



## **DEAR BRNET MEMBERS AND AFFILIATES:**

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

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

## **BRNET JUNE 2023**

### **NEWSLETTER:**

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

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### **Featured Spotlight - Dr. Hilde Colpin**

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Hilde Colpin (Ph.D. Educational Sciences) is a full professor at KU Leuven in Belgium, research group School Psychology and Development in Context. For more than two decades, she has been conducting large-scaled longitudinal and intervention studies regarding the role of proximal relationships, i.e., relationships with teachers, peers, and parents in youth social-emotional and academic development. Her recent research focuses on simultaneous effects of different types of proximal relationships in shaping development and on the interplay between teacher-student relationships and peer processes. Since 2017, H. Colpin is principal investigator of the Teacher4Victims research program, investigating the understudied role of teachers in student bullying and victimization.

A first line in this program focuses on the interplay among teacher-student relationships and victimization. A meta-analysis demonstrated that teacher-student relationship quality is linked with bullying (concurrently) and victimization (concurrently and over time): Higher-quality relationships were linked with less bullying and victimization. Negative teacher-student relationships (e.g., conflict) were more strongly associated with victimization than positive relationships (e.g., support) (Ten Bokkel et al., 2023). Further, in a longitudinal study, teacher-student relationship quality negatively predicted subsequent victimization above and beyond peer rejection. In addition, this study found evidence for the reverse effect as well, i.e., that victimization was linked with lower subsequent teacher-student relationship quality, suggesting a vicious cycle (Demol et al., 2020a).



A second line focuses on teachers' responses to bullying incidents and their effects on student bullying. In this relatively new research field, valid research instruments are scarce, especially instruments assessing students' perceptions of teachers' responses to bullying. A validation study in collaboration with B. Palladino and E. Menesini (University of Florence) confirmed the factor structure of a student questionnaire assessing teachers' non-response and four active responses (i.e., disciplining bully, victim support, mediation, group discussion), found links between those responses and student self-reported bullying, and demonstrated measurement invariance in Belgium and Italy (Van Gils et al., 2022). Experimental research in collaboration with C. Salmivalli (University of Turku) showed that teacher non-response had detrimental effects on students' bullying-related cognitions (e.g., perceptions of teachers' moral disengagement), whereas correcting bullies had the most beneficial effects (Demol et al., 2020b; Demol et al., 2021). H. Colpin, together with E. Menesini and S. Bauman (University of Arizona), was guest editor of a special issue regarding teachers' responses to bullying, including original studies from ten countries. In the introductory paper, they presented a state of the art of the current conceptualization, measurement, and research in the field (Colpin et al., 2021).

Building on the Teachers4Victims research, the Teachers SUPporting POSitive Relationships (T-SUPPORT) training was developed and tested in a RCT, in collaboration with H. Vandebosch (University of Antwerp). The T-SUPPORT training aims at preventing and reducing bullying by strengthening teachers' cognitions and skills in promoting positive classroom relationships and effectively responding to bullying. Results are currently being analyzed and will be presented at WABF in North Carolina (Finet et al., 2023).

Since 2022, H. Colpin is PI of the CONNECTIONS in CLASS research program which focuses on the interplay of affective teacher-student relationships and peer relationships, and their role for different aspects of children's and adolescents' mental health. With a recently obtained grant, a new research project regarding the role of early prejudice in identity-based bullying will start in autumn 2023.

Link to personal webpage: <https://ppw.kuleuven.be/scad/staff/00016214>

### **Selection of recent publications**

Ten Bokkel, I., Roorda, D., Maes, M., Verschueren, K., & Colpin, H. (2023). The role of affective teacher-student relationships in bullying and peer victimization: A multilevel meta-analysis. *School Psychology Review*, 52 (2), 110-129. <https://doi.org/10.1080/2372966X.2022.2029218>

Van Gils, F., Verschueren, K., Demol, K., Ten Bokkel, I., & Colpin, H. (2023). Teachers' bullying-related cognitions as predictors of their responses to bullying among students. *British Journal of Educational Psychology*, 93 (2), 513-530. <https://doi.org/10.1111/bjep.12574>



Demol, K., Verschueren, K., Ten Bokkel, I., Van Gils, F., & Colpin, H. (2022). Trajectory classes of relational and physical bullying victimization: Links with peer and teacher-student relationships and social-emotional outcomes. *Journal of Youth & Adolescence*, 51 (7), 1354-1373.

<https://doi.org/10.1007/s10964-021-01544-7>

Van Gils, F., Colpin, H., Verschueren, K., Demol, K., Ten Bokkel, I., Menesini, E., & Palladino, B. (2022). Teachers' Responses to Bullying Questionnaire: A validation study in two educational contexts. *Frontiers in Psychology*, 13, art. n° 830850. <https://doi.org/10.3389/fpsyg.2022.830850>

Colpin, H., Bauman, S., & Menesini, E. (2021). Teachers' responses to bullying: Unravelling their consequences and antecedents. *European Journal of Developmental Psychology*, 18 (6), 781-797.

<https://doi.org/10.1080/17405629.2021.1954903>

Demol, K., Verschueren, K., Jame, M., Lazard, C., & Colpin, H. (2021). Student attitudes and perceptions of teacher responses to bullying: An experimental vignette study. *European Journal of Developmental Psychology*, 18 (6), 814-830. <https://doi.org/10.1080/17405629.2021.1896492>

Ten Bokkel, I., Stoltz, S., Van den Berg, Y., Orobio de Castro, B., & Colpin, H. (2021). Speak up or stay silent? Can teacher responses towards bullying predict victims disclosure of victimization? *European Journal of Developmental Psychology*, 18 (6), 831-847. <https://doi.org/10.1080/17405629.2020.1863211>

Ten Bokkel, I., Verschueren, K., Demol, K., Van Gils, F., & Colpin, H. (2021). Reciprocal links between teacher-student relationships and peer victimization: A three-wave longitudinal study in early adolescence. *Journal of Youth and Adolescence*, 50 (11), 2166-2180. <https://doi.org/10.1007/s10964-021-01490-4>

Demol, K., Leflot, G., Verschueren, K., & Colpin, H. (2020a). Revealing the transactional associations among teacher-child relationships, peer relationships and peer victimization in early adolescence. *Journal of Youth and Adolescence*, 49 (11), 2311-2326. <https://doi.org/10.1007/s10964-020-01269-z>

Demol, K., Verschueren, K., Salmivalli, C., & Colpin, H. (2020b). Perceived teacher responses to bullying influence students' social cognitions. *Frontiers in Psychology*, 11, 592582.

<https://doi.org/10.3389/fpsyg.2020.592582>

Weyns, T., Verschueren, K., Leflot, G., Onghena, P., Wouters, S., & Colpin, H. (2017). The role of teacher behavior in children's relational aggression development: A five-wave longitudinal study. *Journal of School Psychology*, 64, 17-27. <https://doi.org/10.1016/j.jsp.2017.04.008>



**BRNET New Members!**

BRNET has a current total of 271 members from 29 countries. **Welcome Dr. Waasdorp!**

**New Affiliates of BRNET!**

BRNET has a current total of 110 affiliates from 19 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](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.



## **Author Exchange - Member and Affiliate Publications**

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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. Rigby** recently published an autobiography, titled “Oddly Enough.” Please see the description below and the following link if you wish to access a copy of the book:

<https://booko.com.au/9781922957214/Oddly-Enough-The-Autobiography-of-Ken-Rigby>

"Oddly Enough" is a story of an Englishman who emigrated to Australia to 1959 to work as a teacher, and, subsequently, as a psychologist, university professor and researcher, in which capacity he has established an international reputation for his work on how bullying can be countered in schools. This led to his becoming recognized internationally, travelling and lecturing worldwide, and receiving the Order of Australia Medal in 2021.

"Oddly Enough" is written as a flow of consciousness of events as they are remembered and reflected upon from childhood to old age. It is meant to amuse, as well as to shed light on significant historical, social, and cultural issues of his time; such as social class; family life; schooling and education; attitudes to authority; Britain in wartime; National Service; emigration; university life; and adapting to the Australian culture. Finally, it addresses existential questions on the nature of self and the sheer oddity of existence.

**Dr. Parada** and colleagues recently published an article in *Educational Psychology Review*, which is available through open access. Please see the citation and abstract below.

Marsh, H.W., Guo, J., Parker, P.D., Pekrun, R., Basarkod, G., Dicke, T., Parada, R.H., Reeve, J., Craven, R., Ciarrochi, J., Sahdra, B. & Devine, K. (2023). Peer victimization: An integrative review and cross-national test of a tripartite model. *Educational Psychology Review*, 35, 46. <https://doi.org/10.1007/s10648-023-09765-x>

School victimization issues remain largely unresolved due to over-reliance on unidimensional conceptions of victimization and data from a few developed OECD countries. Thus, support for cross-national generalizability over multiple victimization components (relational, verbal, and physical) is weak. Our substantive–methodological synergy tests the cross-national generalizability of a three-component model (594,196 fifteen-year-olds; nationally -representative samples from 77 countries) compared to



competing (unidimensional and two-component) victimization models. We demonstrate the superior explanatory power of the three-component model—goodness-of-fit, component differentiation, and discriminant validity of the three components concerning gender differences, paradoxical anti-bullying attitudes (the Pro-Bully Paradox) whereby victims are more supportive of bullies than of other victims, and multiple indicators of well-being. For example, gender differences varied significantly across the three components, and all 13 well-being indicators were more strongly related to verbal and particularly relational victimization than physical victimization. Collapsing the three components into one or two components undermined discriminant validity. Cross-nationally, systematic differences emerged across the three victimization components regarding country-level means, gender differences, national development, and cultural values. These findings across countries support a tripartite model in which the three components of victimization—relational, verbal, and physical—relate differently to key outcomes. Thus, these findings advance victimization theory and have implications for policy, practice, and intervention. We also discuss directions for further research: the need for simultaneous evaluation of multiple, parallel components of victimization and bullying, theoretical definitions of bullying and victimization and their implications for measurement, conceptual bases of global victimization indices, cyberbullying, anti-bullying policies, and capitalizing on anti-bullying attitudes.

## **ANNOUNCEMENTS**

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### **(1) *Frontiers in Psychology* Special Issue Call for Papers**

BRNET members are invited to submit an article to *Frontiers in Psychology* Special Issue entitled "Teacher Responses to Bias-based Bullying." More information about the special issue scope and objectives can be found here: <https://www.frontiersin.org/research-topics/55175/teacher-responses-to-bias-based-bullying>.

Why publish in this special issue? Alongside a top group of authors, your work will be published in *Frontiers in Psychology*, a leading journal in the field with a Journal Impact Factor of 4.232 and a CiteScore of 4.0. Frontiers' fast-track review process, led by an editorial team, means each article is published online as soon as it's been successfully peer-reviewed and accepted (typically within 90 days). As an open-access journal, publishing fees are applied to accepted articles. Please contact [psychology.submissions@frontiersin.org](mailto:psychology.submissions@frontiersin.org) to discuss fees, institutional waivers, and discounts.

How to submit: If you are interested in submitting an article, please click the link [here](#) to submit an abstract by 31<sup>st</sup> August 2023. The deadline for submission of the full article is 30<sup>th</sup> November 2023, although this is a flexible deadline, the editors would be happy to grant you 1 more month if required.



If you are not currently conducting research in this area but are aware of other colleagues who are, please feel free to share this call.

**(2) 27<sup>th</sup> Workshop on Aggression**

Join us in London for this year's Workshop on Aggression, which will take place November 10-11, 2023: a chance to join together with researchers and practitioners working in the field of aggression and bullying. Early-bird registration closes July 17. Please see the following link for more information:

[www.workshoponaggression.com](http://www.workshoponaggression.com).

**(3) 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>.

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

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