



## DEAR BRNET MEMBERS AND AFFILIATES:

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.

## BRNET MAY 2023

### NEWSLETTER:

- 1 - Members and Affiliates
- 2 - Author Exchange
- 3 - Other Announcements

### BRNET New Members!

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

### New Affiliates of BRNET!

BRNET has a current total of 110 affiliates from 19 countries! **Welcome Andrea Evans & Dr. Santos!**

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.

### **BRNET Author Exchange - Member and Affiliate 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. Kenneth Rigby** recently published the book, [\*Interventions in Cases of Bullying in Schools: A Training Manual for Teachers and Counsellors\*](#). Please see the link and description below for more information.

Based on national and international research into the reported effectiveness of interventions in cases of bullying in schools, the leading Australian publisher of resources for schools, Hawker Brownlow, have produced a training manual for teachers, teacher trainees and counsellors. The exercises and role plays contained in the booklet have been developed and evaluated by teachers in workshops offered to teachers in Australia over the last two decades.

**Prof. Michael Boulton and Dr. Peter Macaulay** published new research on the CATZ Cross-Age Teaching Zone anti-bullying intervention. See below for a citation and summary. You can read the open access paper here:

Boulton, M. J., & Macaulay, P. J. (2023). Testing the social validity of the CATZ cross-age teaching zone anti-bullying intervention among school students. *Research Papers in Education*.  
<https://doi.org/10.1080/02671522.2023.2189289>

CATZ stands for the Cross-Age Teaching Zone. It is a fresh and exciting new way to put children and young people at the heart of efforts to support their social, emotional, behavioural and well-being development. In essence, CATZ invites older pupils (tutors) to design and deliver a lesson to younger pupils (tutees). Unlike most other ‘peer mentoring’ approaches, CATZ is totally inclusive. It does NOT identify a ‘select few’ picked out for special treatment because CATZ is open to ALL



pupils. And it does not require a period of training but allows pupils to ‘dive right in’. They learn by doing right from the off.

One reason why CATZ is so successful at helping children and young people learn important new things is that it overcomes resistance they often have when adults try to tell them what to do. In CATZ, pupils feel in control of their learning because they ARE in control. As the tutors prepare and deliver their lesson to the younger tutees, they don’t even realise that they are learning so there is nothing to resist! The tutees regard the older tutors as role models and look to them for guidance about what to think and how to behave.

In terms of its anti-bullying evidence base, over a number of randomised control trials, CATZ has been shown to improve a range of anti-bullying beliefs ([Boulton, Macaulay et al., 2021](#)), help victims develop better adjustment ([Boulton & Boulton, 2017](#)), and help students deal with peer provocations and avoid hostile attribution bias, factors known to precipitate bullying and aggression ([Boulton & Macaulay, 2023](#)). A further study found that CATZ also increased children’s knowledge about how to stay safe online and that awareness could reasonably be seen as a way to help them avoid cyberbullying problems ([Boulton et al., 2016](#)). Effect sizes were mostly large, attesting to the practical value of CATZ for students themselves. Around 1000 students have already experienced CATZ as tutors in this ongoing program of work, and so the evidence-base for its effectiveness is not inconsiderable.

Our latest paper on the CATZ Cross-Age Teaching Zone anti-bullying intervention has been published in *Research Papers in Education*! The present study assessed the social validity of the CATZ anti-bullying intervention among a sample of 9–15-year-olds in a pre-post experimental design (N = 817, of which 546 experienced CATZ).

While our participants may have had some initial reservations, they also expressed moderately positive views about CATZ and were willing to participate in it. Direct experience led to improvements on all of our measures of social validity. This is encouraging considered in the light of the growing evidence that CATZ can be an effective way to help students develop anti-bullying beliefs. Hence, we believe the time is right to suggest that CATZ be utilised more widely as a school-wide positive behaviour support intervention to help students themselves address the widespread and on-going problem of bullying. Our findings also suggest that offering potential CATZ participants ‘what they want’ (choosing working partners and the details of their lesson, adequate training, etc.) and allaying their fears (of public speaking) at the time they are initially invited to take part may encourage them to engage willingly and productively in that process.



Our future work on the CATZ intervention will look at developing social interactions and authentic self-esteem.

**Dr. Kaufman** recently published the following paper in the *Journal of Research on Adolescence*. Please see the attached PDF, citation, and brief summary below.

Kaufman, T. M. L., Lessard, L. M., & Watson, R. J. (2023). Heterogenous associations between Gender-Sexuality Alliances and LGBTQ adolescents' maladjustment across individual victimization level. *Journal of Research on Adolescence*. <https://doi.org/10.1111/jora.12844>

This paper extends the “healthy context paradox” to the context of stigma, and shows that for LGBTQ youth who are in schools with a Gender-Sexuality Alliance (GSA) that aims to stimulate an inclusive school climate, being victimized has stronger correlations with adverse health and school functioning than in schools without such a GSA. In other words: If you are already chronically in a minority position, such as LGBTQ youth, being one of the only ones who remains victimized in the context of a GSA might exacerbate distress.

## **BRNET ANNOUNCEMENTS**

---

### **(1) 27<sup>th</sup> Workshop on Aggression**

Join us in London for this year's Workshop on Aggression: a chance to join together with researchers and practitioners working in the field of aggression and bullying. The 27<sup>th</sup> Workshop on Aggression will take place November 10-11, 2023. Deadline for abstract submission is May 22, 2023. Please see the attached flier and the following link for more information: [www.workshoportunaggression.com](http://www.workshoportunaggression.com).

### **(2) 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>.



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

You are invited to submit an article to *the International Journal of Environmental Research and Public Health* Special Issue entitled, “Bullying and Cyberbullying among Youth.” Manuscripts will be considered until January 31, 2024. You can access more details about the special issue here:

[https://www.mdpi.com/journal/ijerph/special\\_issues/VJYKQ1VQ60](https://www.mdpi.com/journal/ijerph/special_issues/VJYKQ1VQ60)

---

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