

BULLYING RESEARCH NETWORK
UNITING RESEARCHERS IN BULLYING PREVENTION AND INTERVENTION

The mission of the Bullying Research Network (BRNET) is to **connect** international and national researchers, **serve** as knowledge translators, and **share** evidence-based knowledge in bullying prevention and intervention.

RESEARCHER SPOTLIGHT

Drs. Jennifer Green and Melissa Holt

Melissa Holt (she/her) and **Jennifer Greif Green** (she/her) are Professors in the Wheelock College of Education & Human Development at Boston University and co-lead the Social Adjustment and Bullying Prevention Lab. Dr. Holt received her PhD in Counseling Psychology from the University of Illinois at Urbana-Champaign and worked at the Centers for Disease Control (CDC) before joining Boston University. Dr. Green received her PhD in Counseling/Clinical/School Psychology from the University of California, Santa Barbara and completed post-doctoral training in the Department of Health Care Policy at Harvard Medical School.

Drs. Holt and Green collaborate to lead a series of projects related to bullying, bias-based bullying, and mental health and wellbeing in schools, with a particular focus on understanding and shifting the social context of schools to support students. Dr. Holt is currently the principal investigator of three-year research project funded by the National Institute of Justice, titled, "Root causes of bias-based harassment in schools: Risk and protective factors across multiple levels of the social ecology." This study, conducted in partnership with Dr. Green and Dr. Joey Merrin, uses NORC's AmeriSpeak Panel to survey adolescents and parents across the U.S. longitudinally. The study is designed to identify outcomes and predictors of bias-based harassment victimization and perpetration based on identify characteristics including race and ethnicity, sexual orientation, gender identity, religion, and immigration status. Initial findings, document the negative social-emotional impact of bias-based bullying, particularly for those in the bully-victim role, and also indicate high rates of involvement in bias-based bullying, particularly for students with disabilities.

In the past three years, their collective programs of research have also focused on (1) school calls for police response during behavioral health crises, (2) social and emotional experiences of transgender and non-binary students in schools, and (3) teacher identification and referral of youth for mental health services.

MARCH / 2024

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 [our website](#) for additional resources and announcements.



INSIDE

RESEARCHER SPOTLIGHT

MEMBERS AND AFFILIATES

AUTHOR EXCHANGE

ANNOUNCEMENTS



Drs. Holt and Green frequently consult with school districts working to understand and reduce bullying.

Selected Publications

- Bacher-Hicks, A., Goodman, J., **Green, J. G.**, & **Holt, M. K.** (2022). The COVID-19 pandemic disrupted both school bullying and cyberbullying. *American Economic Review: Insights*, 4(3), 353-370.
- Fusco, N. V., **Holt, M. K.**, Merrin, G. J., & **Green, J. G.** (2024). Social-emotional functioning among bias-based bullies, victims, and bully-victims. *School Psychology*.
- Green, J. G.**, Oblath, R., Felix, E. D., Furlong, M. J., **Holt, M. K.**, & Sharkey, J. D. (2018). Initial evidence for the validity of the California Bullying Victimization Scale (CBVS-R) as a retrospective measure for adults. *Psychological Assessment*, 30(11), 1444.
- Green, J. G.**, Oblath, R., & **Holt, M.** (2022). Teacher and school characteristics associated with the identification and referral of adolescent depression and oppositional defiant disorders by US teachers. *School Mental Health*, 14(3), 498-513.
- Green, J.G.**, Ramirez, M., Merrin, G., & **Holt, M.K.** (in press). Bias-based harassment among US adolescents. *School Mental Health*.
- Holt, M. K.**, **Green, J.G.**, Reid, G., DiMeo, A., Espelage, D. L., Felix, E. D., ... & Sharkey, J. D. (2014). Associations between past bullying experiences and psychosocial and academic functioning among college students. *Journal of American College Health*, 62(8), 552-560.
- Oblath, R., **Green, J.G.**, Guzmán, J., Felix, E. D., Furlong, M. J., **Holt, M.**, & Sharkey, J. (2020). Retrospective perceptions of power imbalance in childhood bullying among college students. *Journal of American College Health*, 68(8), 891-899.
- Parodi, K. B., **Holt, M. K.**, **Green, J. G.**, Porche, M. V., Koenig, B., & Xuan, Z. (2022). Time trends and disparities in anxiety among adolescents, 2012-2018. *Social psychiatry and psychiatric epidemiology*, 57(1), 127-137.
- Parodi, K. B., **Holt, M. K.**, **Green, J. G.**, Katz-Wise, S. L., Shah, T. N., Kraus, A. D., & Xuan, Z. (2022). Associations between school-related factors and mental health among transgender and gender diverse youth. *Journal of school psychology*, 90, 135-149.
- Green, J. G.**, McLaughlin, K. A., Alegría, M., Bettini, E., Gruber, M., Hoagwood, K., ... & Kessler, R. C. (2020). Associations of sociodemographic factors and psychiatric disorders with type of school-based mental health services received by youth. *Journal of Adolescent Health*, 67(3), 392-400.
- Green, J. G.**, Morabito, M. S., Savage, J., Goodman, N., Lincoln, E., Lanciani, J., ... & Muller, R. (2023). Reasons police respond in schools: an analysis of narrative data from police incident reports. *Child Abuse & Neglect*, 144, 106350.



BRNET MEMBERS

BRNET has a current total of 279 members from 30 countries.

Welcome **Drs. Maunder & Nooripour!**

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 the BRNET Coordinator, at bullyresearchnet@gmail.com. Additionally, you may direct potential BRNET members toward [our website](#) for further information.

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 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

BRNET has a current total of 120 affiliates from 20 countries.

Welcome **Hailey Kisner, Matias Martinez, & Mehjabin Bhuiyan!**

Affiliates 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.



AUTHOR EXCHANGE

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)

Boulton, M. J., & Macaulay, P. J.R. (2024). Helping school students deal with peer provocations and avoid hostile attribution bias with the CATZ Cross-Age Teaching Zone Intervention. *International Journal of Bullying Prevention*. <https://doi.org/10.1007/s42380-024-00245-6>

A novel intervention (Cross-Age Teaching Zone, CATZ) that combines cross-age tutoring and cooperative group work was tested for its effects on student tutors' thinking skills associated with (i) dealing pro-socially with peer provocations and (ii) avoiding hostile attribution bias. The full-text article is available open access via the link.

Macaulay, P.J.R., Steer, O. L., & Betts, L. R. (2024). Bystander intervention to cyberbullying on social media. In Benson, V., ed. *Handbook of Social Media Use Online Relationships, Security, Privacy, and Society Volume 2* (pp. 73-99). Academic Press. <https://doi.org/10.1016/B978-0-443-28804-3.00001-6>

This chapter provides an overview of cyberbullying and its prevalence, reviews the role of cyberbullying bystanders, and discusses current research findings on factors that influence bystander intervention. Finally, recommendations to combat cyberbullying and suggestions for how young people should act on social media to reduce their and others' vulnerability are provided. If you require access, you can email Dr. Macaulay at: p.macaulay@derby.ac.uk.

Martínez, M., Damme, K. S., Vargas, T., Yang, B., Rompilla, D. J., Stephens, J., Qu, Y., Mittal, V. A., & Haase, C. M. (2024). Longitudinal study of peer victimization, social support, and mental health during early adolescence. *Psychological Medicine*, 1-16. <https://doi.org/10.1017/S0033291724000035>

This study highlights the need to combine the promotion of prosocial school environments with targeted interventions. You can contact Matias Martínez at the following email if you are interested in accessing the article: matias@u.northwestern.edu.

Laniga-Wijnen, L., Yanagida, T., Garandea, C. F., Malamut, S. T., Veenstra, R., & Salmivalli, C. (2023). Is there really a healthy context paradox for victims of bullying? A longitudinal test of bidirectional within-and between-person associations between victimization and psychological problems. *Development and Psychopathology*, 1-15. <https://doi.org/10.1017/S0954579423001384>

This paper examines the effectiveness of anti-bullying interventions, emphasizing that simply reducing the overall prevalence of victimization is not enough and the importance of providing support for remaining victims. In classrooms where victimization rates are lower, victims not only exhibit worse psychological maladjustment over time compared to their peers (between-person changes), but they also experience a significant increase in maladjustment compared to their own previous levels (absolute within-person changes).



Dong, Z., Huitsing, G., & Veenstra, R. (2024). Students' school and psychological adjustment in classrooms with positive and negative leaders. *Journal of Youth and Adolescence*, 53(3), 550-562.
<https://doi.org/10.1007/s10964-023-01937-w>

This study highlights how students' well-being is affected by the type of leadership in their classrooms. It shows that, while children in classrooms with negative leaders often experience decreased school well-being, those in positive leadership settings, particularly girls, may exhibit lower self-esteem and increased depressive symptoms. This suggests that the healthy context paradox may be more prevalent among girls.

van Aalst, D. A. E., Huitsing, G., & Veenstra, R. (2024). Understanding teachers' likelihood of intervention in bullying situations: Testing the theory of planned behavior. *International Journal of Bullying Prevention*.
<https://doi.org/10.1007/s42380-024-00209-w>

This paper examines the complex factors that influence teachers' willingness to intervene in bullying situations. It highlights the importance of their attitudes, perceptions of the seriousness of bullying, and beliefs about its causes.

ANNOUNCEMENTS

CALL FOR PAPERS

1

Research Topic for *Frontiers*

Researchers are invited to submit manuscripts for the Research Topic, "New Ideas and International Perspectives on School Bullying: A Multidisciplinary Approach." The aim of this Research Topic is to build connections between the types of research being conducted on school bullying across scientific disciplines and international contexts. For more information, see the following link:
<https://www.frontiersin.org/research-topics/62965/new-ideas-and-international-perspectives-on-school-bullying-a-multidisciplinary-approach/overview>.

- Manuscript Summary Submission Deadline: June 6, 2024
- Manuscript Submission Deadline: September, 6 2024

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

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