



Dear BRNET Members and Friends of BRNET:

Thank you for being a part of the Bullying Research Network! In our January newsletter, you will find updates from the network.

Be sure to check out our website at <http://cehs.unl.edu/BRNET/> for additional resources.

SAVE THE DATE

The **Committee for Children** is hosting the 7th Annual Bullying Research Network Think Tank on June 15th and 16th, 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.

More information to come!

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. Shelley Hymel

Shelley Hymel, Ph.D. is currently part of the Faculty of Education at the University of British Columbia (UBC). She completed her doctorate in Human Development at the University of Illinois in 1982 and received the University of Illinois Distinguished Alumni Award in 2015. She served on faculty in Developmental Psychology at the University of Waterloo until 1993 when she joined the Faculty of Education at the UBC. There, she currently holds the Edith Lando Professorship in Social-Emotional Learning (SEL) through which she has established a unique SEL Masters program concentration as well as a teacher education training specialization in social-emotional learning.

Dr. Hymel is a member of the executive team of PREVNet, Canada's national organization for "Promoting Relationships and Eliminating Violence" with a focus on school bullying (www.prevnet.ca). She is also on the Board of Directors for the BC Crisis Intervention and Suicide Prevention Centre in Vancouver and serves on several research advisory boards including UBC's interdisciplinary *Human Early Learning Partnership* (www.earlylearning.ubc.ca), aimed at optimizing child development through research, the *Life Synergy for Youth program* (<http://lifesynergy4youth.com/>) of Calgary, Alberta, the Committee for Children in Seattle, WA (www.cfchildren.org), and, most recently, Lady Gaga's *Born This Way Foundation* (www.bornthisway.foundation). With Dr. Susan Swearer, she is co-founder of the Bullying Research Network (<http://brnet.unl.edu/>), linking over 180 researchers globally, and has co-edited a recent special issue on school bullying (2015) for the flagship journal, *American Psychologist*. She has also co-edited two special issues for the journal, *Merrill-Palmer Quarterly*, one with Dr. Sonja Perren, on moral disengagement processes (2015) and another with Dr. Marlene Moretti on the development of self (1999).

Dr. Hymel publishes extensively on social development and peer relations, with over 100 articles and chapters to date, virtually all of which have been conducted in collaboration with graduate students and with schools and school districts interested in the social side of education. Conducted within the disciplines of developmental and educational psychology, her research has explored the roots of interpersonal relations, including studies of the impact of peer rejection, childhood loneliness, the development of fairness, friendships and social status, cooperation and competition, discrimination and bias, and more recently, school bullying and victimization, with particular interest in group processes, including cultural differences and school climate factors that contribute to interpersonal interactions as well as school violence.

With a strong commitment to knowledge translation and mobilization, Dr. Hymel works regularly with students experiencing social difficulties and with schools interested in addressing the social side of education, for which she received the Vancouver School Board Recognition Award in 2003. With Drs. Susan Swearer and Amanda Nickerson, she has co-edited a unique knowledge translation effort on school bullying for online magazine, www.education.com. Over the past two years, she has created a unique website for educators who want to promote social and emotional learning in schools, the *SEL Resource Finder* (www.selresources.com), a virtual "clearing house" providing educators with links to a broad range of resources currently available for promoting social and emotional learning and mental well-being in educational contexts.

Selected Recent Publications

- Bonanno, R. & Hymel, S. (2010). Beyond Hurt Feelings: Investigating Why Some Victims of Bullying Are at Greater Risk for Suicidal Ideation. *Merrill Palmer Quarterly*, 56 (3), 420-440.
- Bonanno, R.A. & Hymel, S. (2013). Cyber Bullying and Internalizing Difficulties: Above and Beyond the Impact of Traditional Forms of Bullying. *Journal of Youth and Adolescence*, 42 (5), 685-697.
- Closson, L. M., & Hymel, S. (2016). Status Differences in Target-specific Prosocial Behavior and Aggression. *Journal of Youth and Adolescence*, 45, 1836-1848. DOI 10.1007/s10964-016-0481-7
- Darwich, L., Hymel, S. & Waterhouse, T. (2012). School Avoidance and Substance Use among Lesbian/Gay, Bisexual, and Questioning Youth: The Impact of Victimization and Adult Support. *Journal of Educational Psychology*, 104 (2), 381-392.
- Gini, G., Pozzoli, T., & Hymel, S. (2014). Moral disengagement among children and youth: A meta-analytic review of links to aggressive behavior. *Aggressive Behavior*, 40 (1), 56-68.
- Hymel, S. & Bonanno, R. (2014). Moral disengagement processes in bullying. *Theory into Practice*. 53, 278-285.
- Hymel, S., Closson, L.M., Caravita, S.C.S. & Vaillancourt, T. (2011). Social Status among Peers: From Sociometric Attraction to Peer Acceptance to Perceived Popularity. In P.K. Smith and C.H. Hart (Eds.), *Handbook of Childhood Social Development* (pp. 375-392), 2nd Edition. Wiley/Blackwell.
- Hymel, S., Darwich, L., & Groendal, R. (2015). "The child is the father to the man": Laying the foundation for nonkilling in childhood. In R. Bachtijaragić & J. Pim (Eds.) *Nonkilling Balkans (117-138)*. Honolulu and Sarajevo: Center for Global Nonkilling and University of Sarajevo.
- Hymel, S., McClure, R., Miller, M., Shumka, E., & Trach, J. (2015). Addressing School Bullying: Insights from Theories of Group Processes. *Journal of Applied Developmental Psychology*, 37, 16-24.
- Hymel, S. & Perren, S. (2015). Moral Disengagement and Aggression in Children and Youth: An Introduction to the Special Issue. *Merrill Palmer Quarterly*, 61(1), 1-9.
- Hymel, S., Schonert-Reichl, K.A., Bonanno, R. A., Vaillancourt, T., & Rocke Henderson, N. (2010). *Bullying and Morality: Understanding How Good Kids Can Behave Badly*. In Jimerson, S., Swearer, S.M. & Espelage, D.L. (Eds). *The Handbook of Bullying in Schools: An International Perspective* (p. 101-118). New York: Routledge.
- Hymel, S., & Swearer, S.M. (2015). Four decades of research on school bullying: An introduction. *American Psychologist* (Special Issue on Bullying), 70 (4), 300-310.
- Schonert-Reichl, K. A., Hanson-Peterson, J. L., & Hymel, S. (2015). Social and emotional learning and pre-service teacher education. In J. Durlak, R. Weissberg, C. Domitrovich, & T. Gullotta (Eds.), *Handbook of social & emotional learning: Research and practice* (pp. 406-421). NY: Guilford.

- Swearer, S.M. , Espelage, D.L., Vaillancourt, T., & **Hymel, S.** (2010). Challenges facing educators and researchers regarding school bullying: Linking research to educational practice. *Educational Researcher*, 39 (1), 38-47.
- Swearer, S.M., & **Hymel, S.** (2015). Understanding the bullying dynamic: Moving toward a social-ecological diathesis-stress model. *American Psychologist* (Special issue on School Bullying), 70 (4),344-353.
- Vaillancourt, T., Brittain, H.L., McDougall, P., Krygsman, A., Boylan, K., Duku, E., & **Hymel, S.** (2014). Predicting Borderline Personality Disorder Symptoms in Adolescents from Childhood Physical and Relational Aggression, Depression, and ADHD. *Development and Psychopathology*, 26, 817-830.
- Vaillancourt, T., **Hymel, S.**, & McDougall, P. (2013). The biological underpinnings of peer victimization: Understanding why and how the effects of bullying can last a lifetime. *Theory to Practice*, 52 (4), 241-248.
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Annotated Reading List on Authority and Marginalization of Youth in Schools and Education

In October 2015, following a violent incident against a young female student at Spring Valley High School in Columbia, South Carolina, Prudence Carter, Jacks Family Professor of Education and Faculty Director of the John W. Gardner Center for Youth and Their Communities at Stanford University, put out a call to educational researchers and other social scientists “to make informative research more widely known to educators, parents, students, activists, community-based organizations and many others, as they continue to eradicate disparate treatment in discipline, suspensions, and expulsions in schools.” We are pleased to release the resulting collective effort of many around the nation--an annotated reading list on authority and the marginalization of youth in schools and education--and encourage you to share it broadly. Here's the link to the #EdResearch4SpringValley Bibliography: <https://goo.gl/dEvg4B>.

BRNET New Members!

BRNET has a current total of 185 members! Three new members joined in the past month! Welcome to the BRNET, **Dr. Judith Hebron**, **Dr. Diana Meter**, and **Dr. Hideo Suzuki!**

Please send recommendations for potential BRNET members (i.e., faculty, researchers, and clinicians who are conducting research on bullying or related topics) to Dr. Shelley Hymel, Dr. 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.
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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) Strengthen the Evidence for Maternal and Child Health Programs

Researchers from the Women's and Children's Health Policy Center of Johns Hopkins University recently published an evidence review measured the national performance of bullying prevention and intervention. The purpose of the review was to identify evidence-informed strategies that combat bullying. Six key findings emerged from the review and researchers and practitioners should take notice.

A summary of the review is available:

http://www.semch.org/uploads/3/4/9/4/34942022/npm_9_bullying_evidence_review_brief.pdf.

You can also access the full report here:

http://www.semch.org/uploads/3/4/9/4/34942022/npm_9_bullying_evidence_review.pdf.

(2) 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/>.

(3) 'I Wish I Had a Pair of Scissors, So I Could Cut Out Your Tongue': A Relevant Article from *The New York Times*

How big a problem is bullying on the school bus? It is probably bigger than we think. This article for *The New York Times* discusses the realities of many students as they journey to and from school:

<http://www.nytimes.com/2016/12/17/opinion/sunday/i-wish-i-had-a-pair-of-scissors-so-i-could-cut-out-your-tongue.html?smprod=nytcore-ipad&smid=nytcore-ipad-share&r=0>.

(4) Mental Health and Well-being Through Schools: The Way Forward

This book, edited by Professors Rosalyn Shute and Phillip Slee of Flinders University, was launched by Professor Carmel Cefai in Adelaide, South Australia, at the recent Student Wellbeing and Prevention of Violence conference. <http://www.flinders.edu.au/ehl/swapv/swapv-conference-2016/> This solutions-focused book brings together contributions from a range of experts from Australia, Europe, the Middle East, Japan and North America to address current challenges for school-based mental health programs in the broad areas of: organisational and leadership issues such as dealing with 'wicked' or 'hard-to-tame' (complex and resistant) problems and adopting a broad public health approach; teacher-related issues, such as how to integrate programs successfully into schools, including teacher skills and professional learning; the challenges and opportunities of new technologies, including cyberbullying and the use of online, multimedia and mobile resources for both student and teacher learning and support; and the need for a greater focus on targeted interventions for at-risk students, such as those with disabilities, and for addressing 'hard-to-tame' problems such as bullying, youth suicide and depression. Finally, lessons are drawn from experiences in monitoring SEL in schools in California and Israel, and the editors reflect on emerging themes such as the need to embrace complexity and lift barriers to teacher 'buy-in' to programs, and identify 'missing' themes including gender and the voices of young people. Publisher's website: <http://www.tandfebooks.com/doi/book/10.4324/9781315764696>

(5) University of Maryland Postdoctoral Fellow Research Position

The Department of Counseling, Higher Education, and Special Education at the University of Maryland is looking for a postdoctoral fellow to do research with Asian American adolescents on bullying, psychological adjustment and related issues. For more information about the position, please use the following link: <https://ejobs.umd.edu/postings/42405>. If you have any questions, please contact Dr. Cixin Wang at cxwang@umd.edu.

(6) *Bully Scars* by Dr. Ellen deLara

Vincenza, age 27, experienced bullying in the 8th grade. Students wrote on her locker, threw garbage and gum at her, and verbally attacked her at every opportunity. Eventually, Vincenza couldn't take the abuse anymore and transferred to a new school where she went on to make friends, excel academically, and even saw a clinical social worker to deal with the trauma of bullying. Even so, as an adult Vincenza still has trouble trusting people and allows only one or two close friends and family members in her life. ***BULLYING SCARS: The Impact on Adult Life and Relationships*** (Oxford – June 2016) by Ellen W. deLara is the first book that addresses the lasting consequences of childhood bullying in adulthood. It explores how bullying has affected lives years later, from the vantage point of those victims, bullies, and bystanders who are now adults. For more information about this book, please see the attached release or <https://global.oup.com/academic/product/bullying-scars-9780190233679?q=bullying%20scars&lang=en&cc=us>.

(7) World Anti-Bullying Forum Conference

Mark your calendars for the forthcoming conference, World Anti-Bullying Forum, which will take place on May 7th – 9th, 2017 in Stockholm, Sweden. The aim of this international and multidisciplinary conference is to broaden our understanding of bullying, harassment, discrimination, ostracism and other forms of degrading treatment and violence among children and youth by sharing knowledge, exploring new perspectives and acknowledging that bullying and other forms of degrading treatment have to be

understood as a complex interplay between individual, interpersonal and contextual factors. The conference invites perspectives from different disciplines and areas such as (but not limited to) psychology, social psychology, sociology, social anthropology, education, gender studies, social work, health sciences, childhood studies, political science, philosophy, and criminology. The intention of the conference is to create multidisciplinary and cross-level dialogues, panels and meetings to improve the understanding of bullying and the work to stop and prevent it. **The deadline for abstract submission has passed.** Here is a link to the conference website: <http://www.wabf2017.com/>. Information about the conference has also been posted to the BRNET website: <http://cehs.unl.edu/BRNET/conferences/>.

(8) Social-Emotional Learning Resource Finder

As research continues to underscore the importance of social-emotional learning (SEL) and mental health for academic and life success, it becomes important to recognize the many different ways to promote SEL and to create safe, respectful, and supportive learning environments that maximize potential and optimize well-being in children and youth. The SEL Resource Finder was developed as a “one-stop” website for educators and anyone who works with children and youth to learn about how to foster social-emotional learning (SEL) and mental well-being in any educational setting.



Developed at the University of British Columbia under the direction of Dr. Shelley Hymel, the site (www.selresources.com) currently provides brief descriptions and links to over 400 resources (programs, lessons, books, videos, etc.) aimed at promoting SEL and positive mental health in educational settings, including resources that address bullying and school violence. This site was made possible by contributions from several foundations, and most notably the Edith Lando Charitable Foundation, and we are grateful for their continued support.

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