



## BRNET May 2021 Newsletter

### **Dear BRNET Members and Affiliates of BRNET:**

Thank you for being a part of the Bullying Research Network! In our May 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.

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### **Researcher Spotlight—Dr. Michele Ybarra**

**Michele Ybarra (PhD)** is the President and Research Director of the Center for Innovative Public Health Research and also an adjunct Professor in the Department of Mental Health at the Johns Hopkins University School of Public Health, where she earned her PhD in child mental health services research and evaluation. Her research interests center on understanding how technology affects the health and well-being of young people, as well as how we can harness technology to positively affect the health and well-being of young people. She has been writing and thinking about the impacts of cyberbullying and Internet harassment since her first publication on this topic in 2004.

Dr. Ybarra is the principal investigator of the federally funded national, longitudinal Growing up with Media study, which recruited youth when they were 10-15 years of age and has followed them through 22-27 years of age. While focused specifically on understanding the etiology of sexual violence perpetration, data also have informed how cyberbullying fits within the larger context of bullying that occurs in other spaces and places. The study has also contributed to our knowledge of prevalence rates and correlates associated with teen dating abuse, stalking, and youth violent behavior.

Dr. Ybarra also led the federally funded Teen Health and Technology study, which highlighted the health disparities of sexual and gender minority (SGM) youth versus non-SGM youth with respect to online victimization, including bullying and unwanted sexual experiences.

In addition to her survey research, Dr. Ybarra co-led with Dr. Dorothy Espelage, the development and piloting of BullyDown, a text messaging-based bullying prevention program for middle school students. Findings suggest that the program is acceptable and feasible; we hope to test it on a larger scale in the future.

Dr. Ybarra has spoken widely about cyberbullying and other violence-related topics, including at the NIH-sponsored Scientific Workshop on Violence & Related Outcomes in Sexual and Gender Minority

Communities in May, 2021; the 2017 WHO Milestones meeting focused on cyberviolence; and the 2016 UN Expert Consultation on Bullying and Cyberbullying; as well as to professionals at the Madrid embassy, the US State Department, and the Centers for Disease Control and Prevention.

### Selected Recent Publications

1. Ybarra M.L., Prescott T.L., & Espelage D.L. (2016). Stepwise Development a Text Messaging-Based Bullying Prevention Program for Middle School Students (BullyDown). *JMIR Mhealth Uhealth*. 4(2). <https://doi.org/10.2196/mhealth.4936>
2. Ybarra, M.L., Espelage, D.L., Langhinrichsen-Rohling, J., Korchmaros, J.D., & Boyd, D. Lifetime Prevalence Rates and Overlap of Physical, Psychological, and Sexual Dating Abuse Perpetration and Victimization in a National Sample of Youth. *Arch Sex Behav*, 45(5), 1083-99. <https://doi.org/10.1007/s10508-016-0748-9>
3. Ybarra, M.L. & Thompson, R.E. (2017). Predicting the Emergence of Sexual Violence in Adolescence. *Prev Sci*. <https://doi.org/10.1007/s11121-017-0810-4> [Epub ahead of print]
4. Ranney, M.L., Pittman, S.K., Ybarra, M., Huang, J., Spirito, A., & Rosen, R.K. (2018). Mobile Health Intervention Development Principles: Lessons from an Adolescent Cyberbullying Intervention. *Proc Annu Hawaii Int Conf Syst Sci*, 51.
5. Anderson, C.A., Bushman, B.J., Bartholow, B.D., Cantor, J., Christakis, D., Coyne, S.M., Donnerstein, E., Brockmyer, J.F., Gentile, D.A., Green, C.S., Huesmann, R., Hummer, T., Krahé, B., Strasburger, V.C., Warburton, W., Wilson, B.J., & Ybarra, M. (2017). Screen Violence and Youth Behavior. *Pediatrics*, 140(Suppl 2), S142-S147. <https://doi.org/10.1542/peds.2016-1758T>
6. Ybarra, M. L., Langhinrichsen-Rohling, J., & Mitchell, K. J. Stalking-like behavior in adolescence: Prevalence, intent, and associated characteristics. (2017). *Psychology of Violence*, 7(2), 192-202 <http://dx.doi.org/10.1037/a0040145>
7. Ybarra, M.L., Espelage, D.L., Valido, A., Hong, J.S., Prescott, T.L. (2018). Perceptions of middle school youth about school bullying. *J Adolesc*. pii: S0140-1971(18)30191-X. <https://doi.org/10.1016/j.adolescence.2018.10.008> [Epub ahead of print]
8. Bushman, B.J., Coyne, S.M., Anderson, C.A., Björkqvist, K., Boxer, P., Dodge, K.A., Dubow, E.F., Farrington, D.P., Gentile, D.A., Huesmann, L.R., Lansford, J.E., Novaco, R.W., Ostrov, J.M., Underwood, M.K., Warburton, W.A., & Ybarra, M.L. (2018). Risk factors for youth violence: Youth violence commission, *International Society For Research On Aggression (ISRA)*. *Aggress Behav*, 44(4), 331-336. <https://doi.org/10.1002/ab.21766>.
9. Jones, L.M., Mitchell, K.J., Turner, H.A., Ybarra, M.L. (2018). Characteristics of bias-based harassment incidents reported by a national sample of U.S. adolescents. *J Adolesc*., 65, 50-60. <https://doi.org/10.1016/j.adolescence.2018.02.013>
10. Price-Feeney, M., Jones, L. M., Ybarra, M. L., & Mitchell, K. J. (2018). The relationship between bias-based peer victimization and depressive symptomatology across sexual and gender identity. *Psychology of Violence*, 8(6), 680-691. <http://dx.doi.org/10.1037/vio0000219>

11. Ranney, M.L., Pittman, S.K., Riese, A., Koehler, C., Ybarra, M.L., Cunningham, R.M., Spirito, A., & Rosen, R.K. (2018). What Counts?: A Qualitative Study of Adolescents' Lived Experience With Online Victimization and Cyberbullying. *Acad Pediatr*, 19, 30450-4. <https://doi.org/10.1016/j.acap.2019.11.001> [Epub ahead of print]
  12. Ybarra, M.L., & Langhinrichsen-Rohling, J. (2019). Linkages between violence-associated attitudes and psychological, physical, and sexual dating abuse perpetration and victimization among male and female adolescents. *Aggress Behav.*, 45(6):622-634. <https://doi.org/10.1002/ab.21856>.
  13. Ybarra, M.L., & Petras, H. (2020). Groups of Sexual Violence Perpetration in a National Sample of Youth 13-25 Years of Age. *Prev Sci*. <https://doi.org/10.1007/s11121-020-01172-w>
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### **BRNET New Members!**

BRNET has a current total of 251 members from 25 countries! Welcome to the BRNET, **Drs. Pearce & Noret!**

### **New Affiliates of BRNET!**

BRNET has a current total of 89 Affiliates (formerly known as 'Friends of BRNET') from 6 countries! Welcome **Emma Wilson!**

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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](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.
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### **Affiliates of BRNET**

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 a Affiliate of BRNET or want to refer someone to Affiliates of BRNET, please email Alia Noetzel, the BRNET Coordinator, at [bullyresearchnet@gmail.com](mailto:bullyresearchnet@gmail.com) with the following information: name, title, address, and email address.

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## **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.

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## **BRNET MEMBER ANNOUNCEMENTS**

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

Consider applying for 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. This award will recognize 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. See further details on attached PDF or on the following website: <http://ed.buffalo.edu/alberti/research/early-career-award.html>.

### **(2) 25<sup>th</sup> Workshop on Aggression**

The 25th Workshop on Aggression, which was supposed to take place last fall, will finally happen in 4-6 November, 2021 in Turku, Finland – right after the WABF in Stockholm. The overarching theme is “Prevention of aggression and violence among and against youth”. We welcome researchers studying bullying, dating violence, online abuse and grooming, child maltreatment, and other types of aggression, and evidence-based prevention of these global challenges. Submit your abstract and be prepared to join us in Turku. And of course, we are fully prepared to go online if there will be a need!

<http://woa2021.utu.fi>

-Christina Salmivalli and the organizing team

### **(3) Conference Report “Social Integration of Migrants in Schools – Developing Professional Skills for Bullying Prevention and Positive Social Relationships”**

How to map the interrelations between bullying, migration, and integration at school and classroom level? The Joint Focal Meeting of the Interdisciplinary Center for Integration and Migration Research and the COST Action “Transnational Collaboration on Bullying, Migration, and Integration at School Level” (TRIBES; see <http://www.tribesproject.com/>) addressed this issue in an online conference that took place online on February 18-19 2021. The COST Action works “towards ensuring integration, reducing bullying/enhancing the safety/well-being of refugee/migrant students, and all students in EU secondary schools, aiding in the social stability of both the individual/society” (Memorandum of Understanding, COST 2018, p. 2.).

Please see attached PDF for a summary of this meeting.

#### **(4) International Society for Research on Aggression (ISRA) Membership**

BRNET member Dr. Tracy Vaillancourt would like to invite you to become members of the International Society for Research on Aggression for which she is the new president-elect.

ISRA is a fantastic organization devoted to the study of aggression. Membership for students and new scholars is now free and the fee for established scholars is very reasonable (\$60.00). Membership gives you access to the things like the journal *Aggressive Behavior* and a discount for the world meeting, which is in Ottawa in 2022.

Please refer to the following link for further information: <https://www.israsociety.com/membership>

#### **(5) GALE Research Reports**

Peter Dankmeijer, an Affiliate of BRNET and the Executive Director for the Global Alliance for LGBT Education (GALE), has shared three research reports derived from a European project in which an interactive self-assessment on antibullying policy for high schools was developed. Below is his summary of these reports. Please contact Peter at [p.dankmeijer@gale.info](mailto:p.dankmeijer@gale.info) for more information.

From 2018 until 2020 European partnership with seven members in five countries engaged in the Anti-Bullying Certification (ABC) project (<https://www.gale.info/en/projects/abc-project>), which aims to develop a self-assessment of antibullying policy for high schools. The partnership developed a manual on how to implement the assessment and surveys for students and teachers, and interactive school “visitation” by students, a teacher workshop and a database with interventions schools can use to support their policy. The project is interesting for researchers in several ways. In the first place, the manual contains an attempt to describe 6 “effective elements” of antibullying policy, based on a research review. In the second place, the project was closed with small-scale evaluation impact research. This research did not only focus on satisfaction among the participants, but also asked some questions about dilemmas encountered in the project: *can* we score schools on the level of their antibullying policy quality, *how* can we score schools, and *should we* score schools. Based on a discussion during the first World Anti-Bullying Forum, we expected that national stakeholders and politicians would favor of scoring the quality of schools in the area of antibullying but the results showed that European and national stakeholders are much less likely to support this idea than students or teachers. In the third place, the project was interesting because it made an in-depth analysis of how the European Union relates to antibullying policies and of the Dutch antibullying policy. These desktop analysis reports shed more light on why politicians were not supporting the measurement of antibullying policy quality of schools: their neoliberal consensus prohibited this.

#### **(6) Tenth International Conference of Psychology and Education—June 2021**

Please read the following message from BRNET Member and President of the Conference of Psychology and Education, Dr. Eva Romera:

It gives us great pleasure to invite you to the 10th International Conference of Psychology and Education to be held in Cordoba in June 2021. After the resounding success of previous Conferences, the Scientific Association of Psychology and Education (ACIPE, in Spanish) has promoted this new opportunity for an academic and professional meeting to exchange views, ideas, experiences and advances from the latest research in the fields of Psychology and Education.



The slogan of this Conference: "From Neural to Social Networks: Wellbeing and Convivencia", takes as its starting point the neuro-psychological viewpoint which emerged from the 2018 Logroño Conference and aims to delve deeper in the broad domain of the social, emotional and moral world of the complex human network, which is at the core of school and family convivencia, on which the process of education and socializing is based. The support provided by the academic and professional community for ACIPE in its last few Conferences and its consolidation as a scientific society have allowed us to build up a sizeable Scientific Support Network to back up this Conference. The Scientific Committee is presided by Rosario Ortega Ruiz, and is made up of a team of leading national and international researchers. We have organised an attractive program featuring prestigious guest speakers and a wide range of scientific activities including conferences, panels of experts, invited symposia, oral communications and posters. The six thematic areas are aimed at offering a response to current issues being discussed by researchers in Educational Psychology: (1) *Neuropsychology. Cognition and socialization*; (2) *Educational Psychology. Guidance, intervention and assessment*; (3) *Affective factors and social life in the classroom: convivencia in schools*; (4) *Cyberbehaviour: from e-learning to social networks*; (5) *Gender, sexuality and violence*; and (6) *Family, education and society*. Through these topics, we would be delighted to receive the scientific and professional community members who aim to advance knowledge in psychology and education through their contributions to the Conference in Córdoba.

Please visit <https://www.cipe2020.com/index.php/en/> for further information.

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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. Shelley Hymel  
University of British Columbia  
BRNET Co-Director



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