



DEAR BRNET MEMBERS AND AFFILIATES:

Thank you for being a part of the Bullying Research Network! In our March 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 MARCH 2022
NEWSLETTER:**

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

BRNET New Members!

BRNET has a current total of 260 members from 29 countries!

New Affiliates of BRNET!

BRNET has a current total of 103 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. Additionally, you may direct potential BRNET members toward our website for further information: <https://cehs.unl.edu/BRNET/become-member-or-affiliate/>.

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.

If you have recently joined BRNET as a member 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.

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 ANNOUNCEMENTS

(1) Updates from *Aggression and Violent Behavior*

Congratulations to Dr. Izabela Zych, who has been appointed as Editor-in-Chief of *Aggression and Violent Behavior*. Dr. Hannah Gaffney from the University of Cambridge is the Associate Editor.

Drs. Zych and Gaffney are both very happy to receive contributions from BRNET members, including papers on bullying and cyberbullying. AVB is a review journal, and prioritizes high quality systematic reviews and meta-analyses.

(2) *European Journal of Developmental Psychology* (EJDP) Special Issue Call

Please see the attached PDF for information on the *European Journal of Developmental Psychology* Special Issue entitled, "Identity-based Bullying and Harassment: Addressing Mechanisms and Outcomes for Possible Interventions." Initial letters of intent, with an abstract of approximately 500 words, should



be submitted electronically to Sevgi Bayram Özdemir (email: sevgi.bayram-ozdemir@oru.se) on or before July 30th 2022.

(3) 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. Chan recently published a book entitled, *Teaching Religious Literacy to Combat Religious Bullying: Insights from North American Secondary Schools*. Please see the citation below. A description is provided and the book is available to purchase at the following link: <https://www.routledge.com/Teaching-Religious-Literacy-to-Combat-Religious-Bullying-Insights-from/Chan/p/book/9780367640415>

Chan, W. Y. A. (2021). *Teaching Religious Literacy to Combat Religious Bullying: Insights from North American Secondary Schools*. New York: Routledge.

Dr. Tolmatcheff recently published a paper in the *Journal of School Psychology*. Please see the citation below and the following link for access: <https://authors.elsevier.com/a/1eSEt56ZNLwQQ>

Tolmatcheff, C., Galand, B., & Roskam, I. (2022). Validation of the French version of the moral disengagement in bullying scale: Testing Bandura's conceptual model. *Journal of School Psychology, 91*, 81-96. <https://doi.org/10.1016/j.jsp.2022.01.002>

Dr. Slee recently published a book entitled, *School Bullying and Marginalisation: Harmonising Paradigms*. Please see the citation and description below. The e-book is available to download at the following link: <https://link.springer.com/content/pdf/10.1007%2F978-981-16-7676-5.pdf>

Shute, Rosalyn H. & Slee, Phillip T. (2022). *School Bullying and Marginalisation: Harmonising Paradigms*. Singapore: Springer Nature.

The well-established psychological perspective on school bullying, as described by Olweus, can be contrasted with a more recent view of bullying as an extreme form of the marginalisation of others that is an inevitable result of the human tendency to form social groups. This book examines the two paradigms, and the worldviews that underpin them, applying a complex adaptive systems perspective to bring them together in a holistic fashion. The book draws upon evidence from a number of disciplines, including



evolutionary science, philosophy, child development, and social psychological theories of group behaviour and identity. It is proposed that the human need for belonging is central to understanding bullying. Cultural issues such as gender stereotypes and racism are seen as integral to bullying, and human rights and moral perspectives are also brought to bear.

The book discusses practical ways forward, based on complex adaptive systems methods, that may help to break through the wall of the rather disappointing outcomes of attempts to address bullying to date. Although an ecological systems perspective is often applied to bullying, this book advocates for a truly dynamic systemic approach, suggesting the potential value of applying complex adaptive systems methods to bullying research and evaluation. The book serves as an introduction to such methods. Finally, it suggests further creative ideas for policy, practice and program evaluation, and teacher education about bullying.

(4) Special Issue of *European Journal of Developmental Psychology* about Teacher Responses to Bullying

Teachers are in an influential position to promote healthy relationships among students, to prevent negative interactions, and to intervene in bullying incidents. Following an inspiring symposium and discussion at the World Anti-Bullying Forum in 2019, Ersilia Mensini (University of Florence, Italy), Sheri Bauman (University of Arizona, US) and Hilde Colpin (University of Leuven, Belgium) took the initiative for a special issue of *European Journal of Developmental Psychology* about teacher responses to bullying among their students. The issue was published in autumn 2021 and comprises ten original studies from nine European countries and the US. The Introduction (Colpin et al., 2021) presents a state of the art of the conceptualization and measurement of teacher responses to bullying and introduces each of the studies and their added value to the existing evidence. The first four studies address innovative questions regarding the consequences of teacher responses to bullying and investigate them by novel methods (Bayram Özdemir et al., 2021; Demol et al., 2021; Nappa et al., 2021; Ten Bokkel et al., 2021). The next five studies zoom in on individual and/or contextual antecedents of teachers' responses to bullying (Fischer et al., 2021; Kollerova et al., 2021; Strohmeier & Gradinger, 2021; Van Aalst et al., 2021; Waasdorp et al., 2021), whereas the final study is one of the few so far investigating the effects of an anti-bullying program (i.e., ViSC) on teachers' competences and intention to intervene in bullying (Strohmeier et al., 2021). The special issue is closed by a general discussion and an overview of challenges and directions for future research (Bauman et al., 2021).

Reference to special issue:

(2021). Teacher Responses to Bullying: (How) Can They Make a Difference. *European Journal of Developmental Psychology*, 18 (6), 781-974.

<https://www.tandfonline.com/toc/pedp20/18/6?nav=tocList>

(5) Special Issues of *School Mental Health* and *International Journal of Environmental Research and Public Health*

See the following link to view the Special Issue of *School Mental Health*, entitled “Identifying Protective Factors for Bullying and Guiding School Mental Health Practitioners Around the World: A Tribute to Dr. Dan Olweus:” <https://link.springer.com/journal/12310/volumes-and-issues/13-3>

For information on the Special Issue of *International Journal of Environmental Research and Public Health*, entitled “LGBTQ+ Bullying and Negative Psychosocial Outcomes: Identifying Protective and Resilience Factors,” see the following link:

https://www.mdpi.com/journal/ijerph/special_issues/LGBTQ_bullying. The deadline for manuscript submissions is June 30, 2022.

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

