents in low-and middle-income countries: A systematic review. *Aggression and violent behavior*, 45, 154-162.
4. Przybylski, A. K., & **Bowes, L.** (2017). Cyberbullying and adolescent well-being in England: a population-based cross-sectional study. *The Lancet Child & Adolescent Health*, 1(1), 19-26.
5. **Bowes, L.**, Joinson, C., Wolke, D., & Lewis, G. (2015). Peer victimisation during adolescence and its impact on depression in early adulthood: prospective cohort study in the United Kingdom. *BMJ*, 350, h2469.
6. **Bowes, L.**, Wolke, D., Joinson, C., Lereya, S. T., & Lewis, G. (2014). Sibling bullying and risk of depression, anxiety, and self-harm: a prospective cohort study. *Pediatrics*, 134(4), e1032-e1039.
7. Degli Esposti, M., Humphreys, D. K., Jenkins, B. M., Gasparrini, A., Pooley, S., Eisner, M., & **Bowes, L.** (2019). Long-term trends in child maltreatment in England and Wales, 1858–2016: an observational, time-series analysis. *The Lancet Public Health*, 4(3), e148-e158.

BRNET New Members!

BRNET has a current total of 258 members from 27 countries! Welcome **Dr. Betts!**

New Affiliates of BRNET!

BRNET has a current total of 102 Affiliates (formerly known as ‘Friends of BRNET’) from 16 countries! Welcome **Carol O’Toole!**

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. 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) Seeking Research Colleagues with Experience of the Coping Literature

My name is Emma Wilson and I am a second year PhD student at King's College London (UK) looking at the association between bullying victimisation and self-harm in adolescents, using data from a cohort study of South London adolescents. Part 2 of my project looks at the role of coping. I'm using a secondary dataset which used a 24-item version of the Ayers et al., 1996 Coping Strategies Checklist for Children. It is a dispositional measure of coping and students were asked to rate how often they would use each coping strategy *in general* (rather than being situation specific to a stressor such as bullying victimisation). Scores are calculated for each of these dimensions: Active, Avoidance, Distraction, Support-Seeking. My current plan is to use coping as a moderator (effect modifier) in a model that considers the relationship between bullying victimisation and self-harm in young people. I felt this is more appropriate than mediation analysis given the measures and timeframes used.

I am reaching out to members of the BRNET community who have looked at the role of coping (either styles and/or strategies) in their own work and may be able to offer some advice for this part of my project. Specifically, I am particularly keen to hear from anyone who: 1) is working on current projects that look at the role of coping, 2) has used the measure of coping by Ayers et al., 1996, 3) has worked on coping and has advice on using it as a moderator vs. mediator (or how it was incorporated into their own work), 4) has advice on the following academic debate: considering coping as a stable trait (akin to personality) or situation specific.

My email is emma.wilson@kcl.ac.uk and thank you in advance for your time.

(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. Schacter recently published a paper in the *Journal of Interpersonal Violence*. Please see the attached PDF and citation below.

Schacter, H.L., & Ehrhardt, A. (in press). "It's not you, it's me": Examining the roles of romantic self-blame and social support in pathways from peer victimization to emerging adult depressive symptoms. *Journal of Interpersonal Violence*. <https://doi.org/10.1177/08862605211055153>

(3) World Anti-Bullying Forum Updates

As many of you are aware, the World Anti-Bullying Forum was held in Stockholm November 1-3. Some managed to attend in person and others online. Forty countries were represented at the conference. There were several key highlights at the conference, which are outlined below:

- A new definition of bullying was presented:

School bullying is in-person and online behaviour between students within a social network that causes physical, emotional, or social harm to targeted students. It is characterized by an imbalance of power that is enabled or inhibited by the social and institutional norms and context of schools and the education system. School bullying implies an absence of effective responses and care towards the target by peers and adults.

They are receiving feedback on this definition. Please reach out to Prof. James O’Higgins Norman, the chair of the Working group co-convened by UNESCO and the World Anti-Bullying Forum.



- Many posters and presentations were included from BRNET researchers
- Keynote addresses from BRNET researchers, including: Rami Benbenishty, Ji-Kang Chen, Dewey Cornell, Wendy Craig, Dorothy Espelage, Sameer Hinduja, Najat Maalla M’jiddt, Chiki Ogiue, Rosario Ortega Ruiz, Sabastian Wachs, and His-Sheng Wei.
- A lifetime Achievement Award for Dan Olweus was presented to his two daughters in recognition of his contributions to the field of bullying, including his research on identifying the issue, creating a definition, and development of intervention programs that have been implemented worldwide.
- BRNET, in partnership with WABF, has created a new award that is given to individuals who have made:
 1. Distinguished theoretical or empirical contributions to research on bullying,
 2. Are recognized as an international leader in the field, and
 3. Have lead or supported international collaborations

This year, we were pleased to give this inaugural award to Dr. Robert Thornberg, Professor, Linköping University.

Dr. Thornberg’s research is highly-regarded, and truly world-class, exploring the intersection of social and individual processes that contribute to school bullying. His qualitative studies have given voice to children and youth; his quantitative studies verify the complexity of individual, social, cultural, and moral factors that are involved in bullying. And notably, his support for the WABF has certainly promoted the worldwide exchange of information in this area. As Dr. Thornberg himself has argued, knowledge of these processes is critical if we are to find ways to end bullying, and we look forward to learning more from him in the coming years.



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
BRNET Co-Director