

**DEAR BRNET MEMBERS AND AFFILIATES:**

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.

**BRNET JULY 2022**

**NEWSLETTER:**

- 1 - Researcher Spotlight**
- 2 - BRNET Members and Affiliates**
- 3 - Grant/Funding Announcements**
- 4 - Other Announcements**

---

**Featured Spotlight - Dr. Rosario Ortega-Ruiz**

---

**Rosario Ortega Ruiz** was Full Professor of Psychology in the Department of Psychology at the University of Cordoba for more than twenty years and is currently **Emeritus Professor** and Head of the *Laboratorio de Estudios de Convivencia y Prevención de la Violencia (LAECOVI)* ([www.laecovi.com](http://www.laecovi.com)).

In recent years, her research activity has focused on the study of personal and contextual factors related to interpersonal relationships, paying special attention to conflict and violence phenomena. The study and scientific outputs about bullying, cyberbullying, and adolescent courtship, as well as physical, sexual, and psychological violence of the team she leads, has had a significant impact on the scientific community, both internationally and nationally. LAECOVI is a team of excellence involved in numerous European national, and regional research projects. She has published over one hundred and fifty scientific articles in JCR indexed journals with high impact levels. She is one of the most cited authors in Web of Science (Psychology), with 1,952 citations and an average of 36.8 citations per article in the field of Developmental and Educational Psychology. She has been a member of the evaluating committees for the European Research Council (Consolidator and Early Grants), as well as the S ANECA (Spanish Agency for the accreditation of scientific quality), ANEP and DGI and CNEI for the evaluation of academics and scientific projects (including the Ramón

y Cajal, Juan de la Cierva and FPU Grants, Commission that she directed for four years (Psychology and Education)).

She has designed and led a PhD Programme in Applied Psychology at the University of Cordoba (2007-2017), which received a quality mention from the Spanish ANECA (2008) and through which young researchers have been educated and are having a significant scientific and academic success for over twenty-two years. Since she retired, her *Emeritus Professor* position allows her to continue leading the LAECOVI and training and support young researchers and give advisor and support to Principal Investigators **Eva Romera, Carmen Viejo, Izabela Zych, Olga Gomez, J.A. Casas, R. Del Rey** amongst other team members. She lectures postgraduate courses and works as advisor for European Projects as member of various committees of the University of Cordoba, Research Agencies in Spain, and European Research Council, European Science Foundation among other. She used to be Vice-President of the International Observatory on Violence in Schools until 2018. Recently (2022), she received the Galileo Award on Research and Scientific Knowledge Transfer.

#### Selected Recent Publications

- Romera, E. M., Herrera-López, M., **Ortega-Ruiz, R.**, & Camacho, A. (2022). The moral disengagement scale-24: Factorial structure and cross-cultural comparison in Spanish and Colombian adolescents. *Psychology of Violence*. Advance online publication. <https://doi.org/10.1037/vio0000428>
- Romera, E. M., Luque-González, R., García-Fernández, C. M., & **Ortega-Ruiz, R.** (2022). Social competence and bullying: the role of age and sex. *Educacion XXI*, 25(1), 309–333. <https://doi.org/10.5944/educxx1.30461>
- 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. <https://doi.org/10.5093/pi2020a21>
- Romera, E. M., Camacho, A., **Ortega-Ruiz, R.**, & Falla, D. (2021). Cybergossip, cyberaggression, problematic Internet use and family communication. *Comunicar*, 29(67), 55-64. <https://doi.org/10.3916/C67-2021-05>
- Ortega-Ruiz, R.** (2020). Educación para el Desarrollo Sostenible: del proyecto cosmopolita a la ciberconvivencia. *Investigación en la Escuela*, 100, 11-22. <https://dx.doi.org/10.12795/IE.2020.i100.02>
- Nasaescu, E., Zych, I., **Ortega-Ruiz, R.**, Farrington, D. P., & Llorent, V. J. (2020). Longitudinal patterns of antisocial behaviors in early adolescence: A latent class and latent transition analysis. *The European Journal of Psychology Applied to Legal Context*, 12(2), 85-92. <https://doi.org/10.5093/ejpalc2020a10>

- Marín-López, I., Zych, I., **Ortega-Ruiz, R.**, Hunter, S. C., & Llorent, V. J. (2020). Relations among online emotional content use, social and emotional competencias and cyberbullying. *Children and Youth Services Review, 108*, 104647. <https://doi.org/10.1016/j.childyouth.2019.104647>
- Viejo, C., Leva, B., Paredes, J., & **Ortega-Ruiz, R.** (2020). Bullying and psychological Dating Violence: The relation between two aggressive peer-behaviours. *Psicothema, 32*(4), 532-540. <https://doi.org/10.7334/psicothema2019.223> (IF: 2.632; JCR Q1; SJR Q1; MIAR ICDS: 11.0)
- Viejo, C., Toledano, N., & **Ortega-Ruiz, R.** (2020). Romantic competence and adolescent courtship: The multidimensional nature of the construct and differences by age and gender. *International Journal of Environmental Research and Public Health, 17*(14), 5223. <https://doi.org/10.3390/ijerpe17145223>
- Ortega-Ruiz, R.**, Gómez-López, M., & Viejo, C. (2019). Adolescent flirting and sentimental life in school and juvenile settings. *Pensamiento Psicológico, 17*(2), 9-22.
- Gómez-Ortiz, O., Romera, E. M., Jiménez-Castillejo, R., **Ortega-Ruiz, R.**, & García-López, L. J. (2019). Parenting practices and adolescent social anxiety: ¿A direct or indirect relationship? *International Journal of Clinical and Health Psychology, 19*(2), 124–133. <https://doi.org/10.1016/j.ijchp.2019.04.001>
- 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. <https://doi.org/10.1016/j.avb.2018.07.005>
- Gómez-López, M., Viejo, C., & **Ortega-Ruiz, R.** (2019). Psychological Well-Being During Adolescence: Stability and Association with Romantic Relationships. *Frontiers in Psychology, 10*, 1772. <https://doi.org/10.3389/fpsyg.2019.01772>
- Gómez-López, M., Viejo, C., & **Ortega-Ruiz, R.** (2019). Well-Being and Romantic Relationships: A Systematic Review in Adolescence and Emerging Adulthood. *International Journal of Environmental Research and Public Health, 16*, 2415. <https://doi.org/10.3390/ijerph16132415>
- Nasaescu, E., Marín-López, I., Llorent, V. J., **Ortega-Ruiz, R.**, & Zych, I. (2018). Abuse of technology in adolescence and its relation to social and emotional competencias, emotions in online communication, and bullying. *Computers in Human Behavior, 88*, 114-120. <https://doi.org/10.1016/j.chb.2018.06.036>
- Del Rey, R., Mora-Merchán, J. A., Casas, J. A., **Ortega-Ruiz, R.**, & Elipe, P. (2018). “Asegúrate” Program: Effects on cyber-aggression and its risk factors. *Comunicar, 26*(56), 39-48. <https://doi.org/10.3916/C56-2018-04>

**BRNET New Members!**

BRNET has a current total of 265 members from 29 countries!

**New Affiliates of BRNET!**

BRNET has a current total of 105 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. Shelley Hymel, Susan Swearer, Wendy Craig, or to [bullyresearchnet@gmail.com](mailto: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](mailto: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](mailto: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](mailto:bullyresearchnet@gmail.com) and we will post the information on our website.

---

## **BRNET ANNOUNCEMENTS**

---

### **(1) Call for Book Chapters on Cyberbullying**

BRNET member, Dr. Michelle Wright, is looking for researchers interested in cyberbullying to submit a chapter to an upcoming book, *The Psychology of Cyberbullying*. See the attached document for more details. The deadline for abstract submission is August 1, 2022, and the deadline for the completed chapter is October 1, 2022. Decisions on abstracts will be sent to authors by August 15, 2022. Please send the abstract and the chapter to [mwrigh20@depaul.edu](mailto:mwrigh20@depaul.edu).

### **(2) Alberti Center Early Career Award**

It is that time of year when we at the Alberti Center for Bullying Abuse Prevention open our call for applications for the Distinguished Scholarly Contributions to Bullying Abuse Prevention. The Alberti Center Distinguished Scholarly Contributions to Bullying Abuse Prevention Award, presented annually, recognizes 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. Please see the attached document for the application and the following website link for more information: <https://ed.buffalo.edu/alberti/research/early-career-award.html>. Applications are due July 15, 2022.

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

Please see the link below for information on the *International Journal of Environmental Research and Public Health* Special Issue entitled, "School Bullying and Its Impact on Children and Adolescents of Low Socioeconomic Status." Manuscripts should be submitted by March 1, 2023.



Link to Special Issue: [https://www.mdpi.com/journal/ijerph/special\\_issues/73XMU8S0XF](https://www.mdpi.com/journal/ijerph/special_issues/73XMU8S0XF)

#### **(4) Job Opportunity – Committee for Children Senior Research Scientist**

Committee for Children is looking for a Senior Research Scientist on School Victimization/Bullying to join their team. As the Senior Research Scientist, you will provide research expertise for product development projects. This person will use their expertise in SEL, education, and intervention to inform product development, carry out field tests and research studies on products, take on organization-level commitments and research responsibilities, and contribute to internal and external thought leadership. The successful candidate will apply a diversity, equity, and inclusion lens to all aspects of their work. Please see the attached PDF for more information. For additional information or to apply, please contact Aaron Schmidt (President, Insight Executive Search) at [aaron.schmidt@insightexecutivesearch.com](mailto:aaron.schmidt@insightexecutivesearch.com).

#### **(5) 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](mailto: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. Noret** recently published a paper in the *International Journal of Bullying Prevention*. Please see the citation and abstract below. The full text of the paper is available at the following link: <https://link.springer.com/article/10.1007/s42380-022-00130-0>. Additionally, interested researchers may contact Dr. Noret at [nathalie.noret@york.ac.uk](mailto:nathalie.noret@york.ac.uk) for more information.

Noret, N., Hunter, S. C., Pimenta, S., Taylor, R., & Johnson, R. (2022). Open science: Recommendations for research on school bullying. *International Journal of Bullying Prevention*. <https://doi.org/10.1007/s42380-022-00130-0>

The open science movement has developed out of growing concerns over the scientific standard of published academic research and a perception that science is in crisis (the “replication crisis”). Bullying research sits within this scientific family and without taking a full part in discussions risks falling behind. Open science practices can inform and support a range of research goals while increasing the transparency and trustworthiness of the research process. In this paper, we aim to explain the relevance of open science for bullying research and discuss some of the questionable research practices which challenge the replicability and integrity of research. We also consider how open science practices can be of benefit to





research on school bullying. In doing so, we discuss how open science practices, such as pre-registration, can benefit a range of methodologies including quantitative and qualitative research and studies employing a participatory research methods approach. To support researchers in adopting more open practices, we also highlight a range of relevant resources and set out a series of recommendations to the bullying research community.

**Dr. Kaufman** recently published a paper in *Child Development*. Please see the attached PDF and citation below.

Kaufman, T., Laninga-Wijnen, L., & Lodder, G. (2022). Are victims of bullying primarily social outcasts? Person-group dissimilarities in relational, socio-behavioral, and physical characteristics as predictors of victimization. *Child Development*, 10.1111/cdev.13772. Advance online publication. <https://doi.org/10.1111/cdev.13772>

**Dr. Van Ryzin** recently published a paper in the *Journal of Prevention and Health Promotion*. Please see the citation below. Additionally, interested researchers may contact Dr. Van Ryzin at [markv@ori.org](mailto:markv@ori.org) to request the article.

Van Ryzin, M. J., & Roseth, C. J. (2022). The longitudinal relationship between peer relations and empathy and their joint contribution to reducing bullying in middle school: Findings from a randomized trial of cooperative learning. *Journal of Prevention and Health Promotion*, 0(0), 1-19. <https://doi.org/10.1177%2F26320770221094032>

BRNET affiliate, **Ms. Rekha Negi**, published a paper in the *International Journal of Bullying Prevention*. Please see the citation and abstract below. Additionally, interested researchers may contact Rekha at [rekhajsnegi@yahoo.com](mailto:rekhajsnegi@yahoo.com) for more information or to request the article.

Negi, R. (2021). Cognitive processes of victims of bullying. *International Journal of Bullying Prevention*. <https://doi.org/10.1007/s42380-021-00110-w>

The research assessed the cognitive processes of victims of bullying through their drawings of school bullying. The participants included sixty victims of school bullying in the age group of 11–12 years. The victims of school bullying were identified by the Illinois Victimization scale. The study required victims to draw their cognitive processes while being bullied by peers. Each victim of school bullying was involved in a semi-structured interview to collect more information about their drawings. The obtained drawings and interview were analyzed by a qualitative method called framework analytical method. Results revealed that the victims of school bullying depicted their cognitive processes involved during victimization experience as (1) attributions, (2) executive functioning, and (3) social information



processing. The study links the importance of involving cognitive domains of attributions, executive functioning, and social information processing in designing intervention for school bullying.

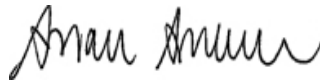
---

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](mailto: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

