



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.

Featured Spotlight—Dr. Marla Brassard

Marla R. Brassard, PhD, is Professor in the APA-Approved PhD School Psychology Program at Teachers College, Columbia University. For over 37 years her research and advocacy have focused on psychological maltreatment of children by parents, teachers, and peers. Dr. Brassard has given particular attention to psychological maltreatment assessment, the cognitive, emotional and behavioral injuries that result, contextual factors that moderate the occurrence and effect of maltreatment, prevention/treatment, and how schools and other community agencies, by embracing a child rights approach, can prevent violence and neglect before it occurs by valuing all children and creating environments and communities that promote their full development and well-being.

Dr. Brassard has published four books, many articles/chapters, co-chaired the task force that wrote *Guidelines for the Psychosocial Evaluation of Suspected Psychological Maltreatment* (APSAC, 1995; 2017), and co-authored the observational *Psychological Maltreatment Rating Scales* (ASD version-Donnelly, Brassard, & Hart, 2014; Child welfare version -Brassard, Hart, & Hardy, 1993) and the self-report *Comprehensive Assessment of Psychological Maltreatment* (child and parent versions; Brassard, Hart, Rivelis & Diaz, 2011). She is an expert witness in capital and custody cases involving child abuse, particularly psychological maltreatment. She is a fellow of the American Psychological Association (Division of School Psychology), and past president of the Council of Directors of School Psychology Programs (CDSPP).

Her recent research programs include:

- Developing a school or agency-based mental health and parenting intervention to improve parent well-being and parenting quality in families with a child on the autistic spectrum (with TC colleagues Douglas Greer, Laudon Jahromi, and Jessica Dudek and PhD students) or in child welfare foster placement. This program involves a) refining and further validating an

observational rating system to provide a baseline and feedback to parents of preschool children in high stress contexts and b) relating the quality of observed parenting to parents' reports of their self-care, co-parent/social support, mental health, temperament, and their child's characteristics.

- Following 700+ students in the Columbia-Springfield study from 6th grade into adulthood with a particular focus on the developmental outcomes of those exposed to ongoing parental psychological abuse and peer victimization.
- Conducting policy research on how psychological maltreatment is identified legally and addressed in practice.

Her broader research, development and service agenda is being reconfigured to be undertaken through the **Child Psychological Maltreatment Alliance (CPMA)**; recently founded with longtime colleague Stuart Hart, Professor Emeritus of Indiana University Purdue University Indianapolis (IUPUI), through the joint partnership action of the NY Foundling, the American Professional Society on the Abuse of Children (APSAC), and the School Psychology Program of Columbia University. The CPMA mission is to be the world's primary resource center on child psychological maltreatment, its nature, and how to prevent it in ways that protect and promote psychological well-being. CPMA's main goal is to inform, guide and empower child caregiving and child services at all levels and sectors of society toward elimination of child psychological maltreatment and, in so doing, to advance the development, health and safety of children from birth to adult status.

To fulfill this purpose, the CPMA organizes and applies the evolving international knowledge on child psychological maltreatment to enlighten and advance interventions to reduce and eliminate its occurrence and its harm while fostering well-being. The major components of the CPMA program include the following:

- *The Child Psychological Maltreatment Data Base*: an archived, searchable online source of the historical, present, and emerging knowledge for the topic.
- *Child Psychological Maltreatment Standards*: a one-stop online source of international, national and instructive local definitions, indicators, benchmarks, and metrics to advance shared understanding and action
- *Child Psychological Maltreatment Research Enterprises*: a program of CPMII research and CPMII cooperation with researchers around the world to understand and eliminate child psychological maltreatment and its resulting harm; including an online information source on research initiatives led, facilitated, and/or encouraged by the CPMII
- *Child Psychological Maltreatment Training/Education Assistance*: an online, publication, and on-site system of certified programs to provide training and education to advance the psychological maltreatment interventions of professionals, para-professionals and lay public involved in the protection, health, education and development of children.
- *Child Psychological Maltreatment Consultation*: a program of expert consultation to provide guidance to child protection, health and education policy and practice leadership
- *Child Psychological Maltreatment Instrumentation*: a program of surveys, tests, and other tools for assessing the types and levels of psychological maltreatment occurring at individual and collective child levels (e.g., community, nation, specific population), its potential and established harm, and the effectiveness of psychological maltreatment preventive and corrective interventions, including related promotion of child well-being.

With the support of the Lilly Endowment, under the combined leadership of Dr. Brassard and Dr. Hart, CPMA will host a 3-day PM Summit of national and international experts in the fall of 2019 in Indianapolis to develop an agenda to identify, generate, and recommend priorities and provide guidance to achieve needed advances in research, law, policy, and practices to reduce/eliminate child psychological maltreatment in ways which will simultaneously promote child well-being.

Dr. Brassard's recent publications:

Fiorvanti, C. M., & Brassard, M. R. (in press). Child protection. In B. Nastasi, S. N. Hart & S. Naser (Eds.), *International Handbook on School Psychology and Child Rights*. NY: Springer.

Brassard, M. R., Hart, S. N., Baker, A. J. L., & Chiel, Z. A. (in press). Psychological maltreatment of children. *APSAC Monograph 1*, apsac.org.

Hart, S. N., Brassard, M. R., Baker, A. J. L., & Chiel, Z. A. (2017). Psychological maltreatment of children. In J. Conte & B. Klika (Eds.), *The APSAC Handbook on Child Maltreatment: 4th Edition*. London: Sage Publications.

Brassard, M. R., & Fiorvanti, C. M. (2015). School-based Child Abuse Prevention Programs. *Psychology in the Schools*, 52(1), 40-60. DOI:10.1002/pits.21811

Fiorvanti, C. M., & Brassard, M. R. (2014). Advancing child protection through respecting children's rights: A shifting emphasis for school psychology. *School Psychology Review*, 43(4), 349-366.

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 Alia Noetzel, 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) Job Opening for Assistant Professor at Brock University

The Department of Child and Youth Studies at Brock University invites applications for a probationary (tenure track) appointment at the rank of Assistant Professor, effective January 1, 2019. The position is subject to budgetary approval.

A scholar with a completed PhD in psychology or a related discipline within Social Sciences is preferred. The successful candidate must have a demonstrated record of successful research and teaching in one or more of these preferred areas in the contexts of children and/or youth: self-regulation, peer relationships, civility, temperament, social cognition, and/or aggression. Potential or demonstrated record in multi, inter or transdisciplinary scholarship will be an asset. Evidence of strong and innovative research methodology and teaching will be expected.

More details available at: <https://brocku.ca/careers/posting/?id=2302>.

(2) Several Papers of Interest by Dr. Tanrikulu and Colleagues

Papers about bullying, cyberbullying, and school involvement in intervention were recently published and you might find them interesting. The articles are:

Tanrikulu, I. (2018). Teacher reports on early childhood bullying: how often, who, what, when and where. *Early Child Development and Care*, 1, 1-13. doi:10.1080/03004430.2018.1479404
<https://www.tandfonline.com/doi/abs/10.1080/03004430.2018.1479404>

Tanrikulu, I. (2017). Cyberbullying prevention and intervention programs in schools: A systematic review. *School Psychology International*, 1, 1-18. doi:10.1177/0143034317745721
<http://journals.sagepub.com/doi/abs/10.1177/0143034317745721>

Topcu, Ç., & Tanrikulu, İ. (2017). Technological solutions for cyberbullying. In M. Campbell & S. Bauman (Eds.), *Reducing cyberbullying in schools, International evidence-based best practices* (pp. 33-47). United Kingdom, Elsevier, Academic Press. <https://doi.org/10.1016/B978-0-12-811423-0.00003-1>
<https://bit.ly/2kXpDT5>

Topcu Uzer, Ç., & Tanrikulu, İ. (2017). Cyberbullying prevention and intervention programs: A national systematic review. *Uludağ Üniversitesi Eğitim Fakültesi Dergisi [Uludağ University, Journal of Faculty of Education]*, 30(1), 1-17. <http://dergipark.gov.tr/uefad/issue/29968/323367>

(3) Paper of Interest by Drs. Huitsing and Monks

In an early online open access publication in *Aggressive Behavior*, Drs. Huitsing and Monks investigated how victim-aggressor networks and defending networks in early childhood are interrelated. Their research shows that aggressors in early childhood defended other aggressors when sharing their targets of aggression, and the results further support the proposition that young aggressors are less strategic in

targeting vulnerable victims than bullies in late childhood.
See: <https://onlinelibrary.wiley.com/doi/abs/10.1002/ab.21760>

(4) “International Journal of Environmental Research and Public Health” Special Issue on Interventions to Reduce Bullying and Cyberbullying

Apologies for any cross-listings.

The venue is a peer-reviewed, scientific journal that publishes articles and communications in the interdisciplinary area of environmental health sciences and public health. For detailed information about the journal, we refer you to <http://www.mdpi.com/journal/ijerph>.

This Special Issue aims to document interventions against bullying, including cyberbullying, in schools or in other contexts. Besides being open to different contexts, we also welcome contributions from across the globe, including non-western countries. Failures are important and can be learnt from, as well as successes. The listed keywords suggest a few of many possibilities. Keywords: Bullying, Cyberbullying, Abuse, Harassment, Interventions, Schools, Colleges, Families, Residential homes, Workplace, Prisons, Armed forces, Resources, Victims, Perpetrators, Bullies, Bystanders.

Manuscripts should be submitted online at www.mdpi.com by registering and logging in to this website: <https://susy.mdpi.com/user/login>. Manuscripts can be submitted until the deadline. All papers will be peer-reviewed. Accepted papers will be published continuously in the journal (as soon as accepted) and will be listed together on the special issue website. Research articles, review articles as well as short communications are invited. For planned papers, a title and short abstract (about 100 words) can be sent to the Editorial Office for announcement on this website.

Submitted manuscripts should not have been published previously, nor be under consideration for publication elsewhere (except conference proceedings papers). All manuscripts are thoroughly refereed through a single-blind peer-review process. A guide for authors and other relevant information for submission of manuscripts is available on the Instructions for Authors page (<http://www.mdpi.com/journal/ijerph/instructions>). Submitted papers should be well formatted and use good English. Authors may use MDPI's English editing service prior to publication or during author revisions.

(5) New Journal! “International Journal of Bullying Prevention”

Dr. James O’Higgins Norman is delighted to inform you that the new International Journal of Bullying Prevention has now been launched and is accepting papers for review and inclusion. The Journal will be the leading space in which international researchers in the field of bullying prevention and intervention will be able to report on their research and as such we hope the journal will become a conduit for the international bullying research community. The first issue is slated for March 2019 and the journal will be published four times a year, with 5-6 articles in each issue.

IJBP will provide an interdisciplinary scholarly forum in which to publish current research on the causes, forms, and multiple contexts of bullying, as well as evolving best practices in identification, prevention, and intervention. The journal welcomes empirical, theoretical and review papers on a large variety of issues, populations, and domains. Since everyone is wanting to know what to do and what not to do, we also require authors



to include meaningful relevant discussion on policy and actionable practice in schools, universities, communities, the workplace, and/or online.

The Editors-in-Chief will be Dr. Sameer Hindja and Dr. James O'Higgins Norman with an editorial board and a prestigious list of associate editors representing many years of experience in this field. The journal is published by Springer and is the official journal of the International Bullying Prevention Association. Further details on how to submit a paper for peer review can be found here:

<https://www.springer.com/psychology/child+%26+school+psychology/journal/42380>. Please consider using the journal and encourage your colleagues to!

To provide a little more specificity, we expect to receive papers on the following topics:

- Identification of important correlates, predictors, and outcome variables specific to bullying and cyberbullying
- Effective school- and community-based youth bullying prevention and interventions
- Effective workplace-based bullying prevention and interventions
- Effective cyberbullying prevention and interventions
- Methods for measuring key constructs in bullying prevention for use as prescriptive, descriptive, or outcome variables
- Evaluation of mediators and moderators of response to prevention and intervention methods
- Evaluation of outcomes of bullying prevention policy and programming
- Development and early evaluation of bullying interventions and preventions and treatment strategies
- Evaluation of web-based or app-specific cognitive and behavioral interventions to reduce bullying and cyberbullying
- Cross-cultural research on aggressors, targets, and interventions
- Meta-analyses
- Dissemination, training, and fidelity issues in bullying prevention, interventions, and treatment techniques
- Reviews of these topics that summarize and coalesce findings to inform next steps in research and practice

(5) “Evaluation of the Olweus Bullying Prevention Program: A Large Scale Study of U.S. Students in Grades 3-11” by Drs. Olweus, Limber, and Colleagues

A recent study on the evaluation of the Olweus Bullying Prevention Program was recently accepted for publication in the Journal of School Psychology in August and it is now available online. You can access the article here: <https://www.sciencedirect.com/science/article/pii/S0022440518300529> or you can find a copy attached to this email, courtesy of Dr. Olweus.

(6) New Papers and a Book Chapter by Dr. Veenstra and Colleagues

Drs. Kaufman, Kretschmer, Huitsing, and Veenstra want to share their recently published article titled Why Does a Universal Anti-Bullying Program Not Help All Children? Explaining Persistent Victimization During an Intervention. Find the open access link here: <https://link.springer.com/article/10.1007/s11121-018-0906-5>

Veenstra, R., Dijkstra, J.K., & Kreager, D.A. (2018). Pathways, networks, and norms: A sociological perspective on peer research. In W.M. Bukowski, B. Laursen, & K.H. Rubin (eds.) *Handbook of peer interactions, relationships, and groups, 2nd edition (pp.45-63)*. New York: Guilford.

Gremmen, M.C., Berger, C., Ryan, A.M., Steglich, C.E.G., Veenstra, R., & Dijkstra, J.K. (2018). Adolescents' friendships, academic achievement, and risk behaviors: Same-behavior and cross-behavior selection and influence processes. *Child Development, 89*, DOI: 10.1111/cdev.13045.

(7) World Anti-Bullying Forum in Dublin, Ireland

The second World Anti-Bullying Forum will take place in Dublin, Ireland on June 4-6th 2019. This is an international peer-review conference with a particular focus on bullying among children and adolescents. Opening of abstract submission starts on **June 2018 and the closing date of abstract submission is November 30, 2018**. See the website of the conference: <http://wabf2019.com>. BRNET co-founders, Dr. Susan Swearer and Dr. Shelley Hymel, are among the keynote speakers.

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